

## **MICRO TEACHING PRACTICE IN INTRODUCING TEACHING METHODS AND TECHNIQUES FOR STBA PONTIANAK STUDENTS**

**Novita Julhijah**

Sekolah Tinggi Bahasa Asing (STBA) Pontianak  
Jl. Imam Bonjol No. 82 A-B-C & Jl. Gajah Mada No. 38-44 Pontianak  
e-mail: novitamuqaddam@gmail.com

### **Abstract**

Language is the key of communication. Teacher needs some efforts in teaching especially in applying the teaching techniques in the classroom in order to meet the objective of the study. This descriptive – qualitative research told about the effectiveness of micro teaching in applying some techniques and obstacles in having the micro teaching. Since some of the students did not have some backgrounds of teaching so, they needed teaching practices to apply some techniques effectively (collaboration, student-student interaction, grouping) the practices can help them implement some teaching techniques which can be used in the final project (in the real life classroom). The research participants were 16 students of the last semester and the data collections were video recording of students' activities in the classroom, pictures of the teaching aids and the classroom evaluation checklist. As the first start, the lecturer explained completed lesson plans and generic lesson plans and some teaching techniques and methods. The study showed a satisfying result in that most of the students could have good score in the final assessment.

**Keywords:** techniques, methods, teaching practice.

### **Abstrak**

*Bahasa adalah kunci dari komunikasi. Guru membutuhkan upaya-upaya dalam pengajaran terutama dalam mengaplikasikan teknik-teknik pengajaran di kelas dengan tujuan untuk mencapai tujuan pembelajaran. Penelitian deskriptif-kualitatif yang dilakukan bercerita tentang keefektifan micro teaching dalam penerapan teknik pengajaran dan hambatan-hambatan dalam micro teaching. Dikarenakan beberapa mahasiswa tidak mempunyai latar belakang pengajaran, mahasiswa tersebut membutuhkan latihan pengajaran untuk mengaplikasikan teknik dengan efektif yang dapat digunakan pada proyek terakhir (di kelas nyata). Partisipan terdiri dari 16 mahasiswa semester akhir dan pengumpulan data didapat dari rekaman video dari aktivitas mahasiswa selama di kelas, gambar gambar alat bantu mengajar, dan daftar evaluasi di kelas. Sebagai langkah awal, dosen memberikan penjelasan tentang rencana pengajaran, rencana pengajaran yang lengkap dan yang umum, dan juga beberapa teknik dan metode pengajaran. Hasil yang didapat cukup memuaskan dikarenakan hampir semua mahasiswa mendapatkan nilai yang baik di tugas akhir.*

**Kata Kunci:** teknik, metode, latihan pengajaran.

## **INTRODUCTION**

Language is the main key of communication. And, teaching language needs some ways that support the understanding of the students. However, a teacher should motivate the students to learn language. How to motivate them? Creating new techniques, interesting activities, upgrading understanding of teaching can motivate students in learning. In applying the techniques, teachers should give clear and understandable instructions. Teachers are also well-accustomed to activities that have a clear step-by step description (Foord, 2009). As teachers, we are provided ourselves with some knowledge of teaching that are meaningful as the good indications in having good communication. Good teachers care more about their students' learning than they do about their own teaching (Harmer,1998).

Some difficulties appear while teaching and learning the english language. Those can be the problems in applying the 4 skills, listening, speaking, reading, and writing, especially speaking. As we know speaking is related to communication, communication will be the key to succeed in every condition. To support this skill, one person should deal with vocabulary. Speaking in a second or foreign language has often been viewed as the most demanding of the four skills (Bailey and Savage, 1994) In digesting the language, students have found some main problems, such as: lack of vocabulary, fluency, context understanding, and learning style. Thus points will affect the teaching and learning result, then those will be the problem solving for the teacher,how they conduct the method and techniques in the classroom to make the teaching process becomes interesting and fun for the children.

The roles of the teachers in creating interesting class is very important because those are the core and the goal of teaching. Having a goal of communicative teaching and learning needs process, steps, and some well-prepared materials including curriculum itself. Communicative means fresh, something that has not been done before, innovated, and it brings positive frameworks in teaching and learning. Prasad (2013) said in his journal, "Within the last quarter century, communicative language teaching (CLT) has been put

forth around the world as the “new” or “innovative” way to teach English as a second or foreign language. Teaching materials, course descriptions, and curriculum guidelines proclaim a goal of communicative competence. In Savignon, ‘Communicative needs and goals as the first step in the development of a teaching program that involves learners as active participants in the interpretation, expression, and negotiation’ (Savignon,1997: 13).

In this case, there are some difficulties that are faced in the Teaching Practice Subject by the lecturer, and it can also be the indications for the lecturer in disseminating the techniques to the students in order to disseminate them in the real life (teaching at formal school as the final project). The difficulties are first, Passion, teaching is not their passion so, it is one of the difficulties for them to digest the information and some teaching method. Second is Timing, the Teaching Class Subject had to be done in one semester, it meant that the students just had 14 – 16 meetings, including Final Project and Assignment.

By having this situation, the lecturer needed to create some activities that could improve the students knowledge, ability, students’ creativity of teaching and obviously their passion in teaching children. They should prepare lesson plan that focused on student-student interaction as the guidance in teaching, class management, and use the technology as a part of 21st century teaching educator. To produce a good teaching and learning process, a good teacher should be well – prepared. It means they have to be ready with all teaching aids and planning. Linda Jensen in Murcia (2001), deciding what to teach, in what order, and for how much time are the basic components of planning. So, that is why micro teaching can be a small practice for the students before they come to the macro teaching. In having micro teaching they can explore the techniques, solve the problem that will be faced in the classroom, deal with the class management.

Interesting and Interactive Teaching Learning process is very essential for students and also for the teacher since teaching is the process of transferring data or knowledge to the audience and here we call them students. Interactive means an interaction between the students and the teachers where the students can express their feelings, their thoughts, and their ideas. ‘Interaction is the

collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other' (Brown, 2001). While in teaching, there are some aspects that should be considered with, not only the material, not only the students, but also the teacher should focus on manner. Manner is also the necessary aspect in teaching and learning process because teacher is the role model for the students. What they have in mind is teacher is a perfect person who knows everything and always be well – mannered.

Freeman in Foord (2009), descriptive model of the components of teaching there are four areas teachers can develop: *Skills* – you learn to do something, for example to give instructions more clearly, *Knowledge* – you learn about something, for example how the sounds of English are produced. *Awareness* – you learn how to use your eyes and ears better to find out what happens when you teach. *Attitude* – you learn about your assumptions about teaching, learning, yourself, your learners, your culture.

In teaching, teacher should be ready with many plans that can boost the students in order to cope with unexpected situations. That point can support the teaching whether it is interesting or boring for the students. For example, first, How should teachers talk to students?, The way that teacher talks to students – the manner in which they interact with them – is one of the crucial teacher skills. Teacher is the role model for the students, they will see their teacher as a perfect person who always gives positive vibes for them whether it is in the classroom or outside the classroom. The students will imitate what the teacher has given to them. Second, How should teacher give instructions?, Simple and logic for the instructions will be easier to be understood. Giving instructions will be the start for the teacher to give exercise and to make sure they get the point of what they are supposed to do. Third, What are the best kinds of lesson? Teaching is a habit for the teacher. Without realizing it, he/she keeps repeating the same attitude when teaching and the students will notice it. So, that's why teacher needs some changes, out of the box, try to give surprise, do unpredictable thing such as: wear different styles of cloth, give games, use different style of teaching (Harmer, 1998).

In delivering knowledge, teacher needs some methods that can make the teaching process interesting and enhance some interactions between teachers and students. The method should inspire the students and boost them in learning especially the Students – centered (Students – Students Interaction) as stated in Brown (2000) the role of the teacher: “you are no longer the only initiator of language. Students should be encouraged to ask questions, make comments, and negotiate certain options in learning where appropriate”, and according to Lestari (2003) Student-student interaction is believed to be more conducive and gives more chance for the students to practice the target language.

The teaching process consists of steps that are relevant to the material itself, the steps are the bridge to get the objective of the study. The steps that are used by the teachers, should be relevant also to the students’ needs, learning styles, and sometimes, students’ experiences. And the most important point is learning from your own teaching, why? because it is a reflection to the teachers, *‘becoming a reflective teacher is intended to allow us to develop ourselves individually and collectively, to deal with contemporary events and structures and not to take these structures for granted’* (Barlett,1990 ). Giving example of teaching is not just as simple as by telling the students to do some instructions of having exercises, assignments, activities in the classroom.in order to get the objective of the subject (Teaching Practice), it was needed to give sample related to the teaching process. Mastromarino in Mahmud and Rawson (2013), Micro teaching is used in the field of therapy (Mastromarino, R., 2004), to help convert theoretical knowledge into practical applications during interaction with patients. Practicing in teaching, will give therapy for the students to boost their thoughts of some problems and s in the classroom, such as material, students, class management, time limit, and even simple thing, such as their teaching style will be considered as the therapy. Here are the characteristics of micro teaching according to Allen and Ryan (1969): (1) It is a real teaching situation; (2) It reduces the complexity of the real classroom teaching situation in terms of the number of students, the amount of time and the amount of learning contents; and (3) It emphasizes training for mastery of teaching activities such as skills, techniques, methods, and curriculum selection.

Microteaching that had been done in the class, was the training for the students. Here, they could explore their idea in giving the activities, exercises, and also some in the real teaching process (macro teaching). To provide an effective and self-regulating instruction in a learning-rich environment, teachers should be trained in teaching approaches and strategies (Oddens in Killic, 2010).

## **METHOD**

The writer applied descriptive - qualitative research. As stated in Craswell (2012), one of the major characteristics in qualitative research is stating the purpose and research questions in a general and broad way so as to the participants' experience. The writer would like to find the effectiveness of micro teaching in applying some techniques in the classroom and some obstacles that are faced by the students. The research was done in seventh semester for almost 4 months, include the teaching practice in the class and the Macro teaching in Bina Bakti School. Data were collected by using Classroom observation checklists that consisted of 8 points and the result will be shown in band coverages (Excellent, Good, Fair, Poor) and also documentation which are video recording and some pictures that were taken by the writer. The documentation recorded each group activities in the classroom while having the practice teaching. To analyze the data, the writer gathered all the data, from the classroom evaluation checklist, the documentation (video recording and some pictures). The final classroom evaluation checklist that had been done the observer from Bina Bakti School will be the final score. He writer add the scores from the micro teaching in the classroom and the scores form the observers. As the feedback, the writer also put some notes and suggestion from the observers.

The participants were students of STBA (Sekolah Tinggi Bahasa Asing) Pontianak in 8 semester. There were 12 students. They took Teaching Practice in this semester and had to teach English subject with different kind of teaching method. The lecturer gave a sample material, with complete lesson plan. The lesson plan consisted of some steps, from Pre, Whilst, and Post. Some of the students had experiences in teaching, whether in Kindergarten, Elementary, or

Senior high School. So, some of them had known how to apply some interesting techniques in the classroom.

Procedure and process: (1) In one semester, there were 16 meetings. After 8 meetings, there would be mid test and continue to have the next meetings until final test. The lecturer focused on the part of lesson plan and reviewed some points that are related to the lesson plan, such as: Pre, Whilst, Post and How to elaborate the techniques in each steps. The lecturer also gave them sample material. The sample material was about 7 wonders, the level was for junior high school students, and the objective was SWBAT (Student Will Be Able To) comprehend the text about the new world wonders; (2) The lecturer divided the class into three groups that consisted of three to four students. Each group should have one step to be performed and they started with Pre – Stage (the topic is world wonders). In this step, they can elaborate the material which was given by the lecturer and they also used their own techniques but the techniques were still in the same objective. In group, they had to act the techniques in front of the classroom and their friends would be the audience (acting like they were in the real classroom), they used the teaching aids.

Group 1. They used some teaching aids that could be applied in the classroom. The technique was matching. They made some flags and the name of the countries on colorful papers that are related to the wonders. And they also used power point. As the first start, the first student would be the one who gave introduction and he divided the class into 3 groups by asking each students to take one color (there are 3 colors and three groups) and after that the students should come to their group according to the color before. Each group had crossword puzzle, they had to find the word related to the country. And continue to the next student who did a review and gave some cue cards of the name of the countries and the name of the wonders. The students used Slides, the slides consisted of world wonders pictures and she asked the class to match the pictures and the cue cards. For the last student, she continued the lesson by summarizing the activities to get the objective of the lesson. Those would be the pre- stage of the lesson. Here are the steps in the lesson plan: (1) SWBAT match the pictures and the

words consist of information of world wonders; (2) Tasks the students to work in groups and match the pictures and the words by sticking the cue cards on the white board and stick them on the pictures that come from the slide; (3) SWBAT predict the topic of today's lesson; and (4) Tasks the students to work in groups and give their opinion about the picture.

For group 2, there were three students. First student gave pre-stage to drill the class, with the same topic about world wonders. The student gave a short video about world wonders including the information and the history of each wonders. After playing the video, she showed some pictures of word wonders, and did some reviews by asking questions. And the next student did review and asked some questions related to the topic. The questions were the history of the wonders. For example:

**Teacher** : Ok, you saw a video of world wonders, can you mention the world wonders that you see?

**Students** : Petra , Taj Mahal, ( the students came with different answers).

**Teachers** : now , I will show you the slide again , I need you to guess the world wonders and mention the locations, are you ready?

**Students** : ok,

**Teachers** : first , what is this? (Showing the picture)

**Students** : Taj Mahal .

**Teachers** : where is it located?

**Students** : India.

And the last student divided the class into some groups and asked them to match the pictures given (from the slide) with the name of the countries and the world wonders.

Group 3. This group consisted of three students, they still used the same material about world wonders. They prepared the teaching aids, by using pictures, slides, cue cards. The techniques, they used matching also, but different part. They prepared some pictures and the name of the wonders, and they showed the pictures of the wonders. They divided the class into three groups, and gave the cards for each group. When they showed the slide, the students had to match the



picture and the name of the wonders and stuck them on the wall. They did this drilling activities in 10 minutes. After the drilling, they discussed them together with the class. Here are the stages in the lesson plan: (1) SWBAT recognize the topic by playing a game (hangman game); (2) T gives the students a game related to the topic; (3) The students are able to find the words of wonders; (3) SWBAT know the world wonders by showing the pictures with the explanation relate to the hangman game; (4) T gives questions to the students relate to the topic through ppt slides; and (5) Students choose and arrange the pictures based on the instruction to a paper.

To collect the data, the lecturer used some tools. First, Classroom Evaluation Checklist and second, documentation. These tools were used because they were related to the teaching objective, especially the scoring system in micro and macro teaching.

These checklists consist of one teaching variable (Teaching Competence) but with some indicators. The writer used Formative Teacher Assessment Surveys (Murphy, 2001). To have the scoring system, there are four bands coverage: 4 (all of the time), 3 (most of the time), 2 (some of the time), 1 (not at all). Each band coverage has percentage system and the predicate. Here are the list.

**Table 1 Classroom Evaluation Check List**

No	Teaching Variable Teaching Competence	Score			
		4	3	2	1
	In general, the teacher :				
1.	Presents well-organized lessons.				
2.	Speaks in a way that is clear and easy to understand.				
3.	Masters the material very well.				
4.	Grades assignments and tests fairly.				
5.	Makes good use of class time and Uses appropriate teaching aids.				
6.	Encourages students to use English				
7.	Relates well to students				
8.	Provides appropriate opportunities for students to participate in class.				

**Table 2 The Band Coverage**

<b>Band Coverage</b>	<b>Predicate</b>
4 : all of the time ( 89 – 100% )	85 – 100 = Excellent
3 : most of the time ( 70 – 85% )	70 – 84 = Good
2 : some of the time ( 51 – 69% )	51 – 69 = Fair
1 : not at all ( 0 – 50% )	30 – 50 = Poor

There are 8 points. The observer should pay attention to band coverage to decide the score range (4, 3, 2 or 1). There are some steps to calculate the point and then we can have the predicate. The chosen number times 4/3/2/1. For example: there are two numbers of point 4 (2 x 4). The total / 32 ÷ 100, then you will have the predicate. This checklist was used for both micro teaching and also class observation (macro teaching) that was done by the observer in Bina Bakti School.

The documentations were video recording and some pictures. The videos were taken when they performed the activities in the classroom. The lecturer took some pictures of the students' teaching aids. The function of the pictures were as evidences for the lecturer in giving score to the students and the videos as the feedback for them.

## **RESULT AND DISCUSSION**

The students were divided into 3 groups, each group had the teaching started with Pre- stage. Each group had the same topic and the same stage. The students had the micro teaching in the classroom, and their friends (the rest of class) would be the audience. When they had the micro teaching, the class was crowded because they felt enthusiastic with the techniques. Group 1 that consisted of 3 students, the first student was giving introduction and he started with word – puzzle. He asked the students to find the words of countries. For the second student, she did matching game. The second asked the students to match the pictures and the name of the countries. The third student, explained the purpose and the objective of the lesson.

For the micro teaching, it showed that, the students needed some knowledge about giving interesting techniques to the classroom. But, from their performances, the writer can conclude that, they gave good result, from the use of the techniques, the teaching aids the grouping, the practices, and the exercises they gave to the students in micro teaching. They could apply them well. For the techniques, most of them used matching. Matching between the name of the countries and the name of the world wonders. They prepared the cue cards, printed countries' name and colorful printed pictures as their teaching aids. Some of them already prepared the reward for those who did the activity correctly. They provided candy, unique accessories. To maximize the technology, they also used power point or slide as the teaching aids, they made the words puzzle in the slide, prepared some videos including the history of the world wonders that are related to the objective of the study.

It showed that, using Realia were the easiest techniques. Preparing some pictures, cue cards, power points, and those seemed the common teaching aids, since those were real and eye-catching, and understandable. When I saw those points above, I concluded that the students understood their goals, related to their audience (the students they teach in Macro teaching). When they got their students' needs, they knew what to do, what to prepare, what to expect then they are ready with all kind of expectation in the classroom.

The next step was Macro teaching. This activity had been done in Bina Bhakti School, elementary students grade 1 and 2. The Teaching Practice is divided into 6 groups, each group consists of two students. Each group has 45 minutes – 1 hour to do the macro teaching. They should divide the activity into two stages. The material was from the class teacher. Some of them combined the activities, they used the material from the school and they elaborated their own material by adding some interesting activities.

In doing the teaching practice in that school, they were observed by the class teachers there. There were two class teachers for each group. The scoring systems were from the Classroom Observation Checklist. The observers would have the list and they should give score based on the band coverage given. From

the result of the observation checklist, they had **excellent predicate (85 – 100)** from the observers. As the final score, even they were in the group work, the score would be individual. The final scores were taken from the observation in the classroom while having the micro teaching, their assignment of making lesson plan, and the last would be the bands coverage checklist.

There were some researches that told about micro teaching. One of them is Congruence and Dissonance between micro-teaching and macro- teaching by Feryl Cubukcu (2010). This research discussed the problematic areas of teacher-trainees in preparing them for practicum class (micro teaching) and it just focused on reflection and feedback from the teacher – trainee to improve and redesigning the courses.

**Table 3The List of the Final Result for Macro Teaching  
(in Bina Bhakti School )**

<b>No.</b>	<b>Name</b>	<b>Result</b>
1.	FB	With the total score is 84 (good) Fabian had difficulties in giving instructions to the students, he did many pauses just because of his nervousness. But for the class management, he did it very well especially leading the game.
2.	AM	With the score 98, meaning he did the practice very well. Since the micro and macro teaching. He was talkative, handle the students very well, gave clear instructions, and also positive responds from the students, but lack of teaching aids.
3.	LN	The score is 87 ( excellent ). She was a patient teacher. She could handle the chaos in the classroom. Using appropriate teaching aids also her plus points because she had great ideas of creating interesting activities. But her voice was quite soft.
4.	RD	She also got excellent score (94). She prepared teaching aids very well and gave clear instructions to the students. The class ran smoothly.
5.	FL	She got the highest score ( 100 ) excellent. She was a talkative girl. Had a loud voice and very cheerful that affect her teaching process in the classroom. She also prepared appropriate teaching aids and gave clear instruction to the students and the class felt live. The students were very enthusiast with her teaching. And she also gave reward for the students.
6.	LEN	For the score 96 ( excellent ).she gave clear instructions to the students and lead the class very well.

7.	FTR	Her score is 96. She used appropriate teaching aids in the classroom. Encouraged students to use English. but she didn't give clear instructions.
8.	LD	Her score is 100 ( excellent ).by using shapes and number and showing pictures , she could get the students' attention. her voice was quite loud and she gave clear instructions.
9.	HR	She got 98 ( excellent ). She was very dominant in the classroom. Could give clear instructions, and used the teachings aids very well.
10.	CDY	Her score is 82 ( Good ) . her voice was quite soft. She couldn't encourage students to use English but she used appropriate teaching aids.
11.	NA	Her score is 84 (good). She couldn't speak clearly and couldn't give clear instruction. Couldn't encourage students to speak English but she prepared the teaching aids very well.
12.	SF	The score is 84 (good). She has the problem with her friend Nana. She couldn't speak clearly. On the other hand, she could the students' attention and the class ran very well.

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## **CONCLUSION**

From the discussion above, it showed that the result was satisfying and effective. Some of the students gave excellent result. Although some of the students didn't have any skill in teaching, by giving sample activities that they got in the micro teaching they can apply them in the teaching practice in macro teaching (real classroom in Bina Bhakti).By grouping them for the micro teaching practice, they shared the ideas with their members. They used various techniques, from the different activities, interesting teaching aids, and idea of giving reward for the best students, but the students also faced some obstacles which decreasing their performance in teaching. For the next research, the researcher can focus on some additional techniques that can easily imply for the English students.

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