

PRE-SERVICE TEACHERS' PERFORMANCE POST MICROTEACHING CLASS IN FIELD EXPERIENCE PROGRAM

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ABSTRACT

The aim of this study was to investigate the pre-service teachers' performance in the Field Experience Program after taking a microteaching class. The sample of this study was ten (10) pre-service teachers. The data collected were taken from pre-service teachers' report books. The results of this study showed that microteaching helped the pre-service teachers in improving and achieving a good teaching performance in classroom during their Field Experience Program. In addition, after the pre-service teachers had a microteaching class, they were able to use appropriate learning methods and classroom management in order to achieve a better performance in the Program. It can be concluded that the microteaching class has played a role to the pre-service teachers in enhancing their teaching performance in the Field Experience Program.

Keywords: *pre-service teachers' performance; field experience program; microteaching*

INTRODUCTION

Prior to undertaking any professional teaching experience, student teachers are already expected to be good teachers in the future. Hence, during their

education program, the student teachers are prepared to study some relevant learning methods and approaches in order to improve their teaching skills. In connecting the gap between the theory and the practice, the teacher education program is required to provide these student teachers with a proper and reliable learning environment. As such, two courses called microteaching and Field Experience Program (*Praktek Pengalaman Lapangan/PPL*) are developed to meet this need in Indonesia.

Microteaching was first established at Stanford Teacher Education, Stanford University, California in 1963 (Akanbi & Usman, 2014; Ismail, 2011). Microteaching involves planning, teaching, observing, and criticizing (Ismail, 2011). It can also include these five steps: teaching, feedback, re-planning, re-teaching, and re-feedback (Mahmud & Rawshon, 2013). In addition, a microteaching class also arranges the simulation to the pre-service teachers by combining the theory and practice and develops their confidence in teaching (Ismail, 2011). Moreover, the pre-service teachers do not only learn and reflect the various teaching procedures but also they will have additional practical experiences in the microteaching class. Microteaching provides the pre-service teachers with valuable teaching experiences and makes them aware of the benefits and relationships between theories and practices (Bell, 2007). Microteaching is also set up as a reliable training environment where the pre-service teachers are able to practice their teaching skills before taking over the real classroom (Akanbi & Usman, 2014).

After completing the microteaching course, the pre-service teachers will conduct real teaching in the classroom. This is considered as a teaching internship or more commonly known in Indonesia as *Praktik Pengalaman Lapangan (PPL)* – Field Experience Program. Like any other Indonesian universities, the Faculty of Teacher Training and Education of the University of Abulyatama also requires its senior students or pre-service teachers to take the PPL course. The PPL is one learning environment where the pre-service teachers can implement their knowledge in the real classroom. There, the pre-service teachers will face the real classroom conditions in which they need to manifest their knowledge such as teaching,

socializing, negotiating, and other managerial skills. In principal, the implementation of the PPL is aimed at obtaining the relevant competencies, as stated in the Law No. 20 of 2003 on Education, with the teacher duties in terms of learning, training, and supervising (Hapsari & Widhianningrum, 2014).

In the PPL, the performance of the pre-service teachers will be greatly assessed by their supervisor/mentor from the school they are assigned to. The performance will be determined by the way they teach in the classroom as well as the way they manage the classroom and the students. Therefore, in the PPL, the pre-service teachers are allowed to have the total control in the classroom by managing the classroom activities (da Luz, 2015). Jones and Jones (2004) as cited by da Luz (2015) identify several areas of knowledge and skills in the conceptualization of classroom management, including building a supportive environment by establishing teacher-student and peer relationships, optimizing learning by using instructional methods, gaining a commitment from students to appropriate behavior standards, creating a safe and caring classroom community, and using counseling and behavioral methods to change students' inappropriate behaviors. Thus, in order to be an effective educator/teacher, a pre-service teacher generally should master the classroom management as it is the most essential aspect of the teaching and learning process.

However, teacher educators who prepare the pre-service teachers should also display effective teaching and reflect on the sequence and consequence of their teaching, and to facilitate the assimilation between theory and practice through field teaching experiences (Amobi & Irwin, 2009). Hence, in order to figure out whether or not the microteaching class prepared by the teacher educators helped the pre-service teachers' teaching experience, the study then investigated the performance of the pre-service teachers in the Field Experience Program.

RESEARCH METHODS

This study was a quantitative study, analyzing the components of the pre-service teachers' report books. These report books were assessed by the school teachers who acted as the mentors/supervisors for the pre-service teachers during their

teaching practice in the Field Experience Program in the respective schools. The report books helped inform the study about the influence of microteaching for the pre-service teachers in the Program.

There were eight components in a report book comprising Teaching Practice 1 (TP1), Teaching Practice 2 (TP2), Teaching Practice 3 (TP3), Teaching Practice 4 (TP4), Teaching Practice 5 (TP5), Teaching Practice 6 (TP6), Teaching Practice 7 (TP7), Teaching Practice 8 (TP8), and Teaching Examination (TE). The following table describes the components of Teaching Practice and Teaching Examination assessed by the mentors.

Table 1. The Assessed Components of Teaching Practice and Teaching Examination

No.	The Assessed Components
A. The Planning of Learning Activities	
1.	Clarity of formulation of learning objectives
2.	Conformity between teaching materials and learning objectives
3.	Organizing teaching materials
4.	Conformity between sources/learning aids/instructional media and learning objectives as well as teaching material
5.	Clarity of learning activities (initial, core, and closing activities)
6.	Reflecting of strategy/approach/method/model and time allocation in the stage of activities.
7.	Completeness of assessment instruments (test, answer keys, and rubric score)
8.	Orderliness of Lesson Plans
The Skills to Carry Out Learning Activities	
B. Initial Activities	
9.	Preparing students to study
10.	Conducting apperception, motivation, and pretest and connecting the learning materials in the real life.
C. Core Activities	
11.	Delivering the learning materials clearly and appropriately between the achieved competences.
12.	Carrying out the learning coherently.
13.	Implementing the contextual learning.
14.	Conducting the learning in accordance with the planned allocation of time.
15.	Fostering of joy, enthusiasm, and active participation of students in learning.
16.	Mastering the class and be positive towards the students' responses.
17.	Monitoring the students' learning progress and conducting the assessments during the learning process.
18.	Using Indonesian Language properly and correctly as well as appropriate style.
19.	Using media effectively, efficiently, attractively and involving the students in its utilization.

D. Closing Activities

20. Conducting the reflection, summary, and follow-up of learning by involving the students.

In addition to Teaching Practice and Teaching Examination, the mentors also assessed the Pre-Service Teacher Personality (PSTP), and the Pre-Service Teacher Social Relationship (PSTSR), as shown in the following tables.

Table 2. The Assessed Components of Pre-Service Teacher Personality

No.	The Assessed Components
1.	Discipline in carrying out the tasks assigned by headmaster, mentor, and supervisor.
2.	Wisdom in handling the tasks and problems encountered in the classroom or school.
3.	Responsibility in conducting the tasks.
4.	Accuracy of presence at school and teaching.
5.	Participation in all school activities (co-curricular, extracurricular, administration and picket).
6.	Ethics (cloth, action, hair, speech, etc.)

Table 3. The Assessed Components of Pre-Service Teacher Social Relationship

No.	The Assessed Components
1.	The quality of relationship with the students.
2.	The quality of relationship with the headmaster and other teachers.
3.	The quality of relationship with the administrative staff or other staff.
4.	The quality of relationship with other pre-service teacher

The scoring system for each of the components follows the scale of 1-5 (as shown in table 4), and the mentors were asked to circle the score according to their assessment on the pre-service teachers' performance.

Table 4. The Scoring System of Pre-Service Teacher's Performance

Scale of Score	Criteria
1	Very Poor
2	Poor
3	Adequate
4	Good
5	Very Good

For the average score of the TP and TE, the mentors calculated all component scores of the pre-service teachers' performance. On the other hand, for the PSTP and PSTSR, the mentors used the following formulas to get the average score. The average scores provided in the report books became the data source for the analysis of this study.

$$\text{Average score} = \text{Component Scores} \times 10 / 3 \text{ (for PSTP)}$$

$$\text{Average score} = \text{Component Scores} \times 4 \text{ (for PSTSR)}$$

Research Subjects

The subjects of this study were ten (10) student teachers/ pre-service teachers of the Department of English Education of the Faculty of Teacher Training and Education of the University of Abulyatama who had completed the microteaching course and then took the Field Experience Program (PPL) in the academic year 2016/2017 in seven (7) different schools in Aceh Besar (Great Aceh District) of Aceh Province). The subjects were selected based on the saturated sampling technique (Sugiyono, 2013).

Data Collection

The study compiled the data needed by gaining the copies of the report books of the pre-service teachers after getting approval from the head of the Department of English Education. The data were the scores available in the report books.

Data Analysis

The study used descriptive statistics to analyze and interpret the results of the scoring from the report books. The scores that the pre-service teachers achieved in each assessment including Teaching Practice, Teaching Examination, and Pre-Service Teacher Personality and Social Relationship were calculated in order to find

the percentage by using this formula:
$$P = \frac{f}{n} \times 100\%$$
 (Sudijono, 2005)

in which, P = percentage

f = frequency

n = number

RESULTS AND DISCUSSION

Based on the report books of the pre-service teachers, the collected data were presented in the following table.

Table 5. Data Based on the Report Book

No.	Initial	Score of Teaching Practice (TP)								Score of TE	Score of PSTP	Score of PSTSR
		1	2	3	4	5	6	7	8			
1.	DW	40	42	45	52	60	66	76	88	96	87	92
2.	YO	24	30	45	47	54	63	74	88	90	90	96
3.	DR	46	50	57	61	63	66	72	80	85	93	80
4.	AS	80	84	85	86	86	86	87	88	88	96	92
5.	HM	72	73	78	77	80	84	83	86	87	83	88
6.	DR	76	78	80	83	85	86	88	90	92	83	84
7.	KS	60	61	62	63	62	63	63	67	73	63	72
8.	NS	64	74	74	77	78	80	79	80	89	96	24
9.	NH	74	86	85	81	-	-	-	-	85	93	92
10.	AA	73	77	80	82	-	-	-	-	95	75	88
Percentage (%)		61	66	69	71	71	74	78	83	88	83	88

The samples of the mentors' assessment are shown in the following figures for clearer understanding of the scoring system.

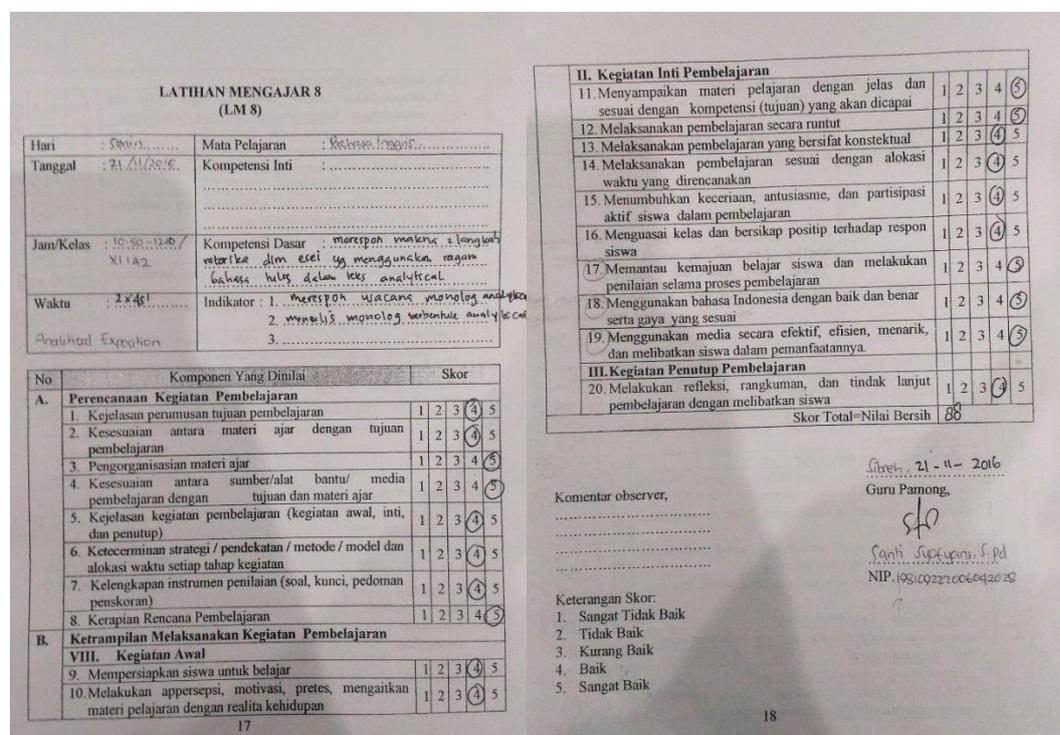


Figure 1. The Mentor's Scoring of Teaching Practice and Teaching Examination

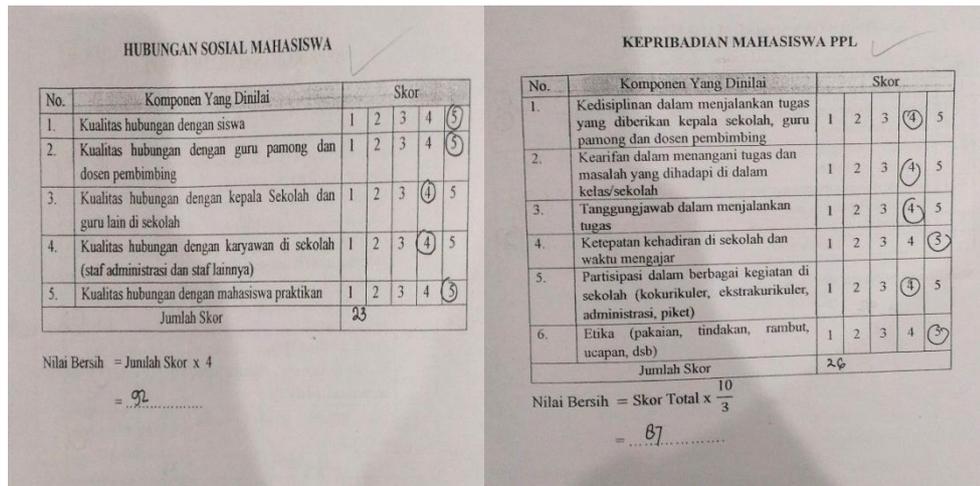


Figure 2. The Mentor’s Scoring of Pre-Service Teacher Personality and Social Relationship

Looking at Table 5 above, it was found that in the TP1, the average score of ten pre-service teachers was 61%. Here, the score means that these student teachers did not make a good lesson plan in teaching. There was no association between learning materials and learning objectives. This was the first performance for them in teaching at school so, perhaps, they did not feel confident enough in teaching activities. Thus, the application of their teaching skills was not truly shown in this meeting.

The pre-service teacher trainings then somewhat developed their performance in the TP2 by getting 66% in average. They had a slightly better performance in preparing their students for studying, doing apperception, motivation and pretest, and connecting the learning materials in the real life. However, they still did not know how to make a good lesson plan, learning activities, and reflection.

In the next TP3, the pre-service teachers could explain the learning objectives and their association with the learning materials. In other words, they could organize the learning materials. However, they still maintain an average score of 66% in this session.

The association between learning media and learning objectives, the comprehension of learning activities, and the application of learning approaches were better shown in the TP4. In addition, the pre-service teachers could also

manage the time allotted in every activity. Here, they reached an average score of 71%.

Likewise, the same score of 71% was also shown in the TP5. The pre-service teachers could make a good assessment in teaching and learning process such as making questions, answer keys, and scoring procedures. In addition, they could present a good lesson plan. The score then raised a little in the TP6 of 74%. The learning materials were conveyed clearly and appropriately by these pre-service teachers along with the learning competencies achieved. Moreover, they also taught systematically and contextually in the classroom.

There was a good association between the learning activities and time allocation as stated in the lesson plan in the TP7. The pre-service teachers also built the happiness, enthusiasm, and active participation of the students in learning. The classroom management was well conducted, so they were able to control and give positive responses to the learners' questions. For the last TP8, the improvement of teaching was illustrated by as high as 83% average in the report books. The pre-service teachers applied an assessment during the learning process in addition to implementing the learning media effectively, efficiently, and interestingly.

After completing eight meetings for teaching practices, the pre-service teachers were required to take the teaching examination. The result for the teaching examination showed that they obtained an average score of 88%. This indicated that the teaching performance of the pre-service teachers had improved. They managed to teach in the classroom properly by following their lesson plans.

However, there were some missing data for the scores of two pre-service teachers in the TP5, TP6, TP7, and TP8 as the scores were somehow not stated in their report books. Therefore, in these four practices, the average scores were taken only from the remaining eight.

In terms of the Pre-Service Teacher Personality, the average score was 83%. The score reflected that the pre-service teachers were discipline enough and also respectful towards to the other members of the assigned schools. They also showed

responsibilities in finishing their tasks as well as participated in other school activities such as in co-curricular, extracurricular, administration, and on duty activities.

Further, in the Pre-Service Teacher Social Relationship, it was found an average score of 88%. This suggested that in the aspect of the social relationship, the pre-service teachers could interact well with the students, teachers, headmasters, and other staff at school. It showed that they gained a quality relationship.

Based on the data of report books, the study found that the overall average of these pre-service teachers was 76%. This suggests that the student teachers/ pre-service teachers have obtained a good achievement in teaching performance after microteaching class during their Field Experience Program. In other words, it can be concluded that there was a significant improvement in the students' teaching performance in the Program after they had completed the microteaching class.

CONCLUSION

In the Field Experience Program (PPL), the pre-service teachers were found to perform well in teaching, in preparing their students for learning, in doing apperception, in giving motivation and pre-test, and in connecting the learning materials to the real life. They were able to associate between the learning media and the learning objectives, to understand the learning activities, and to apply the learning approaches during the teaching and learning process. In addition, they could manage the time allocated in every activity as well as teach systematically and contextually in the classroom. They were also capable of delivering the learning materials appropriately according to the learning competencies. At the end of the class, they managed to conduct the learning assessment and reflection about the lesson to the students. On the other hand, they could also gain a good relationship with the students, teachers, headmasters, and other staff in their assigned schools. Therefore, it can be concluded that the performance of the pre-service teachers have been very good and it can be considered that the microteaching class has played a role in their teaching performance as well.

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