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**“THE IMPACTS OF VIDEO MICRO TEACHING ON TEACHING
SKILLS OF PRE SERVICE TEACHERS”. ENGLISH EDUCATION
DEPARTEMENT PROGRAMME OF ISLAMIC KALIMANTAN
UNIVERSITY BANJARMASIN 2014**

Angga Taufan Dayu dan Nurhasanah

Dosen FKIP Universitas Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin
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ABSTRACT

The main purpose of this study is to get the impact of microteaching practices on the pre-service teachers' views based on their teaching experiences in PPL Programme. In this way, it is investigated that if there is any differences about pre-service teachers' views of after micro-teaching practices. The participants of the study are 22 PPL students who are in the Department of English Training Education in FKIP Uniska 2014-2015 education years. Ten students made a presentation with using micro-teaching methods at the secondary school. At the end of the practice, semi-structured interview form and the survey were used to learn the views of pre-service teachers about teaching in the classroom. The results of the interviews show that the pre-service believed that the micro-teaching method gives a chance to evaluate their strong and weak aspects in teaching. At the same time, the interview results show that pre-service teachers are developed timing, planning, asking questions, management of class, using different materials and examples and physical appearance during the teaching process

INTRODUCTION

Today the developed countries give great support to education as they know in the future it is only possible for them to have power and voice by educating people who are experts in their own fields. Different factors have effect in education of qualified people. And without a doubt one of the most important one of these factors is the teacher. The teacher has the key role in education process. The most important role of the teacher in a school is to guide students while providing knowledge. With this role, the teacher shapes the terminal behaviors of the students, helps the student to have positive relationships and makes them skillful. Besides, the roles such as being a disciplinarian, judge or confidentiality are also expected from the teacher with the feeling of worthiness.

The teachers need to believe in the objectives and general principles of the education process and they need to have tolerance in order to develop the individual entrepreneurship and creativeness. Each component of the education is tied and appreciated. 'Raising teachers' is a multidimensional and universal issue. The concept of training teachers includes sub-subjects such as the selection of the teacher candidates, their prevocational trainings, internship term, observing and evaluating studies during this term and in-service training.

RESEARCH QUESTION

- ↪ How does peer-teaching affect pre service teachers' performance in teaching practice of English Education Programme at FKIP Uniska Banjarmasin?
- ↪ What are the effect of peer-teaching and micro-teaching on teaching skills pre service teachers of English Education Programme at FKIP Uniska Banjarmasin?

PURPOSE OF STUDY

- ↪ To find out how peer-teaching affect pre service teachers' performance in teaching practice of English Education Programme at FKIP Uniska Banjarmasin?
- ↪ To find out the effect of peer-teaching and micro-teaching on teaching skills pre service teachers of English Education Programme at FKIP Uniska Banjarmasin?

THEORY REVIEW

Microteaching is a method that has been used since 1960s in teaching- learning environments. Microteaching is a remarkable factor used in teaching practices of pre-service teachers (Görge, 2003). Microteaching method offers new and different opportunities to pre-service teachers about the planning and implementation of new teaching strategies. Microteaching has an important place in preparation for the teaching profession because of its potential to emphasize the relationship between theory and practice (Ajayi-Dopemu and Talabi, 1986). Microteaching is a technique in teacher education which provides a transition from theory to real teaching situations (Çelik, 2001). Allen and Eve (1968) defined microteaching as "A system of controlled practice that makes it possible to concentrate on specific teaching behavior and to practice teaching under controlled conditions". Microteaching is one of the efforts by the pre-serviceteachers to transfer the knowledge and skills into action, and thus, they try to bridge the gap between the theory and practice (Gürses, Bayrak, & Doğar, 2005). In microteaching practice, lesson duration is short (5-20 minutes) and the number of the students is few (not more than 20) (Külah, 1994). In respect to subject, teachers work to meet only one teaching skills. Microteaching is a cycle which is started with a planning. As shown in Figure 1, the cycle is; process of teaching, criticizing, re-planning, re-teaching and re-criticizing (Peker, 2009).

METHODOLOGY

This qualitative research aims to get the impact and view the prospective students before and after microteaching application.

✦ This research was done on December 2014 at FKIP Uniska Banjarmasin, which was located at Jl.Adyaksa No2.Kayu Tangi. Banjarmasin. The research started on July until November 2014.

✦ Data Collecting Techniques

This research use data collecting techniques are Observation, Interview and Document.

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 microteaching method in 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."

"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."

CONCLUSION

Microteaching is an important education component that gives chances of teaching practice to pre-service teachers (Allen and Wang, n.d.). Therefore, microteaching presents advantages like self confidence, seeing and fulfilling the shortcomings, learning different methods and techniques (Ananthakrishnan, 1993). So, the place of microteaching in education is important. This is a result indicated by different researches (He & Yan, 2011; Peker, 2009; Güngör, 2003). However, doing more researches on microteaching applications by pre-service teachers will contribute positively to this lesson to go on more usefully and efficiently. To this end, this research was carried out with 22 participants and following results came out.

Pre-service students at the department of English education and teacher training, as a result of microteaching activity, remark that they will have challenges in teaching. That's to say, they say that they will have some kind of teaching anxiety following teaching experience. Regarding the microteaching application, majority of the students agree that video watching is useful. Similarly, all the participants state that watching the videos of all classmates together contributes much to eliminate the concerns mentioned above. These two findings are in parallel with the findings of other researches on the usefulness of video watching (Şen, 2010; Hauge & Norenes, 2009; Lazarus & Olivero, 2009). The participants state that there is difference between their first and second presentations and the second presentations indicate that they are more experienced and thus they make fewer mistakes. Another finding is that all the pre-service teachers find that microteaching application is useful and essential. Watching their own videos and friends' videos helps them to see what they do right or wrong, and this will contribute much to their future lessons.

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PENDAHULUAN

Dalam kegiatan pembelajaran, prestasi belajar yang dicapai siswa kadang sesuai harapan, tetapi kadang-kadang tidak sesuai dengan yang diharapkan. Adapun faktor-faktor yang mempengaruhi proses dan hasil belajar setiap orang, diantaranya: faktor internal (dari dalam diri) dan faktor eksternal (dari luar) individu belajar (Ngalim Purwana, 2002: 97).

Prestasi belajar adalah hasil yang dicapai anak sebagai hasil belajar berupa angka, huruf, maupun tindakan hasil belajar yang dicapai (Bachon, 1977: 83). Oleh karena itu prestasi belajar yang diperoleh tiap siswa diharapkan memperoleh prestasi maksimum. Pada pelajaran Matematika khususnya di kelas I, II, dan III terdapat 3 kegiatan atau Standar Kompetensi yang harus dikuasai oleh setiap siswa, yaitu: (1) Berhitung/Bilangan, (2) Geometri dan Pengukuran, dan (3) Pengetahuan Dasar.

Bilangan bulat adalah bilangan yang utuh dalam artian bukan bilangan desimal-lainnya (Rusliawati, 2002: 17). Bilangan bulat dinyatakan dengan $B = \{ \dots, -3, -2, -1, 0, 1, 2, 3, \dots \}$. Operasi yang pada bilangan bulat yang diajarkan di SD adalah penjumlahan dan pengurangan, sed ngkan perkalian dan pembagian merupakan penguasaan yang

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