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by Syamsiah D. Syamsiah D.

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The Development of Microteaching Learning Model For International Class Program Of Elementary School Teacher Education

Hamzah Pagarra¹, Syamsiah²
{hamzah.pagarra@unm.ac.id¹, syamsiah.d@unm.ac.id²}

^{1,2}State University of Makassar, Faculty of Education Science, Indonesia

Abstract. Mastery of teaching skills for students and graduates to be crucial for teacher training colleges. Teachers as "Role Model" in the education sector is expected to face challenges. Therefore, developing a microteaching learning model is a step to prepare prospective teachers, especially students in International Class Program of Elementary School Teacher Education, to improve the quality of teaching skills so that the expected learning objectives or competencies can be achieved. In accordance with the description, this study aims to prepare prospective educators to have skills in learning so that what needs to be studied involves: 1). How is the microteaching learning model in International Class Program? 2). What media are needed to run Microteaching Learning Model in International Class Program? 3). How to run Microteaching Learning Model in International Class Program? The research method uses descriptive qualitative research. The research subject of the pre-test is five students of International Class Program of Elementary School Teacher Education in 2016 Faculty of Education Science, the State University of Makassar in the second semester of the academic year 2018/2019. The results of this study indicate that: 1). Microteaching Learning Model for teacher candidates of International Class Program of Elementary School Teacher Education consists of Microteaching and deepening of English course that emphasize conversation. 2). The microteaching models require specific lessons in English, the activities of microteaching practices gradually, recording equipment and assessment instruments. 3). The microteaching learning model can be organized in parallel / together with the course of Fundamental Teaching Skill.

Keywords: Learning Model, Microteaching, International Class Program, Elementary School Teacher Education.

1. Introduction

Paradigm centred learning model for students (student centre) is proclaimed in education today. This learning stimulates students to think openly in exploring ability. This is because learning is a complex process that brings together the components of integrated learning which include learning objectives, teaching materials for students, methods, media and learning resources, evaluation of students, teachers and other learning environments. To support the implementation of student centers in each learning activity, a teacher is required to have three abilities, namely 1) cognitive ability (knowledge), ie the teacher must master the material, methods, media, and be able to plan and develop learning activities 2) effective ability (attitude), means the teacher has a noble character, maintained behaviour, so that he will be

able to become a model that can be emulated by students 3) psychomotor abilities (skills), means that teachers are required to have knowledge and ability to implement the knowledge they have.

In addition, teachers must have the ability and the basic skills needed for a smooth learning process effectively and efficiently. Teachers' skills in teaching and learning, include: the skills to open and close the lesson, explaining skills, questioning skills, skills provide reinforcement, guiding small group discussions, class management skills, variation skills, and individual and small group teaching skills.

If the teacher and prospective teacher have mastered and applied some of the teaching skills described above, the learning objectives will be achieved. To help teacher candidates master some of these skills, training or practice is needed first. One of the efforts to establish the fundamental of teaching skills for prospective teachers to do a process of training or learning through teaching activities or Microteaching

Microteaching as a learning approach was originally pioneered in the United States, namely at Stanford University in 1963 which developed into several Asian countries. This is in line with the statements of Allen and Ryan (Sukirman, 2012) "The idea was developed at Stanford University in 1963" which has succeeded in improving the quality of teachers, especially related to the ability and teaching skills, so that in a relatively short time microteaching develops and is used in other countries outside the United States. Asril (Supriyanto et al, 2017) revealed that Indonesia's microteaching was introduced by some LPTK precisely in May 1977, has held seminars recommend Microteaching in the syllabus and curriculum. This makes the Microteaching course a compulsory subject at the Institute of Educational Teaching Educators, one of which is the Elementary School Teacher Education Faculty of Education Science State University of Makassar.

3 According to Ajayi-Dopemu and Talabi (Saban and Çoklar, 2013) said that Microteaching has an important place in preparation for the teaching profession because of its potential to emphasize the relationship between theory and practice. Microteaching is a teaching exercise conducted by teacher candidates in practising the basic components of teaching skills by simplifying such as the number of students, teaching time, learning materials, one or two small units that are simple and focused on specific teaching skills. Microteaching learning model is expected for teacher candidates to be able to master several teaching skills because in microteaching learning prospective teachers will be trained to practice from each component or teaching skills. Training for practice is programmed systematically and consistently. In order to grow good behaviour in the future when the teacher standing in the classroom/teaching. If the performance is not trained and accustomed to the quality and professionalism of teaching will be reduced so that it is necessary to practice continuously through microteaching learning model in the course of Fundamental Teaching Skill.

The education process for prospective teachers requires many things, including providing opportunities for them to practice teaching. The Fundamental Teaching Skill course in the microteaching laboratory is a compulsory subject and must pass for undergraduate students. Microteaching aims to establish and develop the basic competencies of teaching as a provision for teaching practice in schools in PPL or Internship program IV. Through this course, students are provided with the skills to teach and later want them to be a teacher capable of teaching two languages namely Indonesian and English in Elementary School. This is why the needs of microteaching model specifically provide skills teaching in Primary Schools in Indonesia or other countries..

Seeing reality as described above, the evaluation of the implementation of microteaching is an activity that must be done. Thus the problem will be raised in this research are: 1) How is the microteaching learning model in International Class Program for students in Elementary School Teacher Education in 2016? 2) What media are needed to run the Microteaching Learning Model in International Class Program for students in Elementary School Teacher Education in 2016? 3) How to run Microteaching Learning Model in International Class Program for students in Elementary School Teacher Education in 2016?

Through this research question, research on the analysis of the implementation of microteaching specifically contributes to improving the quality and professionalism of prospective teachers or graduates of the Elementary School Teacher Education Faculty of the Education Science State University of Makassar. It is expected that with this microteaching learning that is able to increase teacher competence in their teaching skills and be able to encourage the enthusiasm and creativity of teacher candidates in making new innovations in teaching activities.

2. Method

This research is a qualitative study using a descriptive approach and its reliability is carried out on students. Stages in the form of a report of the events during the process of research, analysis, reflection and recommendations as well as conclusions from planning to completion of the cycle by declaring that the research is undertaken. Descriptions of diaries, learning profiles and the performance of research subjects (samples of children's work) will be supplemented by video recordings of microteaching practices.

The research location is at the Elementary School Teacher Education Makassar Campus, Faculty of Education Science, State University of Makassar. The subjects used as data sources were students of the 2016 International Class Program of Elementary School Teacher Education, Faculty of Education Science, State University of Makassar who attended the Fundamental Teaching Skill (KDM) course in the second semester of the 2018/2019 school year with a total of 49 students consisting of 26 students from the class BC.5.1 and 23 students from the class BC.5.2. Samples were selected based on pre-test results of two classes of English as a group that will get microteaching learning to be prepared as a candidate of Elementary School Teachers based International. In accordance with the pre-test results, five students were selected to be included in the microteaching course in the International Class Program.

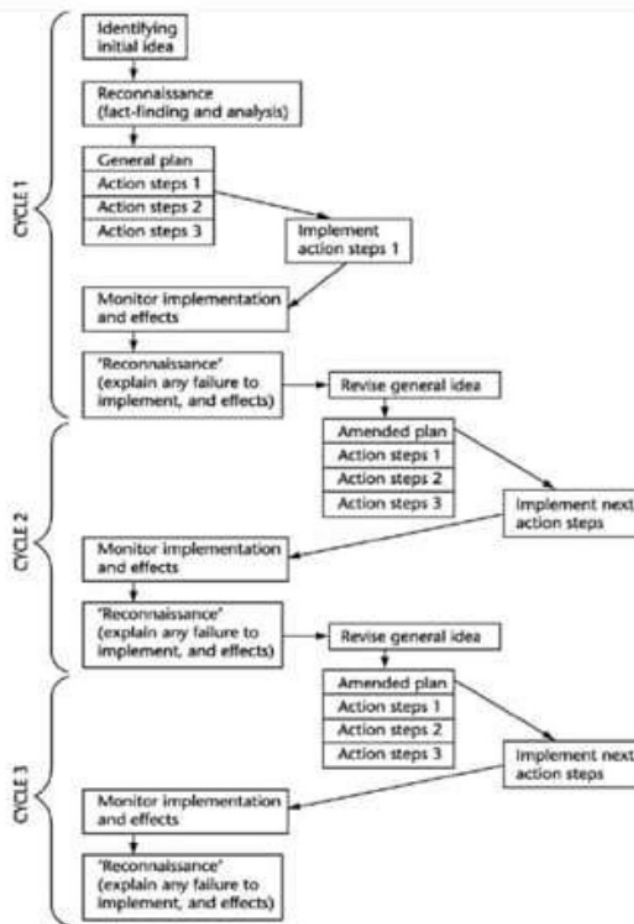
The microteaching implementation plan conducted in three cycles, the cycles I, II, and III. Before the first cycle is executed, will be pre-research activities that include: observation field, the preparation of materials and stages of learning, and develop assessment instruments. Each cycle consists of activities: implementation, observation, evaluation and reflection, and revision. In more detail, this action research activities followed the procedure as Figure 1 below which adapted from the Classroom Action Research model developed by Elliot (1991: 71).

Assessment instrument in this study adopts the assessment sheet listed in the book Fundamental Teaching Skill Practicum 2018 in microteaching learning. There are 8 grading sheets provided to be used in assessing students' abilities in lecturing Fundamental Teaching Skill. The eight assessment sheets are 1) Learning and Opening Skills, 2) Questioning Skills, 3) Strengthening Skills, 4) Variation Skills, 5) Explaining Skills, 6) Small Group Discussion Guiding Skills, 7) Class Management Skills, 8) Individual Small Group Teaching Skills.

In addition to the existing assessment format, an assessment sheet will be added to measure the extent of the use of English in microteaching conducted by research subjects. The aspects assessed in the use of English during teaching are:

- 1). The percentage of English vocabulary used.
- 2). The truth of the English sentence structure used.
- 3). The truth of the English vocabulary pronunciation used.
- 4). The use of reference in English.

Assessment criteria are the use of vocabulary during microteaching. The criterion for the success of this research is the use of vocabulary during microteaching, ie if students have been able to use English vocabulary as much as 50% of all vocabulary spoken during teaching practice with a duration of 10 to 15 minutes.



Picture 1. Elliot's action research model

3. Results and Discussion

Based on the pre-test results are used to select students participating in microteaching who have sufficient capability, from 49 students participating in the 2016 Microteaching class consisting of 26 students from class BC.5.1 and 23 students from class BC. 5.2, only five students who have skill in English. Therefore, microteaching participants will be trained to implement microteaching at International Class Program amounted to only five students.

In this study, conducted for three cycles and consisted of seven times face to face. The first cycle with two extra-face lectures discussed creating simple sentences in English using the simple present tense. The second cycle with two face-to-face also verbally practised teaching the material in two languages. In the third cycle, students practice microteaching in front of the class by using International Language, which is English.

In Cycle 1 study was conducted in two meetings on the subject of pronunciation and conversation as well as the preparation of simple sentences in the simple present tense form. Students practice composing simple sentences with engineering material substance being studied by elementary school students based International. In the first cycle has been successfully implemented as the three major topics: alphabet pronunciation and conversation by using simple present tense run well in class. The students' English proficiency still needs to be improved in terms of the results in table 1.

Table 1. Student Performance Assessment Results in Cycle I

Observation aspect	Perilaku yang diukur	Value		
		High	Medium	Low
Performance	Practice of pronunciation		√	
	Activeness in listening	√		
	Activeness in Discussion		√	
	Activeness in Asking		√	
	Activeness in answering questions		√	

Based on the results of observations and interviews conducted, students practitioner claimed still confused in concreting learning material using International Language. They claimed that a lack of confidence in practising the pronunciation of the alphabet and vocabulary. Less confidence resulted in them being less than optimal in mastering the class..

In the second cycle study was conducted in three meetings with the subject: conversations in the simple past tense, present continuous tense and past continuous tense. In the learning process in the second cycle, VCD English learning programs were used. The training was directed to choose the topic to be presented in teaching practice with International Language and practising it in a limited way.

Sentence patterns were sufficiently understood by the students in the second cycle was active sentence patterns. They were still difficult to form a passive sentence. In the practical activities of explaining microteaching material, it was apparent that almost all of the students still had difficulty expressing complete English sentences. Generally, they explained in a sentence which was mixed between the majority of words in English and some words in Indonesian. They still looked too often to see the notes, so the explanation was still not flowing, often intermittent.

Based on the above findings, then in cycle III will be given another chance for students to re-explain the material presented in cycle II. Before practice begins, an additional explanation will be given about the preparation of complete sentences in English.

In cycle III study was conducted in two meetings with the principal activities of microteaching practices. This practice is carried out twice, first by sitting and facing his friends. Second, by being in front by using chairs and desks of lecturers (the full practice of microteaching using two languages/international language). The first way is taken to practice fluency and reduce the burden of feeling nervous. In this cycle, five student trainees microteaching of the International Class Program, only three students were able to achieve good presentation. The other two participants still feel heavy. This was due to their lack of practice and limited ability in the vocabulary and pronunciation aspects.

In this third cycle by practising twice the presentation, when viewed from the perspective of topic selection, they have chosen a topic that is quite in accordance with the material in International-based elementary school. When viewed from the duration of time that they have met the guidelines, which ranged between 10-15 minutes. The ability of students to make presentations to microteaching bilingual classes in Elementary School Teacher Education, then the model of microteaching this International Class can be organized in parallel / together with Fundamental Teaching Skill.

In general, the practice of Microteaching using two languages or international language will be very helpful, firstly if the practitioner has mastered enough English vocabulary related to engineering. Second, if the practitioner had mastered the two tenses, the simple present tense and simple past tense. Therefore in the future, firstly, if this bilingual teaching of Microteaching will be developed, it is necessary to provide adequate references in terms of engineering material. Second, the practitioner needs to get enough conversation practice to improve their ability in the pronunciation aspect. Third, the teaching of the international language will be implemented with adequate, if a teacher can prepare teaching materials are taken from the sources of learning English.

4. Conclusions

Microteaching Learning Model is a subject that plays an important role in shaping students' expertise and skills comprehensively. Microteaching learning in Fundamental Teaching Skill course is expected to increase the competence of prospective teachers in the teaching field. To improve the quality of teaching practice subjects are expected to lecturers in order to design microteaching models that are always innovative in preparing students or teacher candidates to master Fundamental Teaching Skill. Completeness of learning resources and teaching facilities were adequate by the department strongly supports Microteaching lecture programs in International Class Program. Students are expected to always develop their basic teaching skill independently Students should be able to train themselves in preparing media in the plan of learning implementation, be able to carry out microteaching in a small scope to a large scope so as to increase self-confidence and want to practice continuously in developing teaching skills through microteaching practice.

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3. Students of International Class Program of 2016 Elementary School Teacher Education Faculty of Education Science, State University of Makassar.

Hopefully, the results of this study bring benefits. Advice and input are expected to improve this research.

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