

EFL PRE-SERVICE TEACHERS' PEDAGOGICAL COMPETENCE THROUGH MICRO-TEACHING PRACTICUM

Ali Widodo¹

M. Ali Ghufro²

Moh. Fuadul Matin³

IKIP PGRI Bojonegoro^{1, 2, 3}

aliwido1707@gmail.com

Abstract

Mastering pedagogic competence is very important for EFL pre-service teacher in the future. Meanwhile, EFL pre-service teachers face a lot of problems in mastering pedagogical competence such as low experience in teaching, anxiety, unconfident, time-oriented problem, etc. Micro-teaching practicum comes as a training course for EFL pre-service teacher in preparing and mastering pedagogical competence. The purpose of this study is to examine whether or not micro-teaching practicum can improve EFL pre-service teachers' pedagogical competence and to determine the perception of the EFL pre-service teacher about micro-teaching practicum in improving pedagogical competence. By using collaborative action research, the researchers obtain the data from interview, observation, questionnaire and documentation. The findings show that micro teaching practicum is effective in improving EFL pre-service teachers' pedagogical competence and more than 95.96% of respondents gave positive responses and believed that micro-teaching practicum can improve pedagogic competence. The implication of this research is that it gives the participants understanding that micro-teaching practicum is important for them in mastering pedagogical competence, so that they should prepare and more focus in learning and practicing micro-teaching.

Keywords: pedagogic competence, Teachers' competence, EFL teacher, Pre-service teacher, Micro teaching practicum

INTRODUCTION

In Indonesia, English is elementary school level. Through considered as a foreign language. introducing elementary school As a foreign language, English students to English, it is intended has been taught starting at that Indonesian students will

master and utilize English well as a means in communication.

Teaching English in Indonesia has experienced rapid development. According to the School Based Curriculum (KTSP), the English teaching aims at developing the four language skills. Those four language skills are listening, speaking, reading, and writing. Each of the language skill has relationship to others and should be taught in integrative way. In Curriculum of 2013, English is taught more integrally with other field of studies. By integrating English with other field of studies, the students are supposed to experience English learning in more contextual way.

Studies about teaching English in Indonesia (Hamied, 2001; Lengkenawati, 2005;

Luciana, 2006) reveal that it is considered to be failing to develop learners' competence due to factors such as teachers' insufficient command of English, poor teaching and learning facilities, and inadequate learning resources (Hamied, 2001; Lengkenawati, 2005). Another important factor that contributes to unsuccessful English language teaching is teacher education programs that are not well designed to produce the desired outcomes among EFL teacher graduates (Luciana, 2006). Yuwono (2005) emphasizes that English teaching in Indonesian schools can not operate successfully when there is an absence of suitably qualified teachers. Due to teacher shortages, some schools in rural areas employ English teachers

who do not have English language teacher credentials.

These teachers do not have adequate knowledge and skills to teach English to students, which results in less than optimum performance from teachers in helping students learn English.

In many cases, what becomes the challenge for many countries which teaching and using English as foreign language (EFL) in education such as Indonesia is how to prepare pre-service teacher to be ready again education challenges. They have prepared well before delivering teaching in real condition at school. In addition to deal with this problem, Indonesia government widely open the institutions or universities that involving education department for EFL pre-service teacher to

train and develop them-selves as candidates of teacher.

According to Indonesia's Educational Law Number 14/2005 (Mulyasa, 2007), as professional educators, teachers are expected to meet prescribed competence requirements. This law specifies that teachers must complete a four-year teacher education program and demonstrate pedagogical, personal, professional and social competence. Pedagogical competence refers to a teacher's ability to ensure students learn effectively. Personal competence refers to good work ethics, responsibility, and sense of belonging and should hold the ethical codes of teacher. Social competence is a teacher's ability to be part of the community, including communicating and

socializing effectively with students, fellow teachers, school staff and parents. Professional competence describes a teacher's ability to master the disciplinary area content and knowledge that must be taught. These requirements are legislated and implemented in the curriculum of the English education program at IKIP PGRI Bojonegoro.

IKIP PGRI Bojonegoro is located in Bojonegoro regency, East Java province. Through English Education Program, the institute is responsible for producing graduates who meet the demand for English professional teachers in East Java province and other areas of Indonesia. In addition to prepare the candidate of teachers, the institute effort to train some competences, lectures, and

practices that must be passed and mastered by the candidate of teachers. One of the most important lectures that must be passed is micro teaching. Micro teaching is usually taught at 6th semester and it is usually taught to train the candidate of teachers how to practice and teach in narrow scale.

Moreover through micro teaching, the candidates of teacher in IKIP PGRI Bojonegoro are hoped that they can reach and build teacher competences, especially pedagogical competence. Pedagogical competence is basic and main competence that must be mastered by Pre-service teacher. The scale how the EFL pre-service teacher can master pedagogical competence is showed when they are not only

able to deliver the teaching, but also measured by the result of the teaching and the situation of the class. Mostly teacher who has good pedagogical competence can create enjoyable situation in class during learning and teaching activity.

In fact, EFL pre-service teachers in 6th semester in IKIP PGRI Bojonegoro have low experience and knowledge about how to practice, direct the teaching. Even, the fact shows that many EFL pre-service teachers have low motivation in directing and practicing the teaching, they are still unprepared and unconfident. In that case, the writer surely beliefs that the candidates of teacher can build their spirit and also improve the knowledge of teaching by micro teaching

practicum. According to Allan (1966), Micro-teaching is a scaled down teaching encounter in class, size and time. Micro-teaching is a teacher training program which reduces the teaching situations to a simpler and more controlled encounter achieved by limiting the practice teaching to a specific skill and reducing time and class size.

There have been a number of researchers conducted some studies related to the topic. Therefore, the researcher chose three previous studies which are closer to the topic. Igwe et al (2013) concluded the role and importance of Micro-Teaching in a teacher-training program is essential since Micro-Teaching prepared the teacher candidates to lead them into a good characteristic of teachers to be.

Micro-Teaching is helpful to build the teacher candidates confidence in teaching the real students.

In Ralph's study (2014), it was also found that 59% teacher candidates have positive perceptions on teaching experiences in micro-teaching. The teaching experiences in his study included the opportunity of practicing teaching skill, the observation of peers' teaching simulation, the lesson plan process, and the importance of giving and receiving feedback. After he found the results of his study, Ralph concluded that Micro Teaching was important to help the teacher candidates acquire the knowledge and skills they needed to be applied in teaching the real students.

Based on the previous studies, it can be concluded that micro-teaching or teaching practicum program is such an effective course that able to improve the EFL pre-service teachers' teaching performance. According to the researcher, the difference of these studies with the study that will be conducted by the researcher is the focus aspect that influenced by micro-teaching itself. To guide the exploration, we posed the following questions: (1) How is the condition of EFL pre-service teacher pedagogic competence at sixth semester in IKIP PGRI Bojonegoro?, (2) How can micro teaching practicum improve EFL pre-service teacher's pedagogical competence?.

The benefits of this study are to give understanding about

the condition of EFL pre-service teacher pedagogical competence at sixth semester in IKIP PGRI Bojonegoro and to determine how micro teaching practicum can improve EFL pre-service teacher's pedagogical competence. The research also can be useful for EFL pre-service teachers in solving the problems while preparing them-selves against the challenge of further teaching.

METHOD

The method used in this study is classroom action research, it designed as collaborative action research which means the researcher works collaboratively with the lecturer during the study. The data of study obtained from interview, questionnaire and observation. Pre interview was

implemented to know and determine the condition of EFL pre-service teachers' pedagogic competence before the research was implemented, hence observation during the research was conducted to know the improvement of participants' pedagogic competence, the questionnaire and post interview were collected after the research was implemented to know participants' response of the implementation of micro-teaching practicum.

The participants of the research consisted of 22 in research class and 26 respondents of English Education Department of IKIP PGRI Bojonegoro student in sixth semester who are prepared as candidate of English teacher in the future. Therefore, the researcher also discussed

with the lecturer and then made the criteria of the success of the study, they are an enhancement of participants' mean score, the percentage participants who achieve the minimum standard score (60) are equal to or higher than 80% of total students in the

Pre-interview is done to some participants in micro-teaching class related to their understanding about pedagogic competence, teacher competence, experiences in teaching (for some participants who may have work as a teacher before) and how participants' hope to micro-teaching in improving teacher

research and there are participants' positive responses related to micro-teaching practicum lecture in preparing and mastering pedagogic competence as the candidate of EFL teacher.

FINDINGS AND DISCUSSION

pedagogic competence was. Hence, the researcher also got the data from class observation during cycle 1. After did the pre-interview and observation, the researcher found the information related to the problem of the research in class. Those problems are presented in the following table.

Table 1. The problem found in field

No	Problems	Codes
1	The participants' anxiety in teaching	P
2	Un-confidence	P
3	Less experience in teaching	P

4	Less understanding about teacher competence (especially pedagogic competence)	P
5	Different participants' priority in following the class	P
6	Less creativity in using media while practicum (computer oriented/presentation)	M
7	Less skill in pronunciation	P
8	Teacher learning-centered	P
9	Less intensifying of learning material	P
10	Less skill in summarizing the teaching-learning activity	P
11	Less preparation in lesson plan	P
12	The Lecturer did not give any handbook	M

P= Problem from Participant

M=Media

The second focus is to investigate how the implementation of micro-teaching practicum and how micro-teaching can improve EFL pre-service teachers' pedagogical

competence. After did the cycle 1 and cycle 2, the researcher obtain the data from observation sheet based the participants' practicum and the result will be described below:

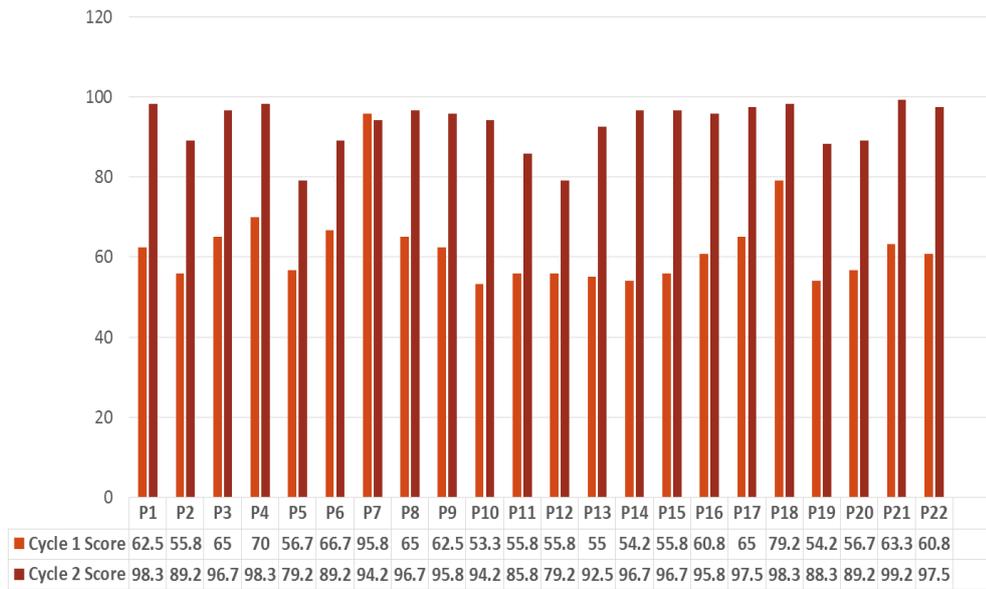


Figure 1. The Interpretation of Observation Sheet Result/Score

Table 2. The percentage of participants' grade improvement

No	Cycle	Participants' score based observation sheet		Average/ Mean Score	Percentage
		Lowest	Highest		
1	1	53.33	95.83	62.26	54.54%
2	2	79.16	99.16	93.10	100%

Based on the interpretation data above, the implementation of classroom action research can be concluded that micro-teaching practicum can improve EFL pre-service teachers' pedagogic

competence. It can be seen from the improvement of participants' achievement. The participants' average score of cycle 1 was 62.26 and the percentage of participants' score was 54.54%.

Then, after continued to cycle 2, it was proved that the participants' average score can increase to 93.10 and even the percentage of participants' score who passed KKM can reach to 100%.

Besides increasing the participants' achievement, micro-teaching practicum got very positive responses from

participants. The finding from the questionnaire showed that participants give excellent response result of the implementing micro-teaching in improving EFL pre-service pedagogical competence by reaching 95.96%. It will be described on the table below.

Table 3. The interpretation data of questionnaire result

No	Question/statement	Yes	No	Percent-age
1	The target of micro-teaching is conveyed clearly in the beginning of the course.	26		100%
2	The material of micro-teaching is delivered before the practicum of micro teaching	26		100%
3	The material of micro-teaching is directed in well-structured	24	2	92.30%
4	The lecturer guided and directed how to carry good performance in micro-teaching	25	1	96.15%
5	The lecturer gives the explanation related to scoring criteria in micro-teaching	26		100%
6	In beginning of course, it has been explained about the further expectations and hopes of micro-teaching practicum course.	25	1	96.15%
7	The lecturer asks the participants (you) to prepare and make a lesson plan before conducting micro-teaching practicum	26		100%
8	The lesson plan gives very big impact or effect in helping and leading the participants (you) to direct the micro-teaching practicum based on plan that you have made	26		100%

9	The lecturer asks and directs the participants (you) to study and learn the lesson plan thorough before conducting micro-teaching practicum	26		100%
10	The lecturer asks and gives direction to the participants to prepare and use an interesting media and also appropriate to the material	26		100%
11	The using of an interesting or attractive media can give very significant effect in making successfulness in micro-teaching practicum	26		100%
12	The lecturer asks the participants (you) to use good language and easy or clearly to be understood while performing micro-teaching practicum	26		100%
13	The using of good language and easy or clearly to be understood while performing micro-teaching practicum can bring the successfulness in micro-teaching	26		100%
14	The lecturer gives the participants (you) feedback (suggestion, direction or critic) after micro-teaching practicum	20	6	76.92%
15	Do you understand what competencies must be mastered by teacher?	22	4	84.61%
16	Have you ever herd or even understand about teachers' pedagogic competence?	20	6	76.92%
17	Micro-teaching practicum gives participants (you) more knowledge and experience in teaching	26		100%
18	Through the implementation of micro-teaching practicum, it can improve participants' (your) pedagogic competence as EFL pre-service teacher	26		100%
19	Micro-teaching practicum course is very needed	26		100%
20	Micro-teaching practicum can bring successfulness in real teaching	25	1	96.15%
Total (520=100%)		499	21	95.96%

The result of the questionnaire is parallel with Ralph's (2014). In Ralph's study, it was also found that 59% teacher candidates have positive perceptions on teaching experiences in micro-teaching. The teaching experiences in his study included the opportunity of practicing teaching skill, the observation of peers' teaching simulation, the lesson plan process, and the importance of giving and receiving feedback.

Furthermore in the post interview, the participants expressed and said that through micro-teaching practicum they could be more confident, well-prepared, competent and calmer in directing the teaching. While in Zilpa (2013), she also collected the data by giving a questionnaire and an interview to

50 students' teacher of seventh semester of English Department in Satya Wacana Christian University Salatiga who had just finished their teaching practicum in the odd of semester in academic year 2012/2013. As a result, most of participants argued that micro teaching has given positive effect for the improvement in their teaching performance. The participants truly believed that by micro teaching program, they were able to plan lesson properly, handle the students, use time effectively, build a student teacher good communication, eliminate the anxiety and improve the teaching performance through the feedback given.

Regarding to English language learning, teacher and especially EFL pre-service

teacher play significant role in preparing the English teaching against English teaching-learning challenge in the future. To improve their pedagogic competence, micro-teaching

proved that it is very effective way as training program course to solve the EFL pre-service teachers' problem and challenges in English learning and teaching.

CONCLUSION

Micro-teaching practicum is a training program for pre-service and in-service teacher to prepare the real teaching, it also can be a scale of the teachers' readiness in learning and teaching activity. Furthermore in some cases, micro-teaching practicum is taught as a course or lecture in education department to prepare college students as candidate of teachers. Mastering teachers' competences is important as candidate of teacher, especially pedagogic competence. Pedagogic

competence is main competence related to teacher's competence in directing the teaching and learning to students in classroom.

The investigation of the research aimed to give understanding about the condition of EFL pre-service teacher pedagogical competence at sixth semester in IKIP PGRI Bojonegoro and to determine how micro teaching practicum can improve EFL pre-service teacher's pedagogical competence. The research also

can be useful for EFL pre-service teachers in solving the problems while preparing them-selves against the challenge of further teaching. From the result, it can be concluded that micro-teaching can improve EFL pre-service teachers' pedagogical competence. Furthermore, the participants also gave positive response to micro-teaching practicum implementation.

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