

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter examines the fundamental theories as well as the research reports that deal with the benefits of Micro Teaching for teacher candidates in doing their teaching practice. First, the Micro Teaching is presented. Second, Teaching Practice is clarified.

#### **2.1 Micro Teaching**

The mission of the English Department of Faculty of Teacher Training and Education (FTTE) of Widya Mandala Catholic University Surabaya (WMCUS) is to train the teacher candidates to be a competent, ethical, and multidimensional teacher. In order to accomplish its goal the English Department of FTTE of WMCUS enhances the quality of teaching and training through a training program – micro teaching and teaching practice. Micro Teaching is one of the ways to gauge the teacher candidates' understanding of the pedagogical knowledge and theories taught (Ghanaguru et al., 2013, p.105).

Micro Teaching is one of the compulsory courses offered in the sixth semester at the English Department of FTTE of WMCUS that must be acquired as one of the requirements in doing Teaching

Practice. Egunjobi, Nwaboku, and Salawu (2011) in Ajileye (2013) also say that Micro Teaching is a crucial course that prepares teacher candidates for teaching practice where they need to observe and acquire teaching responsibilities. As stated on the syllabus of Micro Teaching (2014), there are some prerequisites for the teacher candidates who take Micro Teaching course. The courses they must pass are: Listening II, Speaking IV, Reading IV, Writing IV, Structure IV, Vocabulary, Scientific Writing, Teaching English as a Foreign Language II (TEFL II), Curriculum and Materials Development, Developmental Psychology II, Language Testing, Teaching English to Young Learners (TEYL), Pedagogy, Professional Ethics.

Micro Teaching has some benefits for the teacher candidates which describe below:

### **2.1.1 Benefit on the Teacher Candidates' Confidence**

It is believed that Micro Teaching benefits the teacher candidates to build up their confidence in teaching. As stated by Şen (2010) in Saban and Coklar (2013) Micro Teaching is intended to

improve the teacher candidates' confidence and teaching skills. The teacher candidates' teaching confidence is needed to face any situations that may occur during the teaching learning activities in the classroom (Moore, 1952).

### **2.1.2 Benefit of Teaching Experiences in Micro Teaching**

The other benefit of Micro Teaching is to facilitate the teacher candidates to practice certain teaching skill in front of their peers for a particular time allocation. In Micro Teaching class, they teach 8-10 persons in 15-20 minutes. They are also asked to perform certain teaching skill in each lesson. The reason for this reduction is to eliminate some of the complexities of the teaching act, thereby allowing the teacher candidates to focus on a selected teaching skill (Sadker & Cooper, 1972 in Mayhew, 1982).

In order to do the teaching appropriately, the teacher candidates get guidance from the lecturer. Basically, the guidance is for developing appropriate lesson plans, discussing the format of lesson plan, and talking about the other components of lesson plan. They take the material from the textbook usually used in schools in

Surabaya. They do the teaching simulation twice. The first round of teaching simulation is held before UTS, while the second round of teaching demo is after UTS (The Syllabus of Micro Teaching, 2014).

Based on the standard competence of Micro Teaching – the ability to create classroom discourse by organizing activities depicting micro skills, the teacher candidates are expected to practice in demonstrating certain teaching skill, such as creating classroom discourse and classroom management. They do the teaching demonstration in a specific allocation time. The allocation time in doing demonstration for elementary school (*SD*) is usually 35 minutes, for junior high school (*SMP*) 40 minutes, and for senior high school (*SMA*) 45 minutes. That allocation time has been adopted from the allocation time at the particular school in Surabaya.

According to Turner et al. (1983), there are three phases of common Micro Teaching model:

1. Pre-active phase

In the pre-active phase, the teacher candidates plan the teaching learning activities. The planning includes deciding and putting the content in order and ascertaining plans and skills

based on the objectives of the teaching and the characteristic of the learners.

## 2. Interactive phase

The teacher candidates practice certain teaching skill in micro teaching class. The teaching skills include the introductory procedure and closure, the explaining skill, the stimulus variation skill, the questioning skill, and the classroom management skill.

## 3. Post-active phase

In the post-active phase, the teacher candidates are given a comment and suggestion by the lecturer on their teaching performance in practicing the teaching skill taught in Micro Teaching class.

Several ways have been suggested and revised in order to enhance the quality of the teacher candidates in training process. Micro Teaching has shown that it is successfully utilized in training the teacher candidates to have a better quality (Benton-Kupper, 2001 in Can, 2009). Tidwell (2013) in Ajileye (2013) also agrees that Micro Teaching is appropriate to train the teacher candidates in performing teaching skills and to obtain feedback and suggestion

from their fellow teacher candidates and lecturers. The teacher candidates are given the feedback to construct corrections to their teaching style. The teacher candidates, furthermore, are able to decide appropriate teaching activities, and overcome obstacles appearing during the process. Micro Teaching facilitates the teacher candidates to examine their friends' teaching demonstration and scrutinize different teaching plans (Higgeins & Nicholl, 2003 in Kilic, 2010).

Overall, Micro Teaching is used to identify the teacher candidates' strengths and weaknesses in carrying out the lesson in front of their peers and lecturer. Hamed (1979) in Ghanaguru et al. (2013) says that Micro Teaching functions as a tool that gives the teacher candidates the opportunity to examine and integrate different teaching methods and techniques. Ananthakrishnan (1993) in Kilic (2010) also says that there are several benefits of Micro Teaching:

Micro Teaching is an effective way in developing and sharing certain teaching skills and getting rid of the mistakes. In Micro Teaching, behaviors in teaching are considered to be important. It increases the teacher candidates' self-confidence. For both teacher candidates and experienced teachers it provides an extensive application domain. It enables to develop teaching competency models. It involves immediate feedback (p.83).

### **2.1.3 Benefits of Teaching Skill Practiced in Micro Teaching**

Teaching skill is teacher candidates' actions and behaviors to facilitate the learning during the teaching-learning activity. According to Gage (1968) in Thankachan (2010), teaching skills are teacher candidates' specific instructional activities and procedures that may be used in the classroom and also called as a group of teaching acts/ behaviors intended to facilitate the learning activity directly or indirectly. Adediwura and Tayo (2007) in Samson and Vyjayanthi (2013) state that to promote the teaching learning in the classroom, the teacher candidates should possess essential teaching skills. No one can teach something to someone without doing it in some particular way which has significant effects on the entire teaching and learning situation.

To transmit the knowledge taught, the teacher candidates require teaching skills to create an encouraging classroom environment. Kilic (2010) states that teacher candidates need to obtain teaching skills as they are not only as a knowledge transmitter but also as a facilitator in making conducive learning environment effectively. There are some teaching skills taught in Micro Teaching

class: the introductory and closing skill, the stimulus variation skills, the skill of questioning, the explaining skill, and the classroom management skill (Turner et al., 1983).

### **2.1.3.1 Introductory and Closing Skill**

The introductory skill is a skill used to open the teaching-learning activities in the classroom. Here, the teacher candidates introduce the lesson by getting the learners attention to focus their mind and making them ready to start the lesson. The teaching-learning activities become more meaningful if the teacher candidates prepare the class well which strategies motivation and curiosity environment (Ajileye, 2013).

According to Turner et al. (1983), in introducing the lesson the teacher candidates may utilize numerous strategies such as gaining the learners' attention singing a song, showing slide to arouse the learners' attention, stating the objectives of the lesson, and relating the previous material to the new material. In order to produce a good classroom environment, the teacher candidates should prepare attractive materials – pictures, posters, songs, and



slides – which are relevant both to the learners’ interest in the classroom and to the lesson topic. The attractive materials will make the learners paying attention in learning the lesson.

The learners may be highly motivated in learning the lesson if the teacher candidates arouse their motivation in the beginning of the lesson. One way to arouse the learners’ motivation is by showing slide about a conceptual conflict (Berlyne, 1965 in Turner et al., 1983). For instance, while showing the slide, the teacher candidates ask, “What could be done if a plane crashed in the middle of the ocean, with only a little water to drink, some people injured and in need of care, location unknown, no radio, and those with expertise in navigation is dead.” This question may promote the learners motivation to find out more about the topic given.

When the lesson begins, the teacher candidates may introduce the lesson by stating the objectives of the lesson (Turner et al., 1983). Melton (1978) in Turner et al. (1983) say that the objectives of the lesson must be clear, specific, understandable, and relevant to the content lesson, therefore the learners get the importance why they are involved in a particular lesson. For

example, the teacher candidates inform the learners, “Today, we are going to learn about description text particularly how to describe animal.” Since there is a positive relationship between the teacher candidates statements of the lesson goal and the learners learning outcome, the teaching-learning activities become more effective (Dalis, 1970 in Turner et al., 1983).

To make a connection between new material and what the learners have already known, the teacher candidates makes a link in opening the class. One method in making links is highlighting familiar ideas (Turner et al., 1983). In highlighting familiar ideas, the teacher candidates are trained to utilize a recognized object or topic as a basis for the learners understanding about new material during the lesson (Bierly et al., 1974 in Turner et al., 1983).

Introductory procedure skill is important to be trained since a good introduction usually produces a good ending (Ajileye, 2013). To lead a good ending, the teacher candidates practice the closure skill. The closure skill is a skill when the teacher candidates review the materials taught and evaluate the learners’ performance by giving

oral test and homework at the end of the teaching-learning activities in the classroom (Turner et al., 1983).

### **2.1.3.2 Stimulus Variation Skill**

The learners are often bored when the teaching-learning activity is monotonous. To break monotonousness, the teacher candidates need to acquire stimulus variation skill (Ajileye, 2013). It is a skill when the teacher candidates varies their specific teaching behavior such as movement, gestures and variation in voice, media and materials used in teaching the lesson, and type of interaction between the teacher candidates and the learners in the class (Turner et al., 1983).

To create a pleasant conversation during the teaching-learning activity, the teacher candidates are trained to vary their voice tone, volume and pace of speaking. The teacher candidates usually needs to make more variations in order to emphasize important points, help the learners to transmit the meaning of the verbal message and encourage an inattentive learners (Turner et al., 1983). With the intention of emphasizing important points, the

teacher candidates may use verbal communication such as “Look at these expressions carefully”, “Now, you are going to write the important points from the news you have heard.”

While the teacher candidates conduct the verbal communication to emphasize important points, they can also utilize gestures by pointing to the white board, using eye contact, pausing between the teacher candidates’ talk and teaching-learning activity, and moving among the learners (Turner et al., 1983). For instance, the teacher candidates want the learners to write down important points in the dialogue they have heard. First, the teacher candidates gain the learners attention by looking at them, then they pause briefly to allow the learners write down the important points in the dialogue. To check whether the learners understand the instruction, they should move among the learners, for instance walking slowly or walking by taking a long step in a quick way and walking towards or away from the students.

The teacher candidates may arouse the learners’ curiosity by using media and materials related to the lesson topic. According to Turner et al. (1983) the media used can be various: visual (related

to illustrated objects such as pictures, flashcards, diagram, videos and etc.), aural (related to hearing objects such as audio tape, songs, and an interview with the famous person and etc.), and tactile (related to touching objects, such as a topographical map, a miniature of parts house and etc.). The teacher candidates may combine or switch the use of those various media which give information and meaning of the lesson topic to help the learners' comprehension. Prominently, the learners could be engaged by a rich and relevant variety of media and materials in meaningful activities which kindle the learners' thought and facilitate the learners to achieve the objectives of the lesson (Turner et al., 1983).

The teacher candidates engage the learners to be involved in the teaching-learning activity through interacting one another. The teacher candidates may vary the interaction, for example the learner-learner interaction, and the teacher candidates-learners interaction (Turner et al., 1983). At this point, the learner-learner interaction is when the learners work in a pair or the learners work in a small group of four which allows every learner to express their idea or opinion about the lesson topic. In conducting the variations of

interaction, the teacher candidates modify the teaching-learning activities in the classroom, the level of the teacher candidates' dominance, and the learners' involvement (Turner et al., 1983).

### **2.1.3.3 Questioning Skill**

The teacher candidates will have difficulty in identifying whether the learners understand the material taught unless they acquire the skill of questioning (Turner et al., 1983). When the teacher candidates perform the skill of questioning, they want to trigger the learners' motivation at the beginning of the lesson or at any stage of the lesson to find out about the learners' knowledge level (Ajileye, 2013). Importantly, the skill of questioning is needed to arouse the learners' interest and curiosity, and provide them an opportunity to absorb the material.

Long and wordy questions are difficult for the learners to understand therefore the teacher candidates need to phrase the questions. As stated by Turner et al. (1983) that phrasing the question is intended to help the learners understand the question by utilizing words that are appropriate for their cognitive level. The

teacher candidates sometimes use phrasing the question to a give strong clue to the answer by selecting among the examples given (Turner et al., 1983). For instance, the teacher candidates ask the learners, “Apart from the Semeru mountain and Jayawijaya mountain, what other mountains are considered the high mountain in Indonesia?”

When the teacher candidates utilize the hint through asking the question, they give opportunity to uncertain learners to be involved in answering the question, especially the one who is shy to be involved in the lesson. Turner et al. (1983) believe while the teacher candidates distribute the questions, they diagnose a particular weakness or to make certain whether the learners master the material. On the other hand, the teacher candidates may pose the question to certain learners in turns by naming them (Turner et al., 1983). Therefore, the level of the learners’ participation increases because they give every learner opportunity to answer the questions.

The learners have different ability in answering the questions. Therefore, the teacher candidates should pause before asking certain learner to answer the question (Turner et al., 1983). It

indicates that the teacher candidates give the class time to think. As stated by Turner et al. (1983) that in answering the complex questions appropriately, the learners need time to think which gives them a chance to elaborate the answer.

To respond to the learners' answers, the teacher candidates show reactions by giving comments in different strategies – verbal and non verbal (Turner et al., 1983). They should give a genuine comment for the learners' answers. As stated by Turner et al. (1983), the effectiveness of a teacher candidates' reaction is likely to depend on whether the learners perceive it as genuine in relation to the answer. The genuine comment sometimes discourages the learners to answer the question as a result, an unpleasant interaction happens. Therefore, pleasant interaction between the teacher candidates and the learners needs to be made. To make good interaction they may state the genuine comment in a different way such as "That's good but you need to clarify what you mean" or they may ask the other learners opinion to contribute in answering the questions "Excellent, Claire you almost get the answer but I need more elaboration. Now, I want Jack to elaborate Claire's answer".



When the learners fail in giving correct answer, the teacher candidates need to prompt. In prompting, they may rephrase the questions. According to Turner et al. (1983, p.77), "A frequent cause of failure to answer a question adequately is a failure to understand the phrasing of the original questions". The teacher candidates rephrase the questions in simple words by illustrating the example. The example shows the learners' personal experiences or existing knowledge to help the learners understand new material.

To help the learners develop more sufficient answers to questions, the teacher candidates probes the questions (Turner et al., 1983). In probing the questions, they may ask the learners to give the evidence based on their answers. For example, "Why do you say that?" Another way to confirm whether the learners absorb the materials is giving the learners opportunity to provide a specific or concrete example (Turner et al., 1983). Thus, the learners' accurate example is shown how well they understand the material.

#### **2.1.3.4 Explaining Skill**

One of the essential teaching skills required is explaining. In explaining, the teacher candidates assist the learners to understand the material. As the learners understand the material, the task to be done can be achieved. To achieve that intention, the teacher candidates must clarify the lesson in details (Ajileye, 2013). When they explain, the explanation should be clear, specific, and fluent. Naturally, the teacher candidates must be accurate in selecting the words and in constructing the sentences to avoid ambiguity (Ajileye, 2013).

To create explanation more interesting and more effective, the teacher candidates may use examples. Examples assist the learners to master new material. Turner et al. (1983, p.41) says, “Examples relate new and unfamiliar concepts to familiar experiences”. In giving examples for classroom use, the teacher candidates must be clear, specific, and concrete – use everyday objects and daily situation. The learners can also be asked to provide examples based on their understanding about the lesson.

During the explanation, the teacher candidates should monitor the learners' responses in comprehending the material. According to Turner et al. (1983), the learners' responses need to be observed by looking at their facial expression, such as glare which shows puzzlement, noticing the learners' comments such as "Oh?" or "Could you repeat it?" Through monitoring the learners' response, they identify the learners' difficulties in understanding the explanation. Therefore, the teacher candidates need to adjust the way they present the explanation (Turner et al., 1983). For instance, the teacher candidates change their pace in delivering the explanation or in giving more examples.

Importantly, when the teacher candidates explain, they should give opportunities for the learners to ask question related on the lesson content, and to present the learners own opinions during the explanation. As the opportunities help the learners to master, to maintain, and to recall the lesson content, the teacher candidates should be patient in explaining the ideas or the lesson (Ajileye, 2013).

#### **2.1.3.5 Classroom Management Skill**

To create conducive teaching-learning activities in the classroom, the teacher candidates need to acquire certain skill to make it happens. Classroom management is the skill that shows the teacher candidates ability to create and maintain the teaching-learning activities becomes meaningful. Bosh (2006) in Wu et al. (2013) defines classroom management as the process of how teacher candidates work, how classes operate, how teacher candidates and learners work together, and how instruction and learning take place. Classroom management is a crucial skill that the teacher candidates must have because it influences the learners' learning achievement. Karen (2006) in Wu et al. (2013) says that the classroom surroundings and learners learning achievement directly correlates to the quality of classroom management. In addition to create good quality of classroom management, the teacher candidates focuses on producing an efficient learning environment, organizing and teaching the lessons well, and selecting and monitoring learners performance followed by supportive feedback (Kounin, 1970 in Yasar, 2008).

The teacher candidates need to acquire classroom management skill because it is a crucial skill in creating good classroom environment. The intention of using classroom management skill is to create classroom atmosphere where the learners actively take part in forming the classroom environment, to realize the role as learners, and to learn how to work as an individual and with peers. The teacher candidates' actions should be concentrated on reducing interruptions and promoting a situation where the learners can study.

In implementing the classroom management, the teacher candidates not only create the conducive learning environment for the learners to learn but also acquire them as a teacher. To acquire essential attitudes, the teacher candidates must plan to manage the classroom, such as creating learning environment, creating physical environment, teaching and maintaining rules, and managing the classroom activities. The teacher candidates create the learning environment by motivating the learners to be involved in every classroom activities. Therefore, all the learners feel they can flourish and do their best. However, in order to create physical classroom

environment, the teacher candidates arrange the classroom in a particular way so all the learners are able to look at the whiteboard, LCD projector, to have access to high traffic areas – the place the learners throw away their rubbish and the place the learners sharpen their pencils – are remained clear and separated from each other.

## **2.2 Teaching Practice**

To be professional teachers in the future, the teacher candidates need to experience teaching in a real classroom environment at school. The teaching experience done by the teacher candidates in the schools field is called Teaching Practice. The English Department of FTTE of WMCUS gives opportunity to have a self experienced teaching by participating in one of the teacher training programs, Teaching Practice. The teacher candidates who join Teaching Practice must register themselves at Micro Teaching Laboratory. In Teaching Practice, they experience to be a “real teacher” in a school field. They are placed in elementary, junior high, and senior high school (*Buku Panduan Program Praktek Pengalaman Lapangan*, 2013). Teaching Practice is a 4-credits

course, the teacher candidates must have 36 working days in completing their tasks as the teachers. Mostafa (2005) in Wambugu et al. (2013) also agrees that teaching practice experience helps to develop their own potential which will equip them to perform their future roles as teachers.

Teaching Practice is carried out for 36 working days in a real classroom at school which allows the teacher candidates to do administrative and non-administrative responsibilities (*Buku Panduan Program Praktek Pengalaman Lapangan, 2013*). The teacher candidates of the English Department of FTTE of WMCUS must take Teaching Practice program which is offered in the seventh semester as one of the requirements to accomplish Bachelor Degree of Education (Strata 1 or S1). As stated in *Buku Panduan Program Praktek Pengalaman Lapangan* (2013), there are some prerequisites in conducting Teaching Practice. They must pass Micro Teaching course includes 105 credits of prerequisite courses with a minimum GPA of 2.00.

The general goal of Teaching Practice is to train the teacher candidates of English Department of FTTE of WMCUS in order to

have pedagogical competence, maturity, and responsibility to be professional English teachers. The teacher candidates, furthermore, are expected to acquire a set of competences, values, and manners of professional teachers (*Buku Panduan Program Praktek Pengalaman Lapangan*, 2013). Teaching Practice is considered to be an important component of teacher training program since it allows the teacher candidates to gain their first teaching experience. Through teaching practice, the teacher candidates are expected to improve their skills and attitudes. Alkan (1991) in Can (2009) also states that teaching Practice has a fundamental role in helping the teacher candidates to understand the relationship between the theory and practice. Improving in terms of professional proficiency, gaining skills in applying theoretical knowledge to the instructional settings of the profession, and forming positive attitudes towards the profession are realized at the end of the practice teaching process.

During Teaching Practice, the teacher candidates must do at least two times of teaching assessment. As stated by Acheson and Gall (1980) in Can (2009), Teaching Practice assessment allowed them to acquire feedback from the experienced teachers. The



purpose of getting feedback is to recognize their strengths and weaknesses. Therefore, the teacher candidates consolidate the strengths and remedy the weaknesses based on their level of readiness and primary needs. In conducting the teaching assessment the teacher candidates plan the schedule and the materials of teaching with the guidance from the lecturer and the tutor teacher in the school.

The teacher candidates discuss the material, the lesson plan, and the technique with the tutor teacher before conducting the teaching assessment (*Buku Panduan Program Praktek Pengalaman Lapangan, 2013*). After the discussion with the tutor teacher, they may ask the lecturer advice on how to develop the teaching-learning activity which is suitable to the lesson topic.

The teacher candidates receive feedback, in order to make a better lesson plans and to utilize appropriate techniques which are suitable with the material. In the teaching assessment, they are scored by the lecturer and the tutor teacher. There are two aspects scored in the teaching assessment: the lesson plan and the teaching performance. The teaching assessment scoring comprises the

mastery of material, the appropriateness of teaching-learning activities with the lesson plan – appropriateness the teaching-learning method with the material and the achievement of basic competency, the language classroom used during the teaching assessment, and the classroom management – attitudes as a teacher, the conducive learning environment, and the interaction between the teacher candidates and the students (*Buku Panduan Program Praktek Pengalaman Lapangan*, 2013).

### **2.3 Review of Related Study**

The study, which entitled Reflective Effects of Micro Teaching and Field Experiences on Pre-service Teachers in Nigeria has been conducted by Igwe et al. (2013). In their study, they investigated 500 respondents which consist of 450 teacher candidates and 50 lecturers from five institutions of the South Western States in Nigeria. Igwe et al. wanted to find out the reflective effect of Micro Teaching and field experiences on teacher candidates education in Nigeria. They used a self-designed questionnaire using three scales – agree, disagree and undecided – to find out the teacher candidates

and lecturers' opinions about Micro Teaching implementation. The result showed that Micro Teaching is helpful to build the teacher candidates confidence in teaching the real students. 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.

However, the different result appears in the study conducted by Ralph (2014). He found 5% teacher candidates believed that Micro Teaching helped them to teach comfortably in front of the twelve grade students. In his study, Ralph used a self-designed questionnaire to get the data and scheduled an interview to strengthen his study results. The questionnaire was distributed to 134 teacher candidates in the academic year of 2009/2010 until 2013/2014.

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. 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.

Another study is conducted by Tamah (2012), she found that 89,8% teacher candidates believed that the practice of basic teaching skill in Micro Teaching was useful before the teacher candidates applied teaching skill in the real classroom. In her study, Tamah used a set of questionnaire which contained open and closed questions and employed semi-structured interview. The questionnaire was distributed to 38 teacher candidates who had just finished their Teaching Practice in the odd semester of 2011.