



**THE DIFFICULTIES AND STRATEGIES OF THEACHING
PRACTICE ENCOUNTERED BY PRE-SERVICE TEACHERS
OF MICROTEACHING SUBJECT**

SKRIPSI

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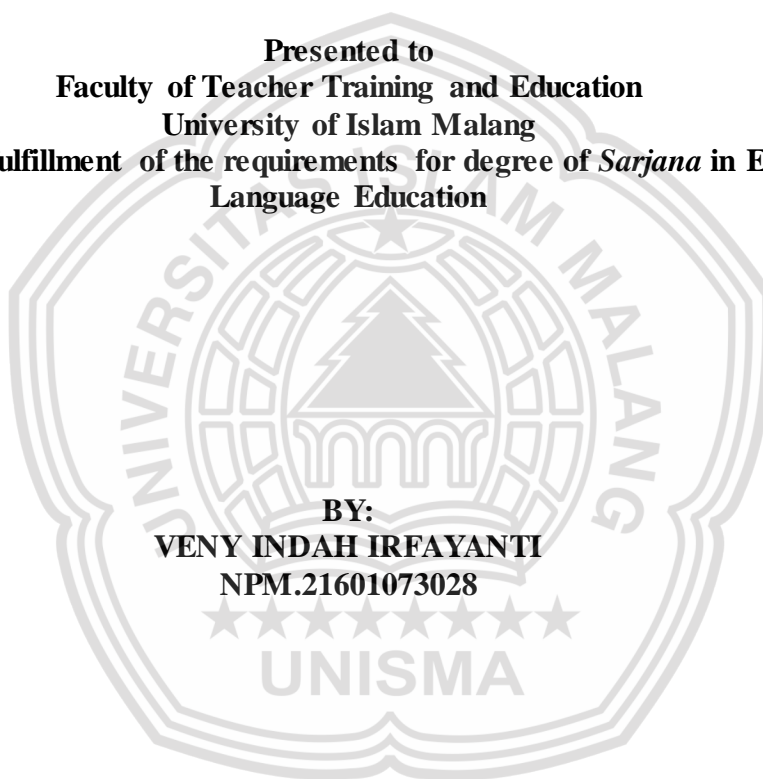
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ENCOUNTERED BY PRE-SERVICE TEACHERS OF
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ABSTRACT

Irfayanti, V.I (2020). *The Difficulties and Strategies of Teaching Practice Encountered by Pre-Service Teachers of Microteaching Subject*, English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisors: (1) Drs. Yahya Alaydrus, M.Pd (II) Dr. Dzul Fikri, S.Pd., M.Pd,

Keywords: Microteaching, Teaching Practice, Problem of Teaching Practice, Strategies used

Microteaching is one way to prepare pre-service teachers to teach perfectly when practicing teaching. However, in microteaching there are unexpected problems by pre-service teachers, such as procedural, managerial, psychological, instructional, and professional. From some of these problems the researcher has the aim of the study of enriching strategies and overcoming problems encountered by pre service teachers when teaching practice.

The research study design of this study was descriptive qualitative. The population of the study was students of eight-semester in University of Islam Malang. From that population, the samples were 60 students. The instrument of the research was questionnaire and interview. The questions of the test were made by the researcher. For getting valid test, the text of the test was measured by using data triangulation. Another method for getting valid data was using questionnaire and interview. Therefore, there are four strategies that suitable to deal the difficulties that encountered by pre-service teacher in eight semester of Faculty of English Teacher Training and Education of UNISMA are cooperative learning, setting up classroom management, interesting media, student-centered.

For future researchers who are interested in discussing teaching difficulties and the strategies used can add quantitative data to get more results that are detailed and support qualitative data. Future researchers can also increase the number of interview participants to get more results that are varied.

CHAPTER I

INTRODUCTION

This chapter presents about the background of the study, the research problem, the objective of the study, the significance of the study, scope, and limitation of the study and definition of key terms.

1.1 Background of Study

Microteaching is teaching technique that should be done by pre-service teachers before they carry out teaching practice. The teacher will be tasted to teach classmates with the material that has been determined. According to Kılıç (2010) microteaching is a system used in teacher training where an educator teaches small classes to classmates and encourages skills that are completed under strict supervision. The application of microteaching is a way to train teachers before becoming a teacher of the future. This is an effective way; therefore, the pre-service teacher can prepare what they need. Kumar (2016) believes that Microteaching is an educator preparing procedure that causes the teacher trainee to hold the teaching learning process. It requires the instructor learner to show their own material of special teaching learning for a brief timeframe to a little individual from understudies. Microteaching expected to give instructor learners extra pragmatic experience before they start their training in real classes Koross

(2016). The importance of microteaching was used in several universities. There were many teachers believed that microteaching was an effective way training pre-service teacher before implementing teaching practice. In microteaching, pre-service teachers will be taught for several things that they needs, while implementing teaching practice. Microteaching creates the ability to get an exercise plan ready, choose to point out goals, speak before a meeting, and to ask questions and use a grading system. The instructor's confidence develops in a pleasant domain. It was providing an opportunity to get to know various abilities that are important for teaching in a short period Kılıç (2010).

Meanwhile, when compared to teaching with classmates in microteaching and teaching practices, maybe some pre-service teachers would have some difficulties such as the difference between real teaching practices and microteaching at the University. According to Tok (2010) the issues that the understudy instructors in both the scholarly years experienced during the time spent work on educating are "arranging, topic information, utilizing instructional materials, inspiration, correspondence, and time the executives and conduct the board abilities. Some university believed that the attempts to design and implement more quality educational practices in classrooms would contribute to the training of more successful generations in the future. Özbal (2019) affirms that it is imperative to expand the nature of educator preparing programs at colleges. There have been many attempts to achieve this purpose, and one of them was micro teaching techniques.

In the other hand, microteaching in University of Islam Malang was the

most effective technique for pre-service teacher in the Faculty of English Teacher Training and Education became professional teachers. They believed that microteaching was one of the techniques that make pre-service teachers easy when they carry out teaching practices. In microteaching subject, students were taught how to be teacher. Several ways should be prepared, such as arrange Lesson Plan, media, strategy of teaching, and evaluation teaching activity. Koross (2016) claims that it is believed that the use of microteaching offers a significant open door for instructors to create powerful educational techniques. Understanding the observations and concerns of substitute instructors is very important to advance the results of the educator-training project. From the purpose of microteaching above, maybe some of student in University of Islam Malang had a difficulties when they carried out this subject, in fact not all the material of microteaching subject were useful when carried out the teaching practice. There are some difficulties that encountered by pre-service teacher when they have had a microteaching subject such as lack of detail arranged lesson plans, lecturers did not provide detailed information related to what will be arranged in lesson plan, lecturers only provided general information even though what student face in teaching practice is absolutely different from what student got from microteaching. The next difficulties were lack of detail provided information related to teaching learning so that pre-service teachers found the difficulties during carried out the real teaching with a real schools and real students. The last difficulties was, lack of detailed guidance related to communication and motivation to student even though these two aspects are important for student

learning process.

There were several difficulties encountered by students when teaching practice. Tok (2010) affirms that the issues that the understudy instructors in both the scholastic years experienced during the time spent work on educating are arranging, topic information, utilizing instructional materials, inspiration, correspondence, and supervision management and conduct management abilities. One of the difficulties that student teachers experience is planning. Planning becomes the first crucial problem that pre-service teacher encountered in teaching practice. The best technique to resolve this trouble is to design. Arranging guides what to educate to understudies, how to instruct, and how to assess the procured information. The achievement of an exercise relies upon great arranging and viable execution of this arrangement Tok (2010). The second difficulty was subject matter knowledge. Mastering various kinds of knowledge sources outside of expertise was also a problem experienced by a teacher. Apparently, forthcoming instructors may have aced fundamental aptitudes; however, they come up short on the more profound applied understanding that is important when reacting to understudy questions and broadening exercises past the rudiments Tok (2010). The third difficulty is using instructional materials. Success the learning process is depending on how the teacher creates an appropriate instructional material. Tok (2010) states that the point when instructional materials are productively used by an understudy educator they help to invigorate the enthusiasm of the students, decrease the quantity of verbal reactions, make learning increasingly changeless, and give encounters not effortlessly made sure

about in different manners. The next difficulties were communication and motivation. The professional teachers were able to communicate well and motivate students to create a fun learning habit. The last difficulties that encountered of pre-service teachers are supervision management and conduct management abilities. Keser & Yavuz (2018) mention that while it is difficult to adapt to some particular study hall the main issues communicating in the local language of the understudies, it gets more diligently in intuitive language classes as the reason for language classes was to keeping up communication between the understudied.

Based on the difficulties above, the implementation of microteaching should be more useful when pre-service teachers carried out teaching practice. All the important aspects that would be needed when teaching practice should have been learned while in microteaching subject. Such as lesson plan, learning media, strategy of teaching, and evaluation teaching activity.

Based on the difficulties that encountered by pre-service teacher who was carried out the teaching practice we know that it could be overcome the problem by creating an appropriate strategies in teaching learning. Thus, the student would not have the difficulties when carried out teaching practice and they are able to create appropriate and effective strategies in teaching learning. From the reason above the researcher, decide to conduct this study to overcome the difficulties and enrich appropriate strategies to pre-service teachers. Dissimilar other previous researchers, in this study researcher used eight-semester of pre-service teachers who was carried out the teaching practice as a participant of study where other

previous researcher used graduate student, primary education, secondary school, high school and preschool education course application as a participant of study. Furthermore, the design of this researcher would use descriptive qualitative which used questionnaire and interview as an instrument. Then, the location to conduct this researcher is in University of Islam Malang.

1.2 Research Problem

Based on the background above, the problems of the research can be formulated follows:

- 1.2.1 What are the teaching practice difficulties encountered by pre-service teachers of microteaching?
- 1.2.2 What strategies did the pre-service teachers use to overcome the difficulties experienced when teaching practice?

1.3 Objective of the Study

Related to the statement of the problem, the objective as next is:

1. The major objective of this study was to investigating the difficulties that encountered by pre-service teachers of teaching practice.
2. To describe the strategies used by pre-service teachers to overcome problems encountered in teaching practice.

1.4 Significance of the Study

1. Theoretical

This study will provide several benefits for students in University of Islam Malang to help creating effective strategies that can be applied in teaching practice activities to avoid and overcome things that are not appropriate in microteaching subject. Therefore, they will focus on increase the integrity of teaching.

2. Practical

1.4.1.1 For the student

It is expected that the students can prepare well when they are going to carry out teaching practice and enrich teaching strategies in the world of education.

1.4.1.2 For the lecturer

From the results of this study, the researcher hope that the lecturers can provide appropriate strategies for teaching learning for students who will carry out teaching practice.

1.4.1.3 For the next researcher

This project provided an important opportunity to advance the understanding of problem of teaching practice and create effective strategies. For further researchers is expected that the result of this study can be used as a reference to conducting a new research related to problem and the strategies to teach.

1.5 Scope and Limitation of the Study

From this research, the researcher focus a full of discussion problem on teaching practice and create an effective strategies to solve the problem lies the scope of this study. The subject of this research is from the eight-semester of the English Department University of Islam Malang who had carried out teaching practice. The object of this research is technique of teaching at eight-semester students of English Department UNISMA.

In this study, researchers were limited by weaknesses originating from interview sessions; researchers did not use all classes for interview sessions, but only a few of them randomly to be subjected to research interviews at University of Islam Malang.

1.6 Definition of Key Terms

To keep away misunderstanding of the terms used in this study, next is the meaning of the terms used:

1. *Teaching practice* is process for pre-service teachers in the first experiences to observing the classroom atmosphere and teacher while teaching, try to create the interesting material, giving evaluation and feedback in teaching learning process.
2. *Difficulties* is refers to the problems experience by pre-service teachers in practice teaching while microteaching and school experience to mastering the important aspect such as arranging, topic information, utilizing instructional materials, inspiration and correspondence, and conduct the board abilities.
3. *Strategies* are the ways made use by pre-service teachers to make the learning proses more interesting and a pleasant classroom atmosphere.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions; and suggestions.

5.1 Conclusions

The purpose of this study was to find out the difficulties that encountered by pre-service teachers in teaching practice after taking microteaching courses and the strategies used to overcome the difficulties of teaching of the eight semesters of English department students. According to the research results and discussion in the last chapter, the conclusion would draw as follow.

5.1.1 Pre-service Teachers' difficulties in teaching practice

The purpose of this study was to analyze students' difficulties in teaching practice. Based on data collected in chapter IV, it is concluded that eighth semester students have difficulty in teaching practice even after taking microteaching courses in semester 5. From the results of the study, researchers grouped the difficulties into 5 categories. In the first category, procedural difficulties that discuss teaching techniques, a few pre-service teachers have difficulty in teaching steps with a percentage of 48.3%. The second category is managerial was 53.3% of pre-service teachers having trouble in improving teaching materials due to the unavailability of relevant textbooks. Then the third

difficulty is psychologically was 58.3% pre-service teachers have difficulty in preparing mentally, teaching materials, and knowledge so that pre-service teachers feel nervous while in front of the class. The fourth difficulty was instructional with the results of 53.3% stating that pre-service teachers had difficulty in teaching according to the lesson plan. The latest results on professional difficulties 56.7% showed that pre-service teachers had difficulty when arranging questions according to student grade.

From the results above showed that the difficulty in mastering the steps of learning is the lowest percentage items difficulty and the highest difficulties that encountered by pre-service teacher is preparing mentally, teaching materials, and knowledge so that pre-service teachers feel nervous while in front of the class. It can be concluded that although pre-service teachers have received training in microteaching or teaching experience formally or informally they still having trouble when teaching. This can also trigger the mental condition of pre-service teachers who have no experience in teaching at all. Therefore, pre-service teachers must be able to overcome the difficulties encountered in teaching practice before becoming a real teacher.

5.1.2 The strategies to overcome the difficulties

Based on the results of this study, researchers found four strategies to overcome the problems experienced by pre-service teachers in teaching practice. The first strategy is cooperative learning that is effective for overcoming crowded classroom conditions and training students to work with groups. The second strategy is setting up classroom management that can cope with full classroom

conditions and stuffy class atmosphere. The third strategy is the use of attractive media that aims to create enjoyable learning and minimize nervousness on pre-service teachers. The last strategy is student-centered which aims to train students more actively, avoiding crowds outside the learning material and avoiding the old method.

5.2 Suggestions

Regarding the results of this study, researchers have four suggestions. The first suggestion is addressed to English lecturers. The second suggestion is addressed to students. The last suggestion is addressed to further researchers.

5.2.1 Suggestion for English lecturers

Based on the results of research, lecturers can adapt their teaching methods and strategies from several learning methods and media that can facilitate students in preparing teaching files, teaching materials and learning media in detail. Lecturers can also apply learning that can increase student confidence in teaching, especially for students who have no teaching experience. Researchers really hope that encouragement from lecturers can increase student confidence and readiness in teaching.

5.2.2 Suggestion for English student

Students must force themselves to try teaching early in the semester to be more experienced. Students do not have to teach formally, but informally to practice and are also required to apply the above strategies to be more accustomed to dealing with problems in teaching. Because, being a teacher requires experience

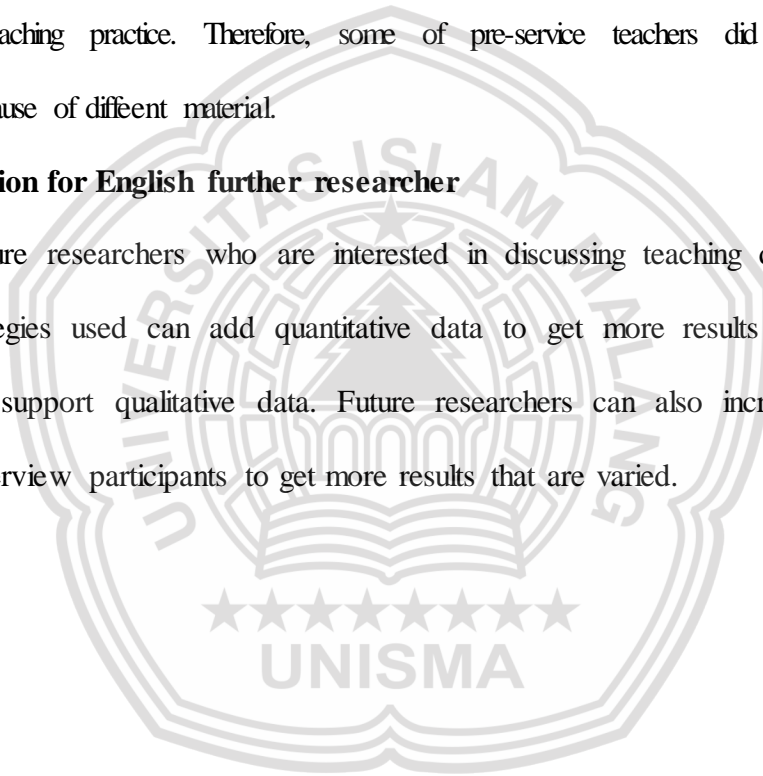
to get used to the difficulties that exist.

5.2.3 Suggestion for courses in University of Islam Malang

For some courses in University of Islam Malang, researcher hope that the Faculty of English Teacher Training and Education of UNISMA provides the material related to teaching problems properly, especially in LTP, Curriculum and Mat. Anlysis, Tefl and Microteaching. The researcher hope that the faculties provide material that is suitable for teaching practice. Therefore, some of pre-service teachers did not feel difficulties because of diffeent material.

5.2.4 Suggestion for English further researcher

For future researchers who are interested in discussing teaching difficulties and the strategies used can add quantitative data to get more results that are detailed and support qualitative data. Future researchers can also increase the number of interview participants to get more results that are varied.



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