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# The Analysis of Microteaching In Improving Teaching Skill Of Pre-Service Physics Teachers

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| Article Info | Abstract |
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| | Microteaching is a method of teaching practice to provise pre-service teachers in mastering basic teaching skills. The aim of this study was to find out the effectiveness of microteaching learning in improving teaching skill of pre-service Physics teachers at Khairun Ternate University. The method of this study was a qualitative descriptive to analyse the effectiveness of microteaching learning towards teaching skill of pre-service physics teachers. The sample of this study was 20 students of 2016'class. The instrument used was a rubric sheet for assessing teaching skills. The result of the study showed that the implementation of microteaching, the skills of opening and closing lessons, questioning skills, explaining skills, strengthening skills, classroom management skills, and small group discussion skills also individual skills were very good and those are effective in improving teaching skill of pre-service Physics teachers. |

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## INTRODUCTION

In order to form the professional teacher character, the pre-service teacher must be given the provision early to master the basic skills of teaching. Teachers who have basic teaching skills can make the learning process well and attractively so that it can foster students' willingness to learn (Sa'ad *et al.*, 2015). Teaching skills is a knowledge that must be possessed by a teacher to understand the difficulties that will be faced by the students in the process of teaching and learning and compile the material to be taught (Anwar *et al.,* 2014). Teaching skills are the ability of an educator in managing learning (Suhandani & Julia, 2014).

One of provision that can be given to pre-service teachers is by holding microteaching activities in each study program. Microteaching is one of the compulsory subjects that must be taken by students as a pre-service teacher to train their teaching skills that are clearly designed by reducing the component parts of the teaching process, so that pre-service teachers are able to master each component one by one in a simplified teaching situation such as the amount and time which are reduced (Waksito & Muhammad, 2013; Kurniawan & Masjudin, 2017). The basic teaching skills that must be possessed by pre-service teachers are: (1) asking skill, (2) provide reinforcement skill, (3) explaination skill, (4) opening and closing the lessons skill, (5) guiding small group discussions and individuals skill, and (6) classroom management skills (Usman, 2010; Akanbi & Usman, 2014).

The microteaching course was expected to train pre-service teachers to master some basic teaching skills in learning. Pre-service teacher can develop basic teaching skills before they implement the learning in school (Benerjee *et al.*, 2015; Gocer, 2016). In addition, it is hoped that pre-service teachers become professional teachers. Based on the background, the researcher wants to describe: how are the students' skills in opening and closing lessons, skills in managing classes, explaining skills, questioning skills, strengthening skills, the ability to lead small group discussions and individuals? With the aim, the students are being able to carry out teaching skills as they have been studied by previous research (Mahmud & Rawshon, 2013). Therefore, it is necessary to conduct a research entitled "analyzing the effectiveness of microteaching on the basic skills of teaching pre-service Physics teachers at Khairun Ternate University.

## METHODS

This research was a qualitative descriptive to describe the effectiveness of microteaching learning in teaching skills of pre-service Physics teachers. The samples were 20 students of 2016 class who had finished the microteaching course. Data collection techniques used in this study was questionnaires. The instrument used was rubric sheet for assessing teaching skills. Data collected through instruments were analyzed using percentage analysis techniques then it described and took a conclussion.

## RESULTS AND DISCUSSION

The data was obtained from the results of the implementation of microteaching learning on 20 pre-service physics teacher students at Khairun Ternate University which was conducted a microteaching course that displays teaching skills that must be implemented and analysed based on teaching skills performed that can be seen in the Figure 1.
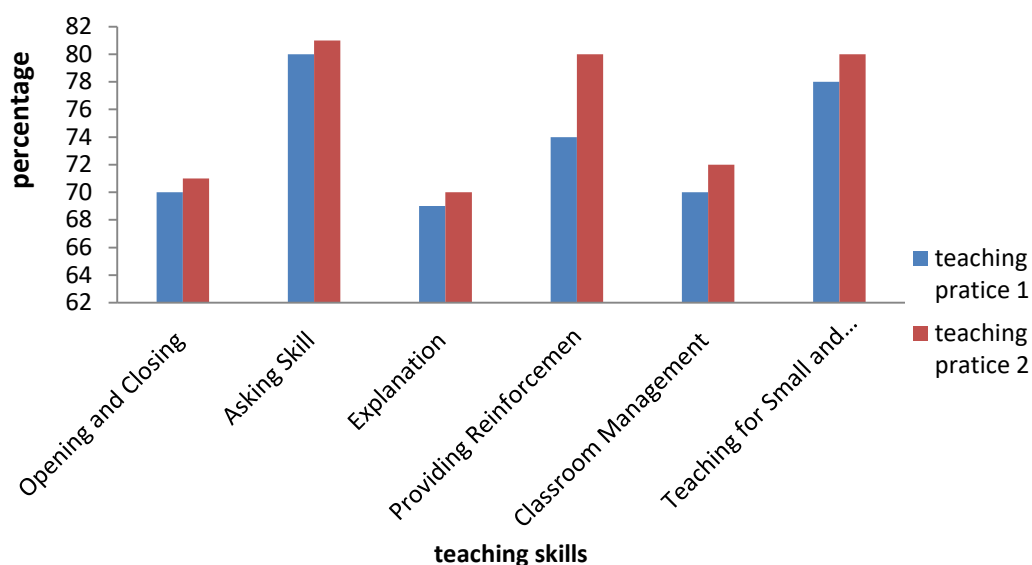
**Figure 1.** The result of the implementating microteaching in teaching skills

### Opening and Closing the Lesson Skill

Based on the results of the implementation of microteaching, students have the skills to open and close the lesson very well but the indicators of attracting the attention of students such as the teaching style and the use of tools or learning media were less optimal. The result of this study was in line with the research conducted by Khakim *et al.* (2016). The conclusion of this study based on the results of the average score achieved in the skill of opening and closing the lessons in the first teaching practice was 70 and the second teaching practice was 71. Those can be seen in Figure 1.

### Asking Skill

In the implementation of the questioning skills, the pre-service Physics teacher has been very good at carrying out the indicators of the questioning skills, but it did not provide the opportunity for students to think. The result of this study was in line with the research conducted by Nawar & Jumani (2017). The conclusion of the study was based on the results of the average score achieved in the first teaching practice was 80 and second teaching practice was 81. Those can be seen in Figure 1.

### Explanation Skill

As a Physics teacher candidates, they have excellent explanation skills, but they did not provide feedback to students to ask questions. The result of this study was in line with the research conducted by Metha (2015). This conclusion was based on the results of the average score achieved in the first teaching practice was 69 and second teaching practice was 70. Those can be seen in Figure 1.

### Providing Reinforcement Skill

In the teaching implementation, pre-service Physics teachers were very good at doing indicators of skills to provide reinforcement, but they were not optimal in verbal reinforcement which was not giving praise or appreciation to students who ask or answer. The result of this study was in line with the research conducted by Nurlaili (2018). The conclusion of the study was based on the results of the average score achieved in the first teaching practice was 74 and second teaching practice was 80. Those can be seen in Figure 1.

### Classroom Management Skill

Pre-service Physics teachers have excellent classroom management skills, but they did not reprimand students when they

were disturbing the learning. The result of this study was in line with the research conducted by Nova (2015). The conclusion of the study based on the results of the average score achieved in the skill of managing the class in the first teaching practice was 70 and second teaching practice was 72. Those can be seen in Figure 1.

**Teaching for Small and Individual Group Discussion Skill**

Pre-service Physics teachers have done the learning very well on the indicators of teaching skills of small groups and individuals, but they did not implement the indicator of advising students that disrupted learning activities by approaching them was less optimal. The result of this study was in line with the research conducted by Zulfanindar *et al.* (2015). This conclusion was based on the results of the average score achieved in the first teaching practice was 78 and second teaching practice was 80. Those can be seen in Figure 1.

**CONCLUSION**

Based on the findings of research data, it can be seen that microteaching was very influential and effective in practicing the basic teaching skill of pre-service Physics teacher students in a good category even though there were several indicators that have not been maximally carried out. The results of the observations regarding the implementation of microteaching to train the basic teaching skill of pre-service teachers were supported by questionnaire in the form of a teaching skills assessment rubric.

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