
Advances in
**Social Science,
Education
and Humanities
Research**

Proceedings of the Sixth of International Conference on English Language and Teaching (ICOELT 2018)

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Part of series

ASSEHR

Volume

276

ISSN

2352-5398

ISBN

978-94-6252-669-3

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Advances in Social Science, Education and Humanities Research

Publishing Information

ISSN

The online ISSN of *Advances in Social Science, Education and Humanities Research* is **2352-5398**.

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MULTI TASK OF MICRO TEACHING SKILLS PERFORMANCE

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Abstract

The main focus of this research was to find out whether Project Based Learning motivated students in microteaching class. Evaluation for microteaching subject based on Kerangka Kualifikasi Nasional Indonesia (KKNI) curriculum which implemented in university needed more variety in producing qualified teachers. The tendency of Indonesian students in learning English was fragmented with the monotonous method, thus this research was conducted. This research was qualitative research with 15 sample students getting the project and they worked in team to have multi tasks. The execution of the integrated skills was observed by the researcher through guided observation from FFT Framework for Teaching, developed by Charlotte Danielson and semi-structured interview. The finding showed that by giving this project driven the students were more active and got high motivation in performing their microteaching practice.

Keywords: microteaching practice, monotonous, confident, multi task

Introduction

The Director General of Higher Education recommended the Curriculum Guide for Higher Education (DIKTI, 2014) as guidance for renewing the curriculum. According to the guide, a change in curriculum can be initiated by an urgent need of the university, including as a response to global challenges. All the changes made shall refer to the policy set under the National Qualifications Framework (KKNI) - formally outlined in the Article 1 of the Presidential Regulation No. 8/2012.:

“The National Qualifications Framework, hereinafter referred to as KKNI, is a framework for grading the level of competency and qualifications that can bring together, make equivalent and integrated fields of education and vocational training as well as work experience in order to recognise work competency pursuant to employment structures in various sectors.”

The KKNI encourages universities to adjust their content-based curriculum to a competency-based curriculum (CBS) that will enable the required competency a graduate needs to have in meeting global demands.

Evaluation for microteaching subject based on Kerangka Kualifikasi Nasional Indonesia (KKNI) curriculum which implements in university divides into instructional feedback evaluation, evaluation of learning process, and evaluation of learning outcomes. Evaluation of learning input includes evaluation of students as learners, learning facilities, and faculty as learning facilitators. Evaluation of students taking each microteaching subject done in the form of pre-test or the like done at the beginning lectures to measure students' early skills before following subjects as a consideration of lecturers compile and teach the material and determining learning strategies at each meeting, then the evaluation of the students is also done by the lecturers guardian to know the suitability of the student assignment that the guidance is adapted to index of previous achievement.

Evaluation of facilities for lecturing is conducted to find out the availability and the adequacy in supporting the smooth lecturing process. This evaluation is undertaken by the general administration bureau (related to availability, cleanliness, room comfort and college prerequisites), academic administration bureau (related to lecture facilities, scheduling, and arrangement), and UPT library (related to the availability and adequacy of library materials) within form of filling questionnaires by students at the end of each semester.

Evaluation of lecturers is conducted to find out the SKS (credit system) of teaching from each lecturer and the competence of the lecturer competence with the microteaching subject taught. This evaluation is done by each department and coordination of Vice Rector for Academic Affairs at the beginning of each semester.

Learning process is the most important determining factor success in applying curriculum because through this learning process students are expected to have the main competence, support, and additions that

include the cognitive, affective, and psychomotor aspects needed by a degree in Microteaching subject. Evaluation of the learning process includes evaluation of implementation and management of learning.

Evaluation of learning implementation includes arrangement of lecture schedule and practicum so that the balance of the load of lecturers and students duties as well the use of learning media in the form of conventional learning classical, practicum / practice, or in the form of blended learning or e-learning. In this evaluation the majors monitor the attendance of lecturers teaching as well as attendance of students in following the lecture to ensure the completion of the material learning according to the syllabus and the design of the lesson. Evaluation of learning management includes selection of learning strategies which correspond to the learning materials so as to provide learning outcomes which is effective and efficient. This evaluation is done by majors as well as by students in the form of filling in the questionnaire.

The last evaluation process is the outcome evaluation / learning outcome conducted to measure student learning achievement as a material to make an assessment to decide the level of quality that has been achieved. Achievements of student learning measured include the cognitive, affective, and psychomotor that must be mastered by students based on learning achievement at least for each microteaching subject specified in the draft learning.

The evaluation results in microteaching subject had been a developing require a difference in requests on instructive outcomes and instructional methodologies and Project Based Learning (PBL) to these days a way to deal with realizing which may address a few issues. First off it offers an aptitude based practice for another it symbolizes the emphasis on students to demonstrate internal inspiration and innovativeness.

Second, students developed the project of completing microteaching subject by gathering work and collaboration also the utilization of first language which PBL points fundamentally get from the way that undertaking work and thoughts, consequently, the reason for my proposal is to examine what components are included into microteaching class.

Third, the work traces the outcome skills acquired by students after having PBL method to be methodically arranged in cutting edge for venture work which can be measured in whole complex tasks given.

Theories

Thomas (2000) "Project-Based Learning is a model that organizes learning around projects", consequently include students in outline, critical thinking, basic leadership, or investigative exercises; give students the chance to work moderately self-governing finished expanded timeframes; and come full circle in practical items.

Bell (2010) "Project-Based Learning is a key procedures for making autonomous scholars and students. Students tackle genuine issues by outlining their own particular request, arranging their learning, sorting out their exploration, and actualizing a large number of learning systems." Project-based learning is a best in class instructional technique that can be joined into a wide range of substance regions and instructional units. Request not just tests what students know, it squeezes students to put what they know under a magnifying glass. It utilizes "hands on" ways to deal with learning, in which students take part in exercises, activities, and genuine circumstances to both learn and apply lesson content.

Virkkula Pietila (2011) did research on the application of project-based teaching improves the quality of teaching and learning and helps to higher level cognition involving students in solving complicated and innovative problem solutions, trains them with complicated processes and procedures in preparing teaching materials and conducting teaching process.

According to Bitinas (2006, p. 171), the professional teacher's activity should face both the development of educational project and its application of practical field, thus, the project based learning activity is one of the key features of pre-service teacher's professional competency.

According to Graziene (2012, p. 42), in the beginning of the 21st century, PBL is seen as a learning technique, as a reasoning or educational origination and as intelligibility of information development and research approach. The outline of research (Roessingh, Chambers, 2011) uncovered that expanding utilization of the PBL in the instructive practice likewise brought about changes to the extent of research (fields and strategy).

Methodology

Methods and procedure

To achieve the purposes of the study, the researcher employed 1) observation guided from FFT Framework for Teaching in individual task, developed by Charlotte Danielson, consists of four domain factors of evaluation that are Planning and Preparation (domain 1), Classroom Environment (domain 2), Instruction (domain 3), and Professional Responsibilities (domain 4). These four domains are further divided

into 22 indicators and 76 smaller elements and 2) semi-structured interviews to collect necessary data. The project-based process used in the study followed the project work stages reviewed by Fragoulis (2009) aimed at group team works; those stages include speculation, designing the project activities, conducting the project activities, and evaluation. In the first class meeting, the researcher introduced the project-based learning, described its benefits according to literature, clearly explained the purposes of the project.

The second class meeting started the speculation stage as it involved a distribution of the course syllabus that described the four required projects that participants would need to complete, namely, an analysis report on class issue of SD level, SMP level, SMA level, and SMK level. This report project was done by observing each class and the students were divided into three groups. Two weeks time were allocated given to finish this analysis project, after having finished this stage, the group should display the findings on the observation field as a group presentation tasks.

The third and fourth stages of project work, conducting the project activities and evaluation, respectively, were combined; these stages lasted 12 weeks where the students were asked to prepare the lesson plan, material of teaching, and preparation of teaching aids for individual tasks project as final job designed. During these weeks, students did the field work; they actualized their plans and exercises that they had arranged. They at that point accumulated data, prepared, and incorporated it with a specific end goal to get the last items. They went to class to talk about challenges and arrangements with their friends and the lecturers. They likewise had the analyst evaluate and affirm their works; at that point they displayed the projects to the class as indicated by their plans.

Data analysis

The analysis begun from coding the data in the diaries taken from observation and conducting interviews to see the planned designs; the data that mutual basic qualities were set into gatherings; classifications were then constructed and marked to accumulate the information.

Findings and Discussion

Findings

Displaying the findings, the qualitative content analysis was taken from guided observation from FFT Framework for Teaching, developed by Charlotte Danielson and interviews the researcher divided the result in group job task work and individual task.

Group Work

i) Phase one (speculation)

To complete the activities, students initially expected to choose what data merited their consideration; they expected to thoroughly analyze the information they got with a specific end goal to choose what could be utilized to achieve their objectives. As described in a meeting that in finishing the investigative report, the students were expected to choose whose records were all the more persuading, and along these lines ought to be chosen to illuminate their tasks. Student M: "I got so much data; I needed to incorporate all into my component report, however I presume I can't. What ought to be my concentration?" All students' appearance concurred that in completing their task works, they went into the procedure that included particular consideration, arrangement, blend of thoughts, and basic leadership. The students' reflections demonstrated more self-assuredness in the decision they made as one meeting, Students W: "We conceptualized the time allocations, sometimes will it match with the schedule? Furthermore, their critical thinking aptitudes additionally expanded as their efforts advanced. This is perceptible in their reports about information accumulations and the demoralizing tone they utilized as a part of portraying issues and how they experienced issues, yet in later observations and meetings, students sounded progressively easy and fairly certain about their taking care of complex circumstances. One student (student R): "We inquired as to whether we would have the capacity to pursue the complex environment around to perceive the information in the class but in fact that the school administration turned us down. He didn't even want to converse with us. Other reflections likewise showed their innovativeness in discovering answers for finish their work."

ii) Phase two (work ethics)

Reflections from the reports and meetings indicated members created more grounded hard working attitudes. They figured out how to be more mindful and restrained; as one Student Y said: "A few of us arrived late, so we didn't have room schedule to join the observation task. We couldn't complete as arranged, so we spoke it over about it and went up the schedule again. The following day, we as a whole prepared early, and had additional time well spent. Work quality was likewise accentuated as appeared in one reflection: we did our best to ensure that our report was sufficiently fascinating for everybody to see. We

figured and we should stick together, yet it didn't work; so we chose to review it. Other student (Student S) said: "all demonstrated tasks that taking a shot at ventures required our support of hard working attitudes among ourselves."

iii) Phase three (interpersonal skills) and phase four (evaluation)

Students figured out how to keep up associations with each other; as showed in one reflection (Student L): "Two of us exploded, so I instructed them to discover a comment and return. I myself endeavored to control my feelings. Some of the time I felt so disturbed, yet I just grinned." Whether working exclusively, in group teams, all members expected to figure out how to make compatibility with sources keeping in mind the end goal to get data. As one record (Student A): "Our woman witness appeared to love to discuss herself, so we got some information about her life, how she felt, and how she responded to others around her, we let her discussion about her emotions and pride. We just tuned in, it was so long, yet we continued." Moreover, students acknowledged in their meetings that they figured out how to utilize correspondence methods to make understand among themselves and with others more. One portrayal embodies how assemble individuals utilized the procedure to empower collaboration. The evaluation was thoroughly happened when the teams performed the result of observation. Each group was assigned in cue to discuss with other groups as the group task.

Individual Work

Most of sample students were graded at the level of attainment of Basic as amount of 66% of the percentage where the students result of their competence were able to teach as the pre-service teachers, adequate plans reflected to basic knowledge of the content but they were not able to handle the class well and the patterns of classroom interactions, both between teacher and students and among students, were generally appropriate but may reflect occasional inconsistencies, subjectivism, and disregard for students' ages and developmental levels.

The Proficient level of attainment was as much as 23% of the percentage that the students were able to demonstrate knowledge and understand the subject matter and the pedagogy and able to acquire complex knowledge and skills in the subject. This level of attainment, the students were also able to develop lessons with challenging, measurable objectives and appropriate student engagement strategies, and assessment.

The level of Unsatisfactory was 5% which attained by the students, it means that they were in the lowest level of grade in the acquiring their competence in practice teaching while for the level of Distinguished were as amount of 3%. It means that the students were not able to reach the best level of each domain in teaching. They needed to practice a lot before they were having their entrepreneurship program.

The table below was the attainment level of four domains in FFT Framework for Teaching in individual task.

Table 1 Students' Attainment Level

Identity	Components	Level of Attainment
Student 1	Planning and Preparation (Domain 1)	Basic
	Classroom Environment (Domain 2)	Proficient
	Instruction (Domain 3)	Basic
	Professional Responsibilities (Domain 4)	Basic
Student 2	Planning and Preparation (Domain 1)	Proficient
	Classroom Environment (Domain 2)	Basic
	Instruction (Domain 3)	Unsatisfactory
	Professional Responsibilities (Domain 4)	Basic
Student 3	Planning and Preparation (Domain 1)	Proficient
	Classroom Environment (Domain 2)	Basic
	Instruction (Domain 3)	Basic
	Professional Responsibilities (Domain 4)	Basic
Student 4	Planning and Preparation (Domain 1)	Basic
	Classroom Environment (Domain 2)	Basic
	Instruction (Domain 3)	Basic
	Professional Responsibilities (Domain 4)	Basic

Table 1. Cont

Student 5	Planning and Preparation (Domain 1)	Basic
	Classroom Environment (Domain 2)	Basic
	Instruction (Domain 3)	Basic
	Professional Responsibilities (Domain 4)	Basic
Student 6	Planning and Preparation (Domain 1)	Distinguished
	Classroom Environment (Domain 2)	Proficient
	Instruction (Domain 3)	Proficient
	Professional Responsibilities (Domain 4)	Proficient
Student 7	Planning and Preparation (Domain 1)	Basic
	Classroom Environment (Domain 2)	Basic
	Instruction (Domain 3)	Basic
	Professional Responsibilities (Domain 4)	Basic
Student 8	Planning and Preparation (Domain 1)	Proficient
	Classroom Environment (Domain 2)	Distinguished
	Instruction (Domain 3)	Proficient
	Professional Responsibilities (Domain 4)	Basic
Student 9	Planning and Preparation (Domain 1)	Proficient
	Classroom Environment (Domain 2)	Proficient
	Instruction (Domain 3)	Proficient
	Professional Responsibilities (Domain 4)	Proficient
Student 10	Planning and Preparation (Domain 1)	Basic
	Classroom Environment (Domain 2)	Basic
	Instruction (Domain 3)	Unsatisfactory
	Professional Responsibilities (Domain 4)	Basic
Student 11	Planning and Preparation (Domain 1)	Basic
	Classroom Environment (Domain 2)	Proficient
	Instruction (Domain 3)	Basic
	Professional Responsibilities (Domain 4)	Basic
Student 12	Planning and Preparation (Domain 1)	Basic
	Classroom Environment (Domain 2)	Basic
	Instruction (Domain 3)	Basic
	Professional Responsibilities (Domain 4)	Basic
Student 13	Planning and Preparation (Domain 1)	Proficient
	Classroom Environment (Domain 2)	Basic
	Instruction (Domain 3)	Basic
	Professional Responsibilities (Domain 4)	Proficient
Student 14	Planning and Preparation (Domain 1)	Basic
	Classroom Environment (Domain 2)	Basic
	Instruction (Domain 3)	Basic
	Professional Responsibilities (Domain 4)	Basic
Student 15	Planning and Preparation (Domain 1)	Basic
	Classroom Environment (Domain 2)	Basic
	Instruction (Domain 3)	Basic
	Professional Responsibilities (Domain 4)	Unsatisfactory

Discussions

Pertaining the findings above, the researcher found that Planning and Preparation (Domain 1) was mostly the level of range in Basic level thus this research was line with Cobb, et al., (1999); Danielson (2007); Marshall (2009); Marzano & Toth (2013) that students' achievement, contribute to effective teaching which

included instructional strategies, content level pedagogy, experience, classroom and teacher observations, classroom practices and instructional techniques, collaboration, discourse, and management and organizational skills; these can be evaluated using careful classroom and teacher observations, thus these areas were also evaluated by many research and therefore got a comprehensive teacher evaluation system. Student A: "sometimes my competence in preparing the lesson plan was so weak... I should consider many aspects in teaching then my jobs were messy..."

Classroom Environment (Domain 2) that occurred flexibility and adaptation for students in facing new environment, it led emotional distress in the work place might lead to the lack of motivation and enhancement in the teachers' working environment. Similar findings are also presented in Day's et al. (2007) study and Zembylas (2003) has indicated that teachers' personal and professional development is deeply affected by their positive and negative emotions. Student D: "I said it was great to teach in a classroom environment, I had to manage the types of classroom management when my mind was not actually in a classroom."

Instruction (Domain 3) which was implemented during observing the students showed that the students tried to interact and communicate as a collaborative classroom system was really motivate students in class. This research was line with White, Cowhy, Stevens & Spote (2012) found similar results in a study aimed at learning about the implementation of the FFT framework for teaching in Illinois, and to understand how teachers and administrators perceived the system. A number of challenges were encountered by the five districts implementing the new system, including utilizing the evaluation process to improve instruction, creating buy-in from participants, and reducing the time burden on administrators. Student M: "When the instruction in teaching was clear and concise, the students concentrated with the tasks."

Professional Responsibilities (Domain 4) was for an extensive instructor assessment which considered both the activities of the instructor in the class \and in addition his or her experience, used appropriate methodology, arranging and reflection. The outline of the assessment was fundamental, and intelligent of the planners' conviction about great instructing, this research was supported by Williams and Engel (2012). Counting components of companion audit and input moves the concentration to "enhancing practice" as opposed to basically assessing execution. These developmental components are probably going to make the assessment framework more significant and will at last be of more noteworthy advantage to more understudies. In Finland, assessment is organized as a training model, and is a developmental process. Japan utilizes the act of exercise consider, which enables instructors to watch and evaluate different instructors in a gathering setting (Williams and Engel, 2012). Despite the fact that the exercise examine isn't utilized for educator assessment in Japan, it is utilized for instructional change.

Conclusion

Training and practicing for micro teaching skills performance should be prepared and planned well. The more practice the better become for those candidate teachers before having practice teaching.

Some obstacles occurred during multi task assignment but it was interesting because it gave a different sight of views when teaching in field. All problem were handled by teams and finally the project finished on time.

Preparing individual task was more complicated rather than group task. More items should be prepared and accommodated in details, thus the level of attainment by using FTT Framework for Teaching was still far behind the expectation, then it led un gained target.

Furthermore, this was a qualitative research which will be an enrichment data for further research, hopefully will give big contribution.

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CERTIFICATE

No. 092/UN.35.1.5/ICOELT/2018

This is to certify that :

Sri Yuliani

has participated in The 6th International Conference on English Language and Teaching (ICOELT-6)
" *Literacy and Competency of EFL Learning in the 21st Century* "

July 25-26, 2018
as

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