

DEVELOPING PEDAGOGICAL CONTENT KNOWLEDGE IN PRESERVICE ENGLISH TEACHERS THROUGH MICROTEACHING LESSON STUDY

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Abstract

This study focuses and critically analyzes the contribution of micro-teaching on teacher attitude according to pre-service teachers' opinions based on their teaching practice program. The program was implemented at SD Mutiara Kasih to prepare pre-service teachers. This research investigates that if there are any differences about pre-service teachers' views after engagement of micro-teaching practices. The members of the study group have been chosen from preservice English teachers through deviant case sampling which is one of the purposive methods. The pedagogical developments of the teacher candidates are to be evaluated by recording microteaching practice in study. Microteaching has been widely used in pre-service teacher education programs to enhance prospective teachers' instructional experiences. Within ELT programs, the use of microteaching offers valuable opportunities for trainee-teachers to develop effective teaching strategies. Understanding the perceptions and concerns of student teachers is crucial for promoting teacher education programs' outcomes.

Keywords: *Microteaching, Developing Pedagogical, English teacher, Preservice.*

INTRODUCTION

Pedagogical Knowledge

Knowledge is everything that is known and is a fundamental level of the way human thinking (19). Pedagogical knowledge must be mastered by teachers for guiding and managing learning interactions in the classroom (20) Law No. 14 year 2005 on teacher and lecturer formulates that pedagogical knowledge includes understanding the concept of (a) educational philosophy, (b) psychology of child development, (c) learning theory. (Susanto, Rozali, and Agustina 2019) According to (Susanto, Sofyan, et al. 2020) Education in Greek comes from the word *pedagogik*, namely the science of guiding children Romans saw education as *educare*, namely issuing and guiding, the act of realizing the potential of children who were born in the world. Learning achievements expressed in a statement that can be a measurement of what learners should know and understand, or referred to as an ability that can be done, a value or outcome after gaining understanding and learning experience. Learning outcomes are very beneficial for educators. Learning outcomes allow educators to design programs effectively, as a measure of effective learning, and increase learning experiences. According to Bloom, effective learning outcomes can be measured in the realm of knowledge levels, skill levels and behavior or attitudes lessons (Susanto, Rachmadtullah, and Rachbini 2020). For most students, learning English is something that is not interesting and scary lesson. Students also assume that many English learning lessons are focused on memorizing the tense formulas and many theories. There for it requires professional teacher preparation starting from pre-service teacher education in English in schools. Education for pre-service English teachers is important to be well designed. One of the special courses focused on developing the pedagogic competence of pre-service teachers is lesson study microteaching. Quality education cannot be separated from the role of the teacher in the learning process. Professional teachers will create future generations with quality attitudes, knowledge and skills. To form professional teachers, efforts are needed to develop their professionalism. One of the efforts that can be done is by participating in training that can increase competence. In this day and age, teachers are required to have digital skills

(digital literacy). Therefore, teachers must be able to integrate technology in learning (Agustina and Susanto 2017).

Beside that, in book of pedagogic competency development model, it said that Each existing learning theory will have different characteristics, but includes several things, such as law of equivalence, law of proximity, law of closure, doing lots of exercises, understanding learning, generating insight into individuals, and exercises. Basically, pedagogic knowledge has a positive relationship with pedagogic competence. The higher the pedagogic knowledge, the higher the pedagogical competence, which means that high pedagogic knowledge means high pedagogic competence. (Kumala, Susilo, and Susanto 2018)

In this course, students are trained to design and apply for learning in micro / small classes. Innovation in microteaching lectures has been carried out through the development of microteaching teaching materials that integrate character values and ICT. The results of developing the pedagogic competence of pre-service teacher students can be trained properly. Students can choose appropriate learning and assessment methods in both designs. The results of developing the pedagogic competence of pre-service teacher students can be trained properly. Students can choose appropriate learning and assessment methods in both designs). (Sanusi, Murtafiah, and Krisdiana 2016). It is claimed that the goal of teaching English is to develop learners' communicative (Nonkukhetkhong and Udon 2013). Some students think that writing is the most complex skill to develop. (Mukhroji 2020) stated that English learning needs academy literacy. (Anon n.d.) states that the writing is correct generally a difficult activity for most people, both in their native language and in their language foreign language. (Susanto, Rachmadtullah, et al. 2020) asserts that learning in primary schools involves engagement with new and different ways of knowing, writing, values and beliefs. Based on Law number 14 of 2015 in Indonesia, a professional teacher must have a pedagogical, professional, social, and personal competences. Developing Pedagogical Content Knowledge can also be done through rewards and punishments for students. The (Jurnal et al. 2018) journal states that there is a significant influence between reward and punishment on student learning

motivation at school. The other journal of (Susanto and Unggul 2020) states that the intelligence variable has an indirect effect on pedagogic competence through instructional communication patterns.

Thus, the importance of increasing professionalism teachers through increased mastery of Lesson study Microteaching. Moreover, as an English teacher, mastery of Lesson study Microteaching is very important to direct learning English is meaningful for students.

RESEARCH QUESTIONS

1. What is the meaning of pedagogical content in the English teacher's pre-service?
2. What should we do as a teacher in teaching the microteaching method?
3. What are the factors that needed in developing pedagogical knowledge?

OBJECTIVE OF THE RESEARCH

Based on the formulation of the problem the objectives of this study are:

1. To find out what students' perceptions of effectiveness are Microteaching class about their pedagogical competence as Pre-service English Teacher?
2. To find out how students' perceptions of effectiveness Microteaching classes about their professional competence as Pre-service English Teachers?

SIGNIFICANCE OF THE RESEARCH

1. For students

In this learning, it is hoped that students can see the advantages and weaknesses in presenting or training themselves in microteaching learning in English

2. For educators

For information about students' abilities regarding perceptions of the effectiveness of the Microteaching classroom in Pre-service English teacher competence.

3. for further researchers

To add additional references and insights for them when they tend to do research related to this research.

SCOPE OF THE RESEARCH

The scope of this research is about focused on knowing and getting to know more about students' perceptions of the effectiveness of Microteaching classes on their pedagogical and

professional competencies as Pre-service English teachers.

METHOD

A. Participants

The subjects of this study were 78 female prospective English teachers enrolled in two different courses of teaching methods of English in the of Education in Elementary School Tiara Kasih. However, seventeen were excluded from the results because they were absent on the day the questionnaire was conducted. Thirty students from "Teaching Methods of English to Young Learners" (Yng) participated in the study while thirty-one students were from the, Teaching Methods of English in Elementary Schools" (Elm). The first course (Yng) was a prerequisite for the second one (Elm) at the time of the study. The researcher taught one of the two sections from each course while the other two sections were taught by two other teachers. In each course, each student was required to prepare a twenty-minute mini lesson, teach it to their peers and reflect orally and in writing about their experience in conducting that lesson. The overall weight of the microteaching components made up about 30% of each course grade. (Ismail 2011)

B. Instruments

Both a questionnaire and focus-group interview questions were developed and used to collect the required data. The final version of the questionnaire included 32 items organized into four themes in accordance with the purpose and research questions of the study. The questionnaire was developed and refereed by a number of university teachers including ESL specialists in the Elementary School Tiara Kasih in order to establish its validity. It used a five-point Likert scale extending from five (strongly agree) to one (strongly disagree). The Cronbach Alpha Formula was used to compute the reliability of the questionnaire and the value was found to be 0.91. The questionnaire initially included forty-two items, which were later revised and reduced to 32 in accordance with the referees' comments and suggestions.

The focus-group interview questions were also developed and refined by the researcher with the help of other teacher trainer specialists in Education the Elementary School Tiara Kasih. A number of questions were first developed and submitted to some of those teachers who

participated in referring the questionnaire in order to check their suitability to provide valid support for the data collected via the questionnaire. At a later stage, ten questions were chosen after they were reviewed in accordance with the referees' suggestions and comments. An open-ended question was placed at the end of the list to allow students to add more information and express their thoughts freely. (Ismail 2011)

C. Data Collection

Data were collected towards the end of the fall semester of the academic year 2009-2010 from student teachers in two courses of teaching methods of English (Teaching Methods of English to Young Learners and Teaching Methods of English in Primary Level) Primary Level in Tiara Kasih School The reason for conducting the study near the end of the semester is that by that time students would have finished all their mini-lesson sessions and they would have gone through all the microteaching experiences in both courses. Each course included two sections, one taught by the researcher. Sixty-one questionnaires were distributed to students in the four sections during class time and collected from all participating students on the same day.

After conducting questionnaire with students in the four sections, focus-group interview sessions were organized and conducted by the researcher with the help of some students in each section. Only students in the two sections taught by the researcher participated in the focus-group interview. The reason for choosing these two sections is that all students from these two sections (49) participated in the questionnaire. Students in each section were organized into focus-groups of four or five students, and a leader was assigned for each group. An intensive training session had been conducted to all group leaders to explain how to conduct the interviews with their colleagues.

A mock focus-group interview session had been conducted with the group leaders to give them chance to practice the task. Later, each group leader was given a list of the questions and was asked to interview other students in the group with the help of the teacher. The reason for involving students in interviewing their peers was that prospective teachers were expected to be more open and to speak more freely if they were interviewed by their colleagues. All interviews were conducted over two classes in

each section in order to give the researcher enough time to monitor the work of the group leaders. Besides the group leaders' interviews with students, the researcher interviewed two groups from each section.

D. Data Analysis

Both quantitative and qualitative data analyses were conducted in order to better understand the students' perspectives regarding microteaching applications in the two courses of methods of teaching English. In order to analyze the quantitative data collected by the five-point Likert scale questionnaire, the SPSS program was utilized to obtain different types of descriptive statistics and independent sample t-tests. A qualitative data analysis technique was used to look at the data collected via the focus-group interviews, specifically the Content Analysis Method.

A framework was created to categorize the data into patterns or themes consistent with the purpose and/or research questions of the study. The main reason for using this technique is to ensure that the obtained recurrent patterns and/or themes meet the requirements of the research questions and/or the purpose of the study. Later, those recurrent patterns and/or themes extracted from the qualitative data were utilized to support the quantitative data obtained from the five-point Likert scale questionnaire. The analysis mainly focused on the prospective teachers' perspectives on microteaching applications.

RESULTS AND DISCUSSION

The overall purpose of this study was to examine prospective teachers' perceptions regarding the application of microteaching in two courses of teaching methods of English. The results of the study were analyzed under the four research questions. Analysis to the answers of question 1 (How does microteaching impact ESL student teachers' views about language improvement and course satisfaction) showed that students were very positive about the effect of microteaching practices on their language and on their increasing enthusiasm towards the teaching methods courses. The focus-group interview results also confirmed students' positive attitudes towards microteaching. A number of them (29) enthusiastically expressed their intention to continue participating in microteaching activities. The overall mean scores ranged from 4.28 to 4.61 on a 5-point

scale ranging from strongly agree “5” to strongly disagree “1”. This result indicated that students in both groups felt that microteaching experience helped them improve their language proficiency and that they appreciated the usefulness of the methods courses. Nearly half of the students in the first

group (Yng) thought that microteaching offered opportunities to refine their language especially the jargon used for giving classroom instruction and/or direction. When they were asked during the focus-group interview, students from both groups indicated, “microteaching experience helped us learn some useful words we need in the classroom for giving instruction and managing the classroom activities. We are happy that we learned these words before we take our teaching practice next year. We learned some of these words in other courses or from teachers but we forgot them because we did not use them at all”.

Students viewed microteaching as an effective learning tool that enabled them to discover and develop their language ability. It was argued that teacher trainees might recognize and learn to use the language effectively while they were involved in conducting mini-lessons with their colleagues. Again, ESL teacher trainees are not only learning how to teach, but they are also still developing their own English skills. Feedback and comments given by other peers in post-teaching discussion sessions might also positively contribute to the development of student teachers’ language skills. In a study about the impact of peer-coaching, showed that peer coaching practice was well-liked by students who altered their pedagogical practices as a result of being involved with other trainees in a cooperative teaching activity. The t-test showed that there are not any significant differences between the mean scores of all variables under the category of language improvement and course satisfaction“. The mean scores for the first group (Yng) ranged from 4.23 to 4.73, while for the second group (Elm) they ranged from 4.13 to 4.61. For some variables, the difference was very close, such as the one about learning different teaching methods“. Both groups agreed that microteaching experience helped them learn and implement the methods they learned in the program. This result provides evidence that prospective teachers consider microteaching a valuable opportunity to try the different instructional theories they learned in different

courses about teaching ESL. Thus, the benefits of microteaching justify its use and why it is well-liked by prospective teachers. When comparing the mean scores of the two groups, results sometimes showed that there was a little difference between them. These differences might be attributed to the sequence of the two courses. For instance, the mean scores for the variable „microteaching allowed me to apply ideas I learned from different courses“ were 4.23 and 4.45 for the first and second group respectively. This difference might be attributed to the fact that the first course (Yng) is a prerequisite for the second one (Elm). Students in the second group would have taken and finished many courses by the time they were enrolled in the second course (Elm). This result indicated that students implemented ideas they learned in other courses in their microteaching experience. Data from the focus-group interview supports this result as about twelve students thought that mini-lesson experiences allowed them to practically use ideas they had previously learned in other courses. We are happy to take this course because it helps us use what we learned in other courses“. Microteaching practice was found to provide students not only with opportunities to practice and learn pedagogical strategies but also to develop language skills. Again, the mean scores of the variable about vocabulary improvement“ were 4.43 and 4.13 for the first and second group respectively. This difference may be related to the language proficiency of the two groups. Students in the second group might have already spent three or four years in the university while the first group might have spent only one or two years there. This result might be understood in relation

to the amount of exposure to English language. During the focus-group interview, some students from the first course (Yng) stated, “microteaching experience offered us opportunities to use the language to teach our colleagues. We also learned how to use words correctly and our colleagues sometimes helped us with this correction“. A grammar model was developed and used to help students promote effective language use. Similarly, microteaching experiences in the present study might provide prospective teachers with opportunities to recognize and learn how to use English language communicatively while they were conducting their mini-lessons to their peers.

CONCLUSION

This study looked at the impact of microteaching experiences on the views of prospective teachers in an ESL preservice education program. It mainly focused on the salient concepts that emerged as a result of executing mini-lessons to colleagues in simulated situations. A mixture of quantitative and qualitative approaches was utilized to collect relevant data from two groups of ESL teacher trainees who were taking two different courses in teaching methods of English. The overall results of this study demonstrated that the inclusion of microteaching in teacher training programs is viewed to have positive impact on ESL student teachers' awareness and views regarding their language and teaching competencies. The data provided clear evidence that prospective teachers appreciated the beneficial experiences of microteaching in developing effective instructional strategies. The overwhelming benefits of microteaching justify its use and why it is well-liked by prospective teachers. A significant result highlighted students' concerns about the issue of assessing their microteaching performance. This finding stressed the need for conducting further studies to investigate the issue of assessing students' performance during microteaching sessions. Future studies should specifically focus on students' preconceptions and/or predetermined criteria for assessing microteaching experiences in ESL teacher education programs.

SUGGESTION

Based on the conclusions and implications above, some suggestions can be made as follows:

- a. Tiara Kasih School needs to pay attention to the pedagogical knowledge possessed by its educators, so that more educators can develop their competence in carrying out his job.
- b. In improving the quality of educators and education personnel substantively in pedagogic competence, the school which is carried out by the principal needs to always manage teaching staff to be able to develop their competence
- c. The pedagogical competence of educators needs attention and conducted an assessment to motivate the teaching staff in carrying out their duties.

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