

TEACHING STRATEGIES IN STUDENTS' MICRO TEACHING PERFORMANCE

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ABSTRACT

Microteaching is a teacher training technique in learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching with the significant reduction in the teaching complexities with respect to number of students in a class, scope of content, and timeframe, etc. Most of the pre-service teacher education programs widely use microteaching, and it is a proven method to attain gross improvement in the instructional experiences. Effective student teaching should be the prime quality of a teacher. The objective of this article is to analyze students' teaching strategies used in micro teaching performances. The Population was English departments' students from sixth semester class. Descriptive Qualitative is used in analyzed the data. Besides, the writer used observation checklist and video documentation of students' micro teaching performance for collecting the data in gathering information on students' teaching strategies. The writer found there were two types of teaching strategies used; direct instruction strategy and indirect instruction strategy. In direct instruction strategy, English students always used memory, cognitive and compensation strategies. Otherwise, metacognitive, affective and social strategies founds in terms of indirect strategy used by the students in micro teaching performance. Furthermore, the application of teaching strategies in teaching and learning process will help the teacher to convey information about teaching material to the students and to increase the learning outcomes.

Keywords : Teaching Strategies, Micro Teaching Performance, direct instruction and indirect instruction strategies

INTRODUCTION

In teaching English teacher always use strategy because it is very useful to help teacher and help student to understand with the material. In the fact, much teacher still confused to teaching, they just want the student to understand, but some of them maybe use the strategy or not. According to Rebecca Oxford (1990:8) learning strategies as steps taken by students to enhance they're learning the main aim of language strategies is to assemble learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Strategy become one of the ways in teaching, according to Brown (2000:113) strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain

information. Based on that explanation, it can conclude that the strategies can control and manipulating the information of the teacher to students in classroom and learning process. In addition according to O'Malley and Chamot (1990:1) strategies as special thoughts or behaviors that individual used to help them comprehend, learn or retain new information. From that statement, the strategy is helping the learners to comprehend, learn or retain new information.

Micro teaching is defined as a system that allows prospective teachers to develop their skills in applying specific teaching techniques. Yatiman in Suwarna (2006:3). Therefore During micro-teaching teacher trainees acquire a lot of skills, experience and knowledge pertaining to teaching, one of the most important skills is the ability to speaking in English, because students are majoring in English, and of course the student becoming an English teacher later. Of course must have good ability in using English.

A teacher should have a good English speaking performance when they teach their students. Because, students must follow micro teaching practice, micro teaching practice is the practice of students who take the majors of teacher training and education. The practice gives the student preparation when it will become a teacher.

Be a teacher is an important role in cultural transformation through schooling systems, especially in managing the interaction of learners with learning resources to achieve desired learning outcomes. Good interaction is when the opponent being interacted understands what we mean. we must have good speaking skill. For that required teachers who have sufficient academic and professional skills, a steady quality of personality, and appreciate his profession as a teacher. To equip prospective teachers in carrying out teaching tasks with all the demands and changes

Based on the explanation above, the researcher was interested to analyze the teaching strategies which are applied by the English students in micro teaching performance. It was important because as a teacher later on they have to have a good strategy in teaching in order to improve their performance and their skill in teaching and learning process in the classroom.

LITERATURE REVIEW

Strategies is a term that refers to a complex of thoughts, ideas, insights, experience, goals, expertise, memories, perception that provide general guidance for specific section in pursuit of particular end. Teaching strategies is a complex educational behavior of a teacher

in using method, techniques, tools, discipline and communication in order to achieve goals and objects.

According to Nunan (1999:171) strategies are the mental and communicative procedures learners use in order to learn and use language. Mean that strategies are the way to learn, strategies is also the answer of how teaching students. Based on that explanation strategy is very useful in learning process. Furthermore, Stren (1993) in teaching English learners used both strategy and technique, and Slinger (1984) used term tactic. Then, according to Long (1991) used terms macro strategies, micro strategies, and tactic, then Brown (2000) talked about principle. In this research the researcher discuss the strategy by Rebecca Oxford (2003). There are two strategies in teaching, direct and indirect strategies. Strategy is the important thing in teaching.

Good teacher can teach well then make the student more understand with the material. Teacher must make the student want to learn and understand with the teacher said. Can follow the teacher and comprehend with the material. To make students comprehend, teacher must use the strategy, to make teacher and students easy in learning process. It also same with the statement based on Hismangolu (2000) mentions language learners are continuously looking for ways of applying strategies to deal with situations in which they face new input and tasks proposed by their instructors.

The Learning strategies are steps taken by students to enhance they're learning the main aim of language strategies is to assemble learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. The strategy is the systematic plans, design, and procedures in learning process. These can divide in order to direct and indirect strategy. According to Rebecca Oxford in Nunan (1999:172) there are two strategies in generally in teaching there are:

- a. Direct strategies, include such things, memorizing, analyzing, reasoning and guessing intelligently
- b. Indirect Strategies, on the other hand, include thins such as evaluating one's learning (taking step to power one's anxiety_ and cooperating with others

A. Direct Instructional strategies

Direct instructional strategies are academically focused with the teacher clearly stating the goals for the lesson. The teacher monitors student understanding and provides feedback to students on their performance.

B. Indirect Instructional Strategies

Indirect instruction is approach to teaching and learning in which concepts, patterns and abstractions are taught in the context of strategies that emphasize concept learning, inquiry learning and problem-centered learning.

Indirect strategies depend of three groups there are metacognitive strategies, affective, and social strategies

I. Metacognitive strategies

Metacognitive strategies refers to methods used to helps students understand the way they learn, in order words it means processes designed for students to think about their thinking.

A. Centering students learning

B. Arranging and planning students learning

C. Evaluating students learning

II. Affective strategies

Affective strategies are learning strategies concerned with managing emotions, both negative and positive.

A. Lowering student anxiety

B. Encouraging students self

C. Taking student emotional temperature

III. Social strategies

Social strategies is asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native speaking conversation partner, and exploring cultural and social norms, help the learner work with others and understand the target culture as well as the language.

A. Student asking questions

B. Student cooperating with others

C. Empathizing with others.

METHODOLOGY

According to Widoyoko (2012:2) qualitative research describes about the way thing which based on facts and stated in statement or words form. This was qualitative research takes the place in the natural setting of language usage unable the researcher to make interpretation of the data. According to Rahayu(2015:123) this study applied a qualitative approach that described variables objectively. Added the collected data were analyzed

systematically. The researcher would able to describe and found out the teaching strategies in micro teaching performance conclusion by using this method.

In addition, qualitative research took places in natural setting of language usage enable the researcher to make interpretation of the data. In this design the researcher observed and analyzed the video of sixth semester students in micro teaching performance. The focus of this research was to identify the teaching strategy applied by sixth semester students in micro teaching performance of English study program academic year 2016/2017.

Population

According to Dajan (1986:110) population was all elements of the same characteristic. Population was object researched. Population in this research took by sixth semester students in academic year 2016/2017. There were 37 students based on two classes. There were of class A is 22 students and class B 15 students in micro teaching performance at English study program, University of PasirPenggaraian. According to Rahayu(2017:32) the sample of the research become the participant as the object of the research because the population is less than 100 people, the sample has 37 students in micro teaching performance academic year 2016/2017. Student in sixth semester academic year 2016/2017 less than 100 people, it was 37 students as a sample of this research.

FINDING AND DISCUSSION

The researcher conducted the research at University of Pasir Pengaraian. There were 37 on sixth semester students conclusion that analyzed.

Table 1:

Analysis direct strategies in term of the Memory strategies based on raters

Students	Rater 1	Rater 2	Rater 3
Numbers of Students	21	20	24
Percentage	57%	55%	65%
Average Score in Percentage	59 %		

The results is rater I gave the result it was 57% of sixth semester students academic year 2016/2017 used memory strategies in micro teaching performance. The result by rater II was based on the table above there was 55% sixth semester students of English study

program academic year 2016/2017 in micro teaching performance used memory strategies. The result by rater III was 65% students in sixth semester students academic year 2016/2017 used memory strategies in micro teaching performance in micro teaching performance, totally percentage of using memory strategy in sixth semester students was 59% from thirty seven students of sixth semester students of English study program academic year 2016/2017 in micro teaching performance. For the next analysis would discussed about the second of direct strategies was cognitive strategies.

Table 2:
Analysis direct strategies in term of the Cognitive strategies based on raters

Students	Rater 1	Rater 2	Rater 3
Numbers of Students	26	29	31
Percentage	71%	79%	84%
Average Score in Percentage	78%		

The results is 71% used cognitive strategies in micro teaching performance. Rater II found 79% students were used cognitive strategies in micro teaching performance. However, rater III found has 84% students used cognitive strategies in micro teaching performance. Totally of used cognitive strategy were 78% students of thirty seven students of sixth semester students of English study program academic year 2016/2017 in micro teaching performance. For the next analysis would discussed about the third indicators of direct strategies was compensation strategies.

Table 3:
Analysis direct strategies in term of Compensation strategies based on raters

Students	Rater 1	Rater 2	Rater 3
Numbers of Students	34	29	31
Percentage	92%	79%	84%
Average Score in Percentage	85%		

The results by raters in compensation strategy were rater I showed was thirty four students or 92% students was used compensation strategy in micro teaching performance. Rater II showed was twenty nine students or 79% students was used compensation strategy in micro teaching strategy. The result by rater III showed was thirty one or 85% students was used compensation strategy in micro teaching performance. Totally percentage of used compensation strategy was 85% students from thirty seven students in sixth semester students of English study program academic year 2016/2017 in micro teaching performance.

Based on the table above, the researcher got the result based on indicators of direct strategies. Rater I got the result was 92% sixth semester students of English study program academic year 2016/2017 was used compensation strategy. Rater II got the result as 79% sixth semester students of English study program has used compensation strategy in micro teaching. However, there were 84% students were used compensation strategy in micro teaching performance.

Secondly, the researcher got the result of analysis the indicators by indirect strategies. Indirect strategies were have three strategies. There were metacognitive strategies, affective strategies, and social strategies. Here was the analysis of metacognitive strategy.

Table 4:
Analysis indirect strategies in term of
Metacognitive strategies based on raters

Students	Rater 1	Rater 2	Rater 3
Numbers of Students	26	29	31
Percentage	71%	79%	84%
Average Score in Percentage	78%		

The result by rater I found 71% students used metacognitive strategies. Rater II got the data 79% students used metagocnitive strategies in micro teaching strategies. Based on the table the researcher also got the data by rater III was 84% used metacognitive strategy. Based on that result totally percentage of metacognitive strategy was 78% students from thirty seven students of sixth semester students of English study program academic year

2016/2017. For the next analysis would discussed about the second indicators of indirect strategies was affective strategies.

Table 5:
Analysis indirect strategies in term of
Affective strategies based on raters

Students	Rater 1	Rater 2	Rater 3
Numbers of Students	30	31	30
Percentage	82%	84%	82%
Average Score in Percentage	82%		

Rater I found there were 82% students used affective strategies. Rater II found 84% students used affective strategies. Rater III has found 82% students used affective strategies in micro teaching performance. Totally percentage of used affective strategy was 82% students from thirty seven students in sixth semester students of English study program academic year 2016/2017. For the next analysis would discussed about the third indicators of indirect strategies was social strategies.

Table 6:
Analysis indirect strategies in term of
Social strategies based on raters

Students	Rater 1	Rater 2	Rater 3
Numbers of Students	30	30	27
Percentage	82%	82%	73%
Average Score in Percentage	79%		

The result by rater I was 82% students used social strategies. Rater II found that 82% students have used affective strategies. Rater III have found 73% students were used social strategies in micro teaching performance. Totally percentage of used social strategy was 79% students from thirty seven students of sixth semester students of English study program academic year 2016/2017 in micro teaching performance.

CONCLUSION

Based on analyzed and explanation on the previous chapter, this research was designed as a descriptive qualitative research. Teaching strategies has indicators direct strategies has three strategies there were memory strategy, cognitive strategies, and compensation strategies. The researcher could take a conclusion that 59% students used memory strategies and 78% students used cognitive strategies, and 85% students used compensation strategies, while indirect strategies have three groups, there were, metacognitive strategies, affective strategies and social strategies. The result of this research were 78% students used metacognitive strategies, while 82% students used affective strategies, and 79% student used social strategies in micro teaching performance. So, the result of the raters in teaching strategies on sixth semester students were mostly used direct strategies in term compensation strategies in micro teaching performance.

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