

**PERFORMANCE OF LEARNING PROCESSES  
IN A MICRO TEACHING CLASS  
AT AR-RANIRY ISLAMIC NATIONAL UNIVERSITY**

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**ABSTRACT**

Micro teaching, one of the most frequently used methods in the pre-service education of teachers, is used by many lecturers from the teacher training and education faculty at Ar-Raniry Islamic National University. The micro-teaching program is aimed to train prospective teachers with systematic trials of their teaching ability. The purpose of this study was to examine the performances of students during the learning processes in the micro-teaching classes. The objectives of this study were to see how the students performed in their micro-teaching classes, to find out the opinions of the students about their teaching performances and to find out the opinions of their lecturer about their performances. This qualitative study focused on 6 students and their lecturer in a Micro-Teaching Class at Ar-Raniry Islamic National University in June 2016. These 6 students and their lecturer were observed using the research instruments that were developed based on the micro-teaching methods under the guidance of the lecturer. The instruments used in this study were observations and interviews which were used for recording the performances of the students with additional thoughts from their lecturer. The result of this study showed that in their first presentation, the students felt anxious performing in front of their friends and their lecturer due to their lack of prior experience. While in the second performance, their efforts in putting on their best performance such as preparing their lesson plans plus better style in opening and closing the class were apparent. They felt more comfortable in their teaching practice and performing professionally in front of their colleagues. The interview results showed that the students believed

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that the micro-teaching class gave them a chance to evaluate their strengths and weaknesses in teaching, plus advice received from their lecturer and colleagues had some positive impact to improve the quality of their teaching performances. The findings revealed that these six students had positive attitudes towards the application of micro-teaching with regard to its effectiveness for professional development, self-assessment, self-confidence, material production, and linguistic levels.

**Keywords:** *Students' Performance, Micro Teaching, Learning.*

## **INTRODUCTION**

Since teaching is a profession that requires specialized knowledge and skills, trainee teachers, in order to perform their job, need to possess certain competencies. To acquire these competencies teachers should be given special training before starting out in their professional life (Sisman & Acat, 2003). Teachers who will guide youth and will be a factor in shaping their future should possess adequate competencies to perform their duties.

Micro-teaching is a method that has been used since the 1960's in teacher education and in other teaching-learning environments. Its application has showed that in education, medicine and anthropology classes teacher behavior is affected considerably by micro-teaching, as micro-teaching improves the performance and behavior of trainee teachers in learning environments (Baytekin 2004).

Teachers are no longer viewed as just knowledge transmitters and skill models anymore; but, also as facilitators in the processes of teaching-learning and in creating a learning-conducive environment. Moreover, schools are expected to be the place where there is intensive interaction and where students develop a perspective on life itself (Beydogan 2002).

One of the initial training programs usually followed by trainee teachers is called micro-teaching. Micro-teaching programs can be used for a range of functions from teacher education to teacher employment and in-service courses. To be able to carry out their duties as professional teachers, the teacher candidates must follow several phases of training. Micro-teaching is done by prospective teachers in the field before completing their teacher training education.

Teachers fill a key role in the education system. The most important role of the teacher in a school is to guide students while providing knowledge. With this role, the teacher shapes the future behavior of her students, helps the student to have positive relationships and helps them become skillful. Besides roles such as being a disciplinarian, judge or confidant she is also expected to show a feeling of worthiness.

Teachers need to believe in the objectives and general principles of the education system and they need to have tolerance and to develop entrepreneurship and creativity. The processes for training teachers include the selection of the teacher candidates, their pre-vocational training, internships, observations and evaluation during their in-service training.

In developing teacher competencies, we need to show teaching practices that the learners can emulate (Kavcar, 2003). Recently, teacher training has shifted from a theoretical teacher-centered approach to a practice oriented learner-centered approach. To provide effective and self-regulating instruction in a learning-rich environment, trainee teachers should be trained in teaching approaches and strategies (Oddens, 2004 in International Conference on VET Teacher Training Vol 1.).

However, self-experience alone was found to be not enough in developing teaching skills; the role of benefitting from the experience of others was shown to be important for teacher trainees (Dillon & Maguire, 1997). In teacher training, determining the competencies that are required of the teachers at the outset, and evaluating teachers through performance-based tests are important. Observation sheets developed to evaluate teaching skills should also serve the purpose of feedback for the trainee teacher (Gokce, 2003).

Therefore, for this purpose we need highly competent teachers for imparting these competencies. It is essential that teachers imparting these competencies should have the capability to perform their tasks efficiently. In doing so, the trainee teacher candidates need to acquire the requisite competencies themselves by using the learner-centered micro-teaching model to develop their pre-service teaching competencies.

Some similar studies have been conducted in different contexts about micro-teaching practices. First, a study done by Seidman (1968) from Massachusetts University who concluded that one of the developments in micro-teaching is the concept of the technical skills

of teaching. Technical skills are the behaviors of teachers which when utilized appropriately can lead to accomplishment of what are called “performance criteria.” Another recent related study done by Saban and Çoklar (2013) from Necmettin University of Turkey observed the teaching performances of ten pre-service teachers doing practice teaching using micro-teaching methods. At the end of the practice, semi-structured interviews and a survey were used to learn the views of these pre-service teachers about teaching in the classroom. The results of these interviews showed that the pre-service teachers believed that the micro-teaching method gave them a better chance to evaluate their strengths and weaknesses in teaching. At the same time, the interview results showed that these pre-service teachers had developed abilities in timing, planning, asking questions, class management, the use of different materials and examples plus improved physical appearance and performances during the teaching processes.

Additionally, Helmina (2013) studied the performance of students in micro-teaching classes at the Lab School high school at Syiah Kuala University. She found that the students’ performances were much better the second time round after reacting to comments and feedback from the lecturer and their peers, however most of the students did not complete their case study reports and the lecturers only gave comments and suggestions on each pre-service teacher’s performance.

Regarding the three different findings from these previous studies, the writer wanted to investigate the performances of the pre-service teachers and their opinions on obstacles in performing and improving their teaching practices during the learning processes. Also some researchers have proposed different performance criteria for pre-service teachers. This study used performance criteria developed by the trainers/lecturers of micro-teaching classes at the Teaching Faculty at Ar-Raniry National Islamic University.

## RESEARCH METHODOLOGY

The design of this research is qualitative. Qualitative research is conducted through intense and/or prolonged contact with participants in a naturalistic setting to investigate the everyday and/or exceptional lives of individuals, groups, societies, and organizations (Miles et al., 2013). Moreover, Seligner and Shohamy (1989) have said that

descriptive research may involve techniques to specify, delineate or describe naturally occurring phenomena without experimental manipulation.

This descriptive research study is concerned with the performance of six students in a micro-teaching class at Ar-Raniry National Islamic University. The writer observed their pedagogical competencies including their lesson plans where they were all using the 2013 Curriculum and their micro-teaching performances and basic ability to master the teaching-learning processes. Besides that, their comprehension of the syllabus, lesson plans, plan development and teaching implementation were also observed in this study.

The writer selected six out of 10 students plus their lecturer from an English micro-teaching class and observed their teaching simulations under the supervision of their lecturer. The observations were made in June 2016 watching the performance progress of the students at their first and second micro-teaching presentations. To support the data, the writer also copied the lecturer's notes about the performance of these students and interviewed each of them in regards to their thoughts and feelings after they had each done their teaching simulation. Then, the writer checked their performance against the performance instruments that had been drafted based on the micro-teaching guidance book.

## **RESULTS AND DISCUSSION**

The participants stated that there were differences between their first and second presentations while the second presentations showed that they were more experienced and could learn from the shortcomings and mistakes made in their first performance. In terms of their lesson plans, they had better lesson plans the second time round compared to the first which were not so well prepared. Overall, the role of the pre-service teachers in teaching is as a facilitator, with little interaction with the students in the classroom.

In the first meeting, they were too anxious about their performances, while in the second meeting they could manage their worries and nervousness so that it was not significant. Related to the students' views about their performance, they confessed that their teaching was not better after the first round. They could prepare a better lesson plan for their second chance, but not all of them could show a better performance than in their first practice.

The students stated that they had more-self-confidence after practicing, micro-teaching allows students to see their short comings so that they can improve their performance before starting their real life as a teacher. The method of micro-teaching requires extra time for the preparation of new teachers. Teachers, as the main element of the teaching-learning processes, implementing education programs, constantly interact with learners helping them to acquire behaviors and knowledge and evaluating them (Kavcar 2003).

Accordingly, pointing out some of the ways for fostering student teachers' perceptions and teaching experiences about teacher identity during micro-teaching presentations may be beneficial for their professional development. Advances in education technologies change the teaching approaches and strategies of teachers by causing considerable changes in the role of teachers in helping learners to acquire qualifications needed in today's world (Demirtas, 2002). Teachers are not just transmitters of knowledge anymore; instead, they lead learning and teach learning methods.

The students in this study felt that they had the advantage of feeling free to make decisions on what they wanted to include in their lesson plans and to do as much practice as they wanted to. So they found preparing lesson plans beneficial before their micro-teaching applications, and they became familiar with preparing lesson plans taking different student ages and linguistic levels into account.

Thus, they could comprehend teaching methods better. An additional benefit of the micro-teaching activities for student teachers, particularly for student teachers of English, was the development of language skills. From their practice they could recognize how to use ESL language more efficiently while teaching. Furthermore, the micro-teaching applications can help the student teachers to develop teacher identity in pre-service teacher education.

This discussion focuses on the three key questions of this research, viz.: **(i)** the performances of the students in practice teaching in their micro-teaching classes, **(ii)** the opinions of the students about their performances in the micro-teaching classes, and **(iii)** the lecturer's opinions about the performances of the students in the micro-teaching classes.

In order to answer the first research question that is "to observe the students' performances," the researcher listed the activities done by the trainee teacher students from the opening to the closing of their performances. Based on these observations, the researcher noted that

all the students made preparations before their teaching practice, such as drafting their lesson plans and bringing teaching media to the class to enhance their creativity.

However, not all the students had high motivation during the teaching simulation as expected by the lecturer especially in the first show, as they had never before been teaching in any English course nor had they ever had any other teaching experiences. This finding was similar to explanations given by the students during the interview sessions in response to the second question concerning their opinions about their own performances in the micro-teaching classes.

In response to the second question about the' opinion of each student in regards to their own performance, the overall results of the students' performances gained via the micro-teaching activities showed that most of the students were satisfied with the results from the application of the micro-teaching classes. The data also showed that the that the application of the micro-teaching classes has had a pervasive influence on teacher education in the faculty of education. The data showed that the student respondents welcomed the practice in the micro-teaching class activities and appreciated the benefits for fulfilling appropriate classroom functions.

It is clear that understanding the possible roles for micro-teaching and using it in functional legitimate contexts is a useful tool for improving student skills. The participants stated that there was a difference between their first and second presentations and the second presentations showed that they were more experienced and thus they performed better with fewer mistakes. Another finding from the discussions was that all the pre-service teachers found that the application of microteaching was useful and essential.

Responding to the third question, the researcher recorded some statements from the lecturer. The lecturer said that in learning to implement classroom teaching practices the trainee teacher students need to gain many experiences. One of those experiences is in classroom management where they may face misbehavior in their classrooms. Through micro-teaching, they can get experience to learn how to overcome such undesirable behavior from their students and get them to attend to the lesson.

As for suggestions from the lecturer, she should help the students to feel comfortable and relaxed during the micro-teaching sessions. Their criticisms should be constructive and helpful. Similarly, Peker (2009) and Külahçı (1994) suggest that lecturers should act as guides

while planning and supervising micro-teaching sessions and should help their trainee teacher students to feel relaxed.

The results of the interviews showed that pre-service activities like micro-teaching give the trainee teachers a chance to evaluate their strong and weak aspects before starting teaching. At the same time, the interview results showed that these pre-service teachers were developing lesson timing, lesson planning, the ability to ask students questions, class management, use of different materials and examples in class plus improvement in physical appearance and personal performance for the teaching-learning processes.

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