

Pre-Service English Teachers' Ability in Applying Teaching Skills

INDA ASTUTI MABING
Universitas Negeri Gorontalo
Indamabing@gmail.com

RASUNA THALIB
Universitas Negeri Gorontalo
rasunatalib@ung.ac.id

NURLAILA HUSAIN
Universitas Negeri Gorontalo
nurlailahusain@ung.ac.id

ABSTRACT

Basic teaching skills are complex skills that an educator must possess to apply in the learning process. These basic teaching skills include opening and closing lessons, questioning, explaining, and variation skills. This study aimed to examine the application of basic teaching skills during the teaching practice experience exam. This study used qualitative approaches and document analysis to obtain data from five pre-service English teachers' teaching practice experiences by watching a video exam. Based on the video application of basic teaching skills in the teaching practice experience class, the basic teaching skills are quite good and effective because, in general, the participants in the teaching practice experience applied the four basic teaching skills well. Still, not all aspects of these skills were implemented at the time of teaching. But in this case, teachers and students can work together to get it done.

Keywords: Pre-service English teacher; learning process; basic teaching skill; teaching experience

INTRODUCTION

Every student, especially those enrolled in courses, must attend a mandatory subject. One of the things that might develop a student's ability to teach like a teacher is teaching practice. Both Teaching Practice, I and II in the English Department's teaching practice experience are designed to help students develop into potential teachers with a competent and appropriate set of knowledge, skills, values, and attitudes in the learning process activities. The goal of gaining teaching practice experience is to assist students, or aspiring teachers, in reaching their full potential. On the other hand, pupils can study diligently and hunt for provisions for themselves when pupils have become teachers.

In teaching and learning interactions, a teacher's ability to establish a suitable learning environment and enjoyment for students is critical. One of a teacher's responsibilities is to use teaching skills to help students learn more effectively and efficiently. The basic skills that a teacher

must possess are essentially related to the interpretation of a teacher's ability to apply various variations of learning methods for educators to be aware of and employ the eight essential teaching skills because they are critical to their student's learning and success and because the basic abilities are required for the development of successful teacher performance. Learning and teaching skills are linked in a consistent way, which means that if teachers practice their skills as much as possible, they will be able to do so consistently, which will lead to better student learning.

Numerous studies about the implementation of basic skills in micro-teaching have been undertaken widely. Some studies reported that the micro-teaching training technique had a positive impact on pre-service English teachers' teaching performance, improving their teaching skills and assisting them in becoming effective and competent teachers (Chamundeswari & Franky, 2013; Siswanto, 2010; Fitriyana, 2014). In addition, the findings of a case study that looked into current teachers' perceptions of the abilities pre-service teachers require to teach values education effectively are presented in this article. Pre-service teacher education programs should inspire an ongoing commitment to continuous learning, critical reflection, and growth in pre-service teachers and outstanding questioning and listening skills, according to teachers who now teach with a values orientation. They also claimed that pre-service teachers should be able to recognize and respond to student diversity. To be able to train with a values orientation, this article says that pre-service English teacher education needs to change. This statement includes the need for more connections between pre-service and experienced teachers (Mergler & Lane, 2012). Further, Mansur (2017) reports that the goal of implementing teaching and learning is for students to attain learning success, which is influenced by various elements both in terms of process and consequence. To achieve better learning outcomes in a subject, educators must master and apply considerable teaching skills, such as a skill as an opening lesson, questioning skills, skills to provide reinforcement, skills to offer variety, skills to explain, small group discussion guiding skills, classroom management skills, individual teaching skills, and closing skills lessons.

Pre-service English teachers in micro-teaching, on the other hand, will be able to improve student learning activities. If the teaching and learning go well, they need to know what teaching skills they need to learn and get better at before they start to teach. Based on the explanation above, the researcher did a study to determine how well pre-service English teachers in the 6th semester of 2016 could use students' teaching skills in the English Education Study Program when they did microteaching in teaching practice activities.

LITERATURE REVIEW

DEFINITION OF BASIC TEACHING SKILL

Several terms define basic teaching skills. The earliest definitions of basic teaching ability focus on a person's abilities or competencies. Mulyasa (2013) stated that "Teaching skills are professional competencies that are quite complex, as an integration of various teacher competencies as a whole and overall." (P.69). Moreover, According to Imron (1995) cited in Mansur (2016) and Mulyasa (2013) which, defines eight teacher skills; (1) teacher skills in opening and closing lessons skills; (2) basic questioning skills; (3) reinforcement skills; (4) variety skills; (5) explaining skills; (6) guiding small group discussions skills; (7) class management skills; and (8) individual teaching skills. Meanwhile, Imron (1995), cited in Mansur (2016) also determines the teaching skills needed by teachers in learning activities, namely: (1) skills to provide reinforcement, (2) skills to ask questions, (3) skills to provide a variety, (4) skills to explain, (5)

skills to manage classes, (6) skills to teach small groups and individuals, (7) skills to guide small group discussions, and (8) skills to close lessons.

COMPONENTS OF BASIC TEACHING SKILL

Basic teaching skills are abilities or the most specific instructional behaviours that teachers must possess and lecturers to carry out teaching tasks effectively, efficiently, and professionally. In the learning process, eight teaching skills must be mastered by teachers or pre-service teachers. First, for a teacher, opening and closing lessons are basic skills that are very important to have to achieve effective, efficient, interesting and fun learning. Even though it looks trivial, not all teachers can carry out the learning process well, which greatly influences students' success and enthusiasm or interest in learning. The teacher's capacity to commence teaching and learning interactions for a specific session is measured by the capability to open lessons. Likewise, closing learning is an activity carried out by the teacher to end a lesson or teaching-learning activity. Further, Asril (2011) argues that the effort to close learning is intended to provide a comprehensive picture of what students have learned and find out the level of student achievement and the level of success in the teaching and learning process.

Second, Explanation skills are the ability to talk about information that is organized in a way that shows how it all fits together. Moreover, the skill of explaining is part of learning microteaching. The ability to explain is a basic skill that a teacher needs to have. In addition to being able to master the material, the teacher must be able to process the material while conveying it to students. There are various kinds of students in one class who are certainly heterogeneous in their mindset. As a teacher, explaining techniques and strategies must be mastered to convey knowledge to students. These techniques and designs come in the form of art or skills that help you explain what you're learning. On the other hand, Asril (2011) point out that the skill of presenting is the presentation of information verbally managed systematically to show the existence of a relationship between one another. In summary, explaining is one of the most important aspects of teacher activities in their interactions with students in the classroom.

Third, questioning skills are skills used to get answers or feedback from other people. Almost the entire evaluation, measurement, assessment, and testing process is done through questions. Good questions will lead us to real answers. Bad questions will keep us away from the right answer. Asking activities cannot be separated from learning activities. Teachers must design teaching abilities to ask basic questions using good, consistent, and articulated language to inspire students to participate in learning activities. The same as Sunjahi (2009), cited in Mansur (2017), reports questioning skills are an effective stimulus that encourages thinking skills. In other words, it is important to be able to ask questions during the teaching and learning process because well-structured questions and good pitching skills will also help students. To improve the teachers' questioning skills effectively. It can be done, for example, by reading a lot of references about asking skills, implementing effective questions in class, and so on.

Fourth, Among the abilities that teachers must possess are reinforcement skills. Competent teachers will be better equipped to create an effective learning environment and manage their classrooms so that student learning results are maximized. Because sometimes teachers are chilly towards students' reactions in class, acting as if they do not respect their students, basic reinforcement skills must be had by a teacher. Of course, this can lead to a decrease in learning motivation. There may not be a conducive learning environment if inspiration is lacking. A study by Usman (2007) cited in Mansur (2017) suggested that the term "reinforcement" refers to any reaction, whether verbal or nonverbal, that is part of the

modifying process. to share what you know about your classmates' actions as a way to help them improve. In addition, the skill of giving reinforcement has components, including verbal and non-verbal. Vocal support is shown in the form of a response shown orally or verbally to positive behaviour. Non-verbal reinforcement includes expressions, body movements, student approaches, touching, and things that can please students. So, it can be concluded that reinforcement skills are all forms of positive responses from teachers to students who have done a good deed. This reinforcement aims to increase student participation in teaching and learning interactions.

Fifth, the skill of holding variations is a process of change in learning that aims to eliminate boredom and change the mood of students in the learning process by accepting the teaching materials provided by the teacher and focusing students' attention so that they can always be active and focused in the learning process. Apart from this, Asril (2011) posits that Stimulus variation is a teaching activity in the learning interaction process aimed at overcoming students' boredom. In the process of learning situations, they always show perseverance and full of participation. As a result, the main goals of the variable learning process are to improve students' attention and interest in studying more effectively.

Sixth, for learning to run well, teachers need to master the skills of guiding small group discussions. Teachers also need to use careful preparation when guiding small group discussions. Small group discussion itself is an orderly process involving a group of individuals in cooperative face-to-face interaction to share information, make decisions, and solve problems (Djamarah, 2000: 157) cited in Safitri et al. (2014). - This is how you guide small group discussions: paying attention, clarifying problems, increasing student participation, giving students chances to participate, and ending discussions.

Seventh, Classroom management is the most important aspect of teaching and learning. Management is the process of controlling the occurrence of complex behaviour. A teacher uses it to create and maintain efficient classroom conditions and allow students to learn by gaining a sense of comfort. Classroom management is a teacher's skill to develop and sustain optimal teaching and learning conditions. According to Majid, cited in Asmadawatih (2014), he argues there are two classroom management problems: individual problems and group problems. If a teacher can figure out the situation in the classroom, then the teacher's classroom management actions will work.

Finally, the basic skills of teaching small groups and individuals are one way that can be done to facilitate the learning system needed by students both classically and individually. Teaching small groups and individuals is a form of learning that allows teachers to pay attention to each student and establish a closer relationship between teacher and student and between student and student. Moreover, In the study by Sadikin and Hakim (2017), they said that small-group and individual teaching skills are needed when the number of students is very small. For example, 3 - 8 people for small groups and 1 person for individuals. So, in this case, the teacher acts as an organizer of learning activities, a resource person, student motivators, facilitators or providers of learning materials and opportunities, counsellors, and participants in activities who have the same rights and obligations as other participants.

METHOD

This research employs documentary analysis as the data collection technique. Tavakoli (2012, p.180) said that document analysis can be done with written text or text-based artefacts (textbooks, novels, journals, meeting minutes, policy statements, newspapers, etc.) or non-written records (photographs, audiotapes, videotapes, websites, musical performances, etc.). This research

uses video as data. It was taken from the five pre-service English teachers in the 6th semester of 2016 video when they were teaching Practice I. Based on their teaching video, it will be analyzed whether their teaching has appeared, has not occurred yet, or has just started to appear as a basic teaching skill application. The data analysis technique proposed by Miles and Huberman (2005) was used to analyze the qualitative data from the document analysis. Miles and Huberman divided the analysis into three steps: data reduction (categorization based on themes), data display, and conclusion. The research focuses on four basic teaching abilities: class opening and closing, questioning skills, explanation skills, and variation skills. The three major themes demonstrate all of these qualities. The three categories of activities are pre-activity, primary activity, and post-activity.

FINDINGS AND DISCUSSION

FINDINGS

This section contains the research findings as well as a discussion of them. The data presentation is broken down into four core teaching abilities: opening and closing lesson, questioning skill, explanation skills, and variation skills, which are then illustrated in three key themes: pre-activity, main activity, and post-activity. Moreover, based on the performance of the pre-service English teachers in the video, the first student teaches about asking and giving opinions in the second level at junior high school. The second student teaches about exposition text in junior high school in the second class. The third student teaches, asking and giving opinions in junior high school grade 2. The fourth student gives the material about the narrative text in junior high school grade 2. The fifth student presents a greeting card in junior high school grade 2.

THE REPRESENTATION OF PRE-ACTIVITY ON PRE-SERVICE ENGLISH TEACHERS' OPENING SKILLS

The teaching video of five pre-service English teachers shows that there are four sub-topics of teaching skills in this opening lesson. They attract students' attention, generate motivation, give a reference, and show the link. they executed the opening lesson pretty well, but some students were not seen applying other skills yet. The graphic below illustrates this.

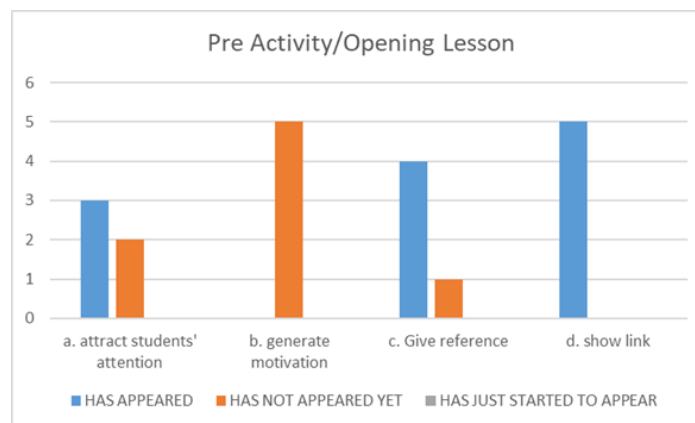


Diagram 1 Pre-Activity on Pre-Service English Teachers' Opening Skill

Diagram 1 shows that the first subtopic is to attract students' attention. Four of them have already been used in teaching, but two more haven't yet been used. The second one is to generate motivation. All students have not yet appeared to implement this skill in the class. The third skill

is giving references. Four students have demonstrated this skill, and another one has not yet occurred. The last subtopic is to show the link. All students have displayed this skill.

THE REPRESENTATION OF MAIN ACTIVITY ON PRE-SERVICE ENGLISH TEACHERS

There are three skills-basic teaching in the main activity. Its includes skills such as questioning, explanation, and variety. Each of these abilities has a sub-topic that pre-service English instructors are concerned about because basic teaching skills are skills that every teacher must possess for the learning process to run effectively and successfully. They also must have a high level of empathy for their students' issues and be patient while dealing with student behaviour. The three skills listed above will be presented in order.

THE PRE-SERVICE ENGLISH TEACHERS' QUESTIONING SKILL

The questioning skill has four sub-topics, namely, specific and concrete questions, allowing time for thought, distributing questions to students evenly, and classification of queries. More details can be seen in the diagram below.

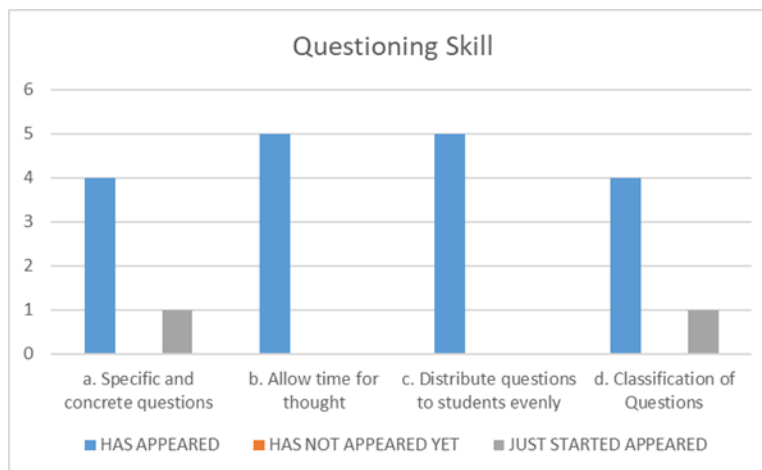


Diagram 2 Main Activity on Pre-Service English Teachers' Questioning Skill

Pre-service English teachers have used the skills of allowing time for thought and evenly distributing questions to students in the class, as seen in the diagram above. The first subtopic is specific and concrete questions. Four students with this skill have appeared, with only one having just begun to appear. The second is to allow time for thought. As illustrated in the diagram above, all students have appeared for this skill. The third is to distribute questions to students evenly. This skill is the same as the second skill that all the students seem to have. The last skill is the classification of queries. Four students have demonstrated the skill in the class, and the other one has just started to appear.

THE PRE-SERVICE ENGLISH TEACHERS' EXPLAINING SKILL

The skill of explaining is an art in classroom teaching. The main goal for this course is that students will be able to better receive and understand information from the knowledge that is being shared.

A pre-service English teacher needs to know about seven different topics to be good at explaining them. These topics are the strategy's alignment with learning goals, its suitability for the learning steps, the teacher's attitude and motivation, language (clear and simple), giving examples, explaining in detail, and different ways of delivering it.

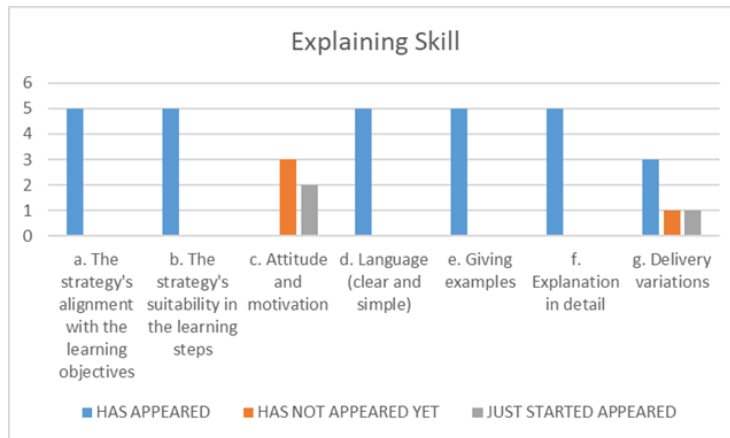


Diagram 3 Main Activity on Pre-Service English Teachers' Explanation Skill

The graphic demonstrates that strategy alignment with learning objectives and strategy suitable for specific learning phases apply to all students in their classroom instruction. Following that, attitude and motivation are necessary qualities. Three children did not have this ability, while two others were beginning to demonstrate it. When students utilize the language in class, their voices are clear, and they use simple language to ensure that the students grasp the material given. The following skill is a detailed explanation, which all students can use in their instruction. Finally, offering material in various ways means that three students can deliver the subject well. At the same time, one has not yet emerged, and the other has just begun to arrive.

THE PRE-SERVICE ENGLISH TEACHERS' VARIETY SKILL

Variation skills are important for learning to maintain students' concentration and motivation and ensure that the teaching and learning processes are dynamic. This skill is divided into nine subtopics. Namely, voice, drawing attention, allowing for quiet time, the expression on the face, hand motion, position as a teacher, pattern of instruction, the accuracy of choosing media with learning objectives, and technical equipment of media use. The explanation of all the subtopics in this skill will be seen in the graphic below.

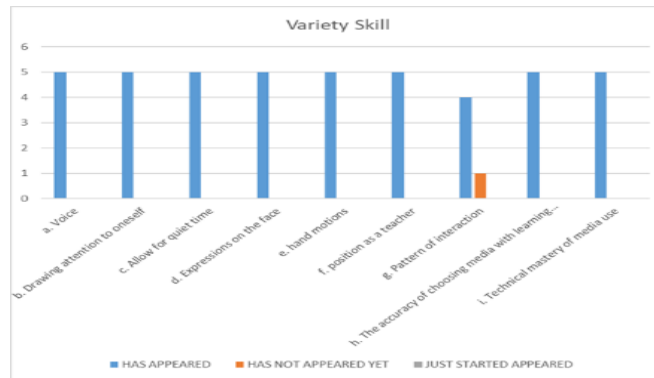


Diagram 4 Main Activity on Pre-Service English Teachers' Variety Skill

Voice is one of the subtopics of various skills. The figure above illustrates how all students' applications appeared while teaching. Following multiple skills such as attracting attention, allowing for quiet time, facial expression, hand motion, teacher posture, accuracy in matching media to learning objectives, and technical equipment for media use, all students' performance on these skills is excellent. While the interaction pattern is limited to four students, they have demonstrated their abilities in class, and one student is yet to appear.

THE REPRESENTATION OF POST-ACTIVITY ON PRE-SERVICE ENGLISH TEACHERS' CLOSING SKILL

Closing the lesson is an activity performed by the teacher to determine objective attainment and students' grasp of the content studied and conclude learning activities. There are three subtopics for these skills. Namely, review, evaluate and provide a psychological boost.

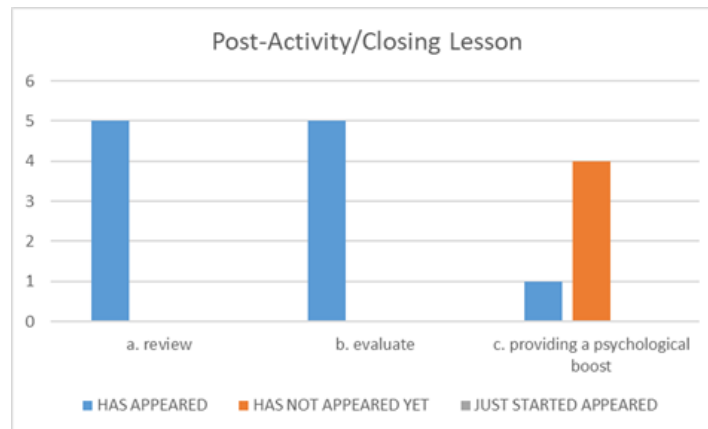


Diagram 5 Post- Activity on Pre-Service English Teachers' Closing Skill

Furthermore, the diagram above illustrates that a review and evaluation of all students' skills has arisen in their English teaching. While only one student applied the offering a psychological boost subtopic, four did not use it well.

DISCUSSION

The results of observations that the researcher encountered at the stage of the four teachings and learning process: teacher skills in the opening lesson; basic questioning skills; explaining skills; variety skills; and closing lessons skills. Teaching and learning activities will be able to take place well and successfully if a teacher teaches a subject already has and master's basic teacher skills in teaching, such as being able to open and close learning well, providing a stimulus with giving a questioning to students and being able to provide explanations to improve the quality of students' reasoning.

In the pre-activity, the subtopic that gives motivation does not yet exist in the application of teaching by all pre-service English teachers. This statement is in keeping with Fitriana's (2014) finding, which reveals that there are still shortcomings when conducting early learning activities, especially in delivering motivation so that students' interest in following lessons is very high. It is becoming less and less enthusiastic. There is no pretest in the preparation of learning activities, so it is unknown what preparation students have to take part in learning. On the other hand, pre-service English teachers did a good job of starting classes by delivering statements about the topic to be taught and the learning material's objectives. According to Permendikbud (2014), teachers must be competent in explaining early learning activities in the 2013 curriculum. Using a scientific strategy to establish a positive early learning environment, such as the teacher greeting students with an enthusiastic and pleasant tone, checking for students' presence, and expressing learning objectives and learning activities to be completed.

Furthermore, in the main activity, for questioning skills, the pre-service English teacher is very good at doing it because all the subtopics teaching skills can be applied properly. This statement is in line with the opinion expressed by Sunjahi (2009) as cited in Mansur (2017), questioning skills are a powerful stimulus that develops thinking skills. To put it another way, asking questions during the teaching and learning process is critical because well-structured inquiries and effective pitching abilities will benefit students. To successfully develop the teachers' questioning skills. It can be accomplished, for example, by reading a variety of resources on questioning techniques, implementing good questions in class, and so on. Likewise, for explaining skills, they have been able to apply aspects of the learning process well. However, if we look at the learning process of the 2013 curriculum with a scientific approach, practising students are still not optimal, so they need more training to achieve more creative and innovative learning goals at school. In the 2013 curriculum, this is reinforced by a statement from Asril (2011) that the ability to explain is the methodical verbal presentation of facts to demonstrate a relationship between one another. For variation skills, all aspects of teaching can be done well by pre-service English teachers. Good variations will give good interactions, and learning objectives can be achieved without encountering significant obstacles. According to Asril (2011), This is evidenced by the statement that stimulus variety is a teaching activity in the framework of the learning interaction process intended to overcome students' weariness so that they always show tenacity and full engagement in learning circumstances. Moreover, Variations are needed in learning to make students concentrate. The teaching and learning process runs dynamically, or in other words, with variations in each lesson, the teaching and learning process will be more interesting.

The last skill is a closing lesson. Closing the study is the skill of summarizing the core of the survey at the end of the activity. This skill has been done by the pre-service English teacher well. Asril backs up this statement (2011) that the goal of closing learning is to present a complete picture of what students have learned and determine student achievement and success in the teaching and learning process. However, they must pay attention to provide a psychological boost

that they do not apply in the classroom. In other words, they must pay attention to and appreciate students' achievements by awarding praise and awards. They must inspire students to be more excited about learning to acquire better competencies by emphasizing the value of the topic being studied.

Overall, all aspects of teaching skills can be done well and positively impact pre-service English teachers in teaching, both in terms of performance, competence, etc. (Chamundeswari & Franky, 2013; Siswanto, 2010; Fitriyana, 2014). A professional teacher must be skilled in explaining learning to guide students in understanding learning, train students' independence, and think critically.

CONCLUSION

Basic skills are ordinary skills that must be possessed by every individual who works as a teacher. Teaching or teaching skills can be trained through micro-teaching, which pre-service English teachers must master before carrying out field experience practices in educational institutions. This study discusses four skill components: opening and closing lessons, questioning skills, explaining skills, and variation skills. The skills mentioned above have been implemented very well by pre-service English teachers, although some aspects of those skills have not yet emerged in teaching. They can be seen in lesson planning, learning implementation, and the ability to conduct learning evaluations. Suppose an educator in teaching owns the above. In that case, students will be happy to learn with educators who are judged to have skills in education, so that by themselves, they will be able to arouse students to take learning seriously. Thus, it will be able to produce good learning outcomes. In addition, this research recommends that English Department pre-service English students need to practice class mastery, appropriate lesson plans, and time management, especially in the 2013 curriculum.

REFERENCES

- Asmadawati, M. (2014). Keterampilan Mengelola Kelas. *Jurnal Logaritma*, 2 (2):1
Retrieved on April 10, 2022, From <http://repo.iainpadangsidempuan.ac.id/131/1/1.%20Asmadawati%20sdh-min.pdf>
- Asril, Z. (2011). *Micro Teaching: Disertasi dengan Program Pengalaman Lapangan*, Rajawali, Jakarta.
- Chamundeswari, & Franky, D. (2013). *Developing Teaching Skills Through Developing Teaching Skills Through Microteaching*. Tamil Nadu. India. Retrieved on April 10, 2022, From <http://www.journalcra.com/node/2429>.
- Fitriana, Endah. (2014). Kemampuan Keterampilan Mengajar Mahasiswa Program Studi Pendidikan Biologi Fkip Ums Pada Kegiatan Microteaching Tahun Akademik 2013/2014. Fakultas keguruan dan ilmu pendidikan universitas muhammadiyah surakar. Retrieved on April 10, 2022 From http://eprints.ums.ac.id/29818/26/NASKAH_PUBLIKASI.pdf

- Mansur, N. (2016). Penerapan Keterampilan Mengajar Dalam Upaya Pencapaian Hasil Belajar Mahasiswa. *Lantanida Journal*, 4(2):118. Retrieved on April 10, 2022 From https://www.researchgate.net/publication/334369642_PENERAPAN_KETERAMPILAN_MENGAJAR_DALAM_UPAYA_PENCAPAIAN_HASIL_BELAJAR_MAHASISWA
- Mansyur. (2017). Keterampilan Dasar Mengajar Dan Penguasaan Kompetensi Guru (Suatu Proses Pembelajaran Micro). *el-Ghiroh*, 12 (1). Hal.132-139.
- Mergler, A. G., & Spooner-Lane, R. (2012). What Pre-service Teachers need to know to be Effective at Values-based Education. *Australian Journal of Teacher Education*, 37(8). Retrieved on April 10, 2022, From <http://dx.doi.org/10.14221/ajte.2012v37n8.5>
- Miles, M. B., & A. Huberman, M. (2005). *Qualitative Data Analysis* (terjemahan). Jakarta : UI Press.
- Mulyasa. (2013). *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: Rosdakarya
- Permendikbud. 2014b. *Instrumen Pendamping Kurikulum 2013 Sekolah Menengah Pertama*. Jakarta: Mendikbud
- Sadikin, A., Hakim, N. (2017). *Dasar Dasar dan Proses Pembelajaran Biologi Jambi*: Salim Media Indonesia
- Safitri, M., Gunatama, G., Darmayanti, I.A.M. (2014). Keterampilan Membimbing Diskusi Kelompok Kecil Oleh Guru Bahasa Indonesia Di Kelas Vii Smp Laboratorium Undiksha. e-Journal Universitas Pendidikan Ganesha Jurusan Pendidikan Bahasa dan Sastra Indonesia . Vol: 2 (1) Retrieved on April 10, 2022, From <https://ejournal.undiksha.ac.id/index.php/JJPBS/article/viewFile/3288/2716>
- Siswanto. (2010). *Tingkat Penguasaan Keterampilan Dasar Mengajar Mahasiswa Prodi Akuntansi Fakultas Ilmu Sosial dan Ekonomi Universitas Negeri Yogyakarta*: UNY. Retrieved on April 10, 2022, From <http://journal.uny.ac.id>
- Tavakoli, H. (2012). *A Dictionary of Research Methodology and Statistic in Applied Linguistics*. Iran: Rahnama Press.