

# The Use of Classroom Expressions as a Teaching Material of Microteaching Class in Science Education Program of Semarang State University

Arif Widiyatmoko, and Sita Nurmasitah

**Abstract**— Microteaching is one of the compulsory subjects that should be taken by students of Science Education Program of Semarang State University. The students get microteaching subject to give teaching experience and basic teaching skills before they come into the real class activity. The students are teacher candidate who are expected to teach science in schools, including international or bilingual schools. In this case, the students should not only master the science material but also have fluency in delivering the material using English language. This study presents the use of classroom expressions as the teaching material of microteaching class conducted in Science Education Program of Semarang State University. “Classroom expressions” here refers to the scaffolding talks that can be combined with the recent lesson material used to teach students in English. The subject of this research was fifth grade students of Science Education Program that conducted in six months. They followed a series of treatments in the classroom and then their final performance was analyzed by a rubric based on the flow of the teaching learning process. This study aims to give an alternative technique to lecturer in teaching Microteaching. Moreover, it also measures the effectiveness of the classroom expressions material for the students to help them teaching Science using English.

**Keywords**—Classroom expression, microteaching, scaffolding talk, science education

## I. INTRODUCTION

GLOBALIZATION era leads the development in every aspect of life. It causes a highly competition among countries. Indonesia, as a developing country, tries to align its position with other countries by improving and developing every single aspect. The upgrading of human resources becomes one of the main concerns. The improvement of human resources is usually related with the education system in a country. One method that is highly considered as the solution of improving human resources quality through education in Indonesia now is the program of immersion or bilingual class in school. The idea of immersion class is explained according to Johnson & Swain (1997) stated in Nugroho (2013) as a class in which the students not only learn

the target language but also study the other subjects using that language. This condition has a consequence of using English in communication or interaction between students and teacher during the teaching learning process. The teacher should be able to be a model for the students in some elements related to students’ development process in learning. Besides mastering the subjects that they have to study in class, at the same time they have to comprehend English as an interaction and communication language.

The desire of having a good education system, like using English in classroom learning and teaching process leads into so many problems that one of them could be dealing with the teacher language skills. It is also found in microteaching class in the university level. Micro-teaching is a teacher training technique first developed by Dwight W. Allen and his colleagues at Stanford University in 1963. Microteaching is a strategy that can be applied at various pre-service and in service stages in the professional development of teacher (Allen and Ryan, 1963). The previous research of microteaching has already been done by Widiyatmoko and Nurmasitah (2013). Its results show that the teaching learning process in the classroom still conducted in very limit interaction. Many teachers had problem in delivering subjects by using English. By that situation, the students in Science Education Program of Semarang State University are prepared for being a good teacher. The students get microteaching subject that conduct both in Indonesian and English language in their fifth grade of study to give them a basic teaching skill and teaching experience before they have teaching practice in a real class activity. Based on the Microteaching syllabus in Science Education Program, the students are trained to have basic skills of teaching, such as; opening, asking question, teaching variation, explaining, giving reinforcement, closing, organizing the class, supervising group discussion, and teaching skills for small group or individual student. The lecturer of this subject usually gave the theory of basic teaching skills in Indonesia language without giving any further explanation on how teaching using English language. The lecturer provided the students with a simple material for teaching using English language because he is not from English Program, however he graduated from Science Education Program itself. When the students asked to have teaching practice in English, they found some obstacles

Arif Widiyatmoko, is with the Semarang State University Indonesia (corresponding author’s phone:+6281325660100 ; fax: +62248508005 ; e-mail: arif.gnpt@gmail.com).

Sita Nurmasitah, is with Semarang State University Indonesia (e-mail: sita\_nurmasitah@ymail.com).

because of their limit English ability. Thus, the students sometimes made their own translation on the classroom expressions that probably rule out the grammatical and meaning.

The focus of learning process is interaction. This refers to the importance of teachers' talk in teaching learning processes. Through talks teachers are expected to help students understand the lesson. When the students have difficulty in understanding the talks, the teachers will help them by making a bridge to get the students understand. This occurs through the interactional activity and talks in the classroom. The classroom is viewed as a place where understanding and knowledge are jointly constructed between teacher and students, and when learners are guided or "apprenticed" into the broader understanding of the curriculum and the particular subject discipline (Gibbons, 2002:15). Referring to this, the role of teachers' talks is seen as the medium in teaching a lesson.

Because of those reasons, a set of classroom expressions material was applied in Microteaching class. "Classroom expressions" here refers to the scaffolding talks that can be combined with the recent lesson material used to teach students in English. Rizal (2011) stated that Scaffolding Theory was introduced in the late 1950s by Jerome Bruner, a cognitive psychologist to describe children's oral language acquisition that was helped by the parents when they first begin to speak. Related to the classroom activity, scaffolding talk is the teacher talks in the language teaching. Agustien (2002) said that the teacher's talk is divided into two parts namely teacher's main talk and teacher's scaffolding talk. The teacher's scaffolding talks are the teachers' talks that build up the teacher's main talks. In the sense that the talks give strong framework in teachers' main talk, the teachers' scaffolding talks have different functions which are also carried out in linguistic features and the speech function they use. The material of microteaching in Science Education Program applies the possibility of the students to learn English and classroom expression, sometimes called English for instructional purposes, at the same time. Such treatments are expected to reduce students' anxiety of their English mastery.

## II. RESEARCH METHOD

The subject of this research was 24 fifth grade students of Science Education program in Semarang State University year 2013/2014. Classroom action research was used in this study that conducted through several stages; they are (1) planning, (2) acting, (3) observing, and (4) reflecting. Action research is defined as any systematic inquiry conducted by teachers, administrators, counselors, or others with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operate, how they teach, and how their students learn. Action research allows teachers to study their own classrooms—for example, their own instructional methods, their own students, and their own assessments—in order to better understand them and to be able to improve their quality or effectiveness. In this research, the lecturer conducted the research in two cycles.

On the first stage, that is planning, the lecturer planned to apply a new technique of teaching, as well as a new material, to improve students' ability in teaching Science using English. The materials were in the form of scaffolding talks set that easily understood and memorized by the students. In this process, the collaboration with English lecturer is really needed since the lecturer does not have English education background. The lecturer also created a syllabus functioned as the guidelines of the material during the lesson. The students also have limit English ability, so they usually have so many problems to use short and single expression to command in the class. Most of them only know how to say greeting expressions such as 'good morning' or 'see you'. That is why the lecturer was encouraged to apply this simple material that at the minimum gave the students persisted skill in using English to teach. The materials were taken from English for Primary Teachers: A Handbook of Activities and Classroom Language (Slattery and Willis, 2001) in Faridi (2011) and Sydney Micro Skills (Turney et al., 1983).

In acting stage, the lecturer started to apply the syllabus and material that have been made to the students. The Microteaching subject conducts in sixteen meetings that spend for about six months. The activities in the first meeting of the lesson concerned on the basic English skills of the students seeing that they had different level of English competence. Here, the assistance of English lecturer is very needed. It conducted for 90 minutes meeting each. In this meeting, the English lecturer remained the students the skills of English that they have already studied for several years. The next second meeting starts bringing them deeply in the classroom expressions. In these meetings, the students were expected to reach the basic competence of mastering scaffolding talk as the foundation to communicate English during the learning process. The lecturer gave a set of classroom expressions then the students were drilled to memorize the expressions. The same basic competence in second meeting was also employed in third meeting that used classroom expressions as the basic foundation to communicate English during learning process. In these meetings the participants involved in deeper learning about class management dealing with grouping the class, turn giving, explaining, organizing the class, and correcting error. The forth meetings explored the expressions of 'pre-closing' and 'leave takings'. On the same meeting, after all the materials given to the participants, then they constructed the lesson scenario for their exercises. It covered expressions from opening like greeting and checking the register, apperception or brainstorming, explanation included the materials they were going to deliver, discussion about the materials, reinforcement, independent talk and closing. The way participants used the lesson scenario could be various. They might either memorize or read it in case they forgot to express the words. In this activity, the lecturer supervised the students not only in the classroom expressions but also the teaching material. The students supposed to present integrated science subject, in any topics. In supervising the students' science teaching material, the lecturer gave some suggestions and advices in making syllabus, lesson plan, worksheet, and the evaluation instrument. They are expected to make interactive teaching –

learning process, for example by making interactive and interesting media for teaching. The lesson scenarios from all participants were then employed as they were performing microteaching for final remark in the fifth and sixth meetings.

In the original process, a teacher was asked to prepare a short lesson (usually 15-20 minutes) for a small group of learners who may not have been her own students. This was videotaped, using VHS. After the lesson, the teacher, teaching colleagues, a master teacher and the students together viewed the videotape and commented on what they saw happening, referencing the teacher's learning objectives. Seeing the video and getting comments from colleagues and students provided teachers with an often intense "under the microscope" view of their teaching. They were trying to find out what had worked, which aspects had fallen short, and what needed to be done to enhance their teaching technique.

After having several treatments for the, the lecturer and the other students observed the microteaching or teaching practice in fifth until sixth meetings to measure what they had achieved along the training and find out whether the participants had developed or not compared to their baseline level. The lecturer used the Participant's Teaching in English Performance Assessment Rubric to measure their level in the microteaching.

Using rubrics is an easy way to assess and grade students' papers and tasks. Rubrics are descriptive scoring tools that are developed by teachers or other evaluators to guide the analysis of the products or processes of students' works (Moskal, 2000).

Then the last stage of the research is reflecting. It was conducted to determine whether the applied material was appropriate or not. If there were some problems or obstacles during the process, the Microteaching lesson should be done much better in the next cycle. The second cycle was started from seventh until sixteenth meetings by conducting the same stages in classroom action research.

### III. RESULT AND DISCUSSION

The results of this research were taken from the final performance of each student in two cycles. The lecturer observed the students' microteaching practice by measuring the level of learning process categories through a rubric involving these teaching aspects teachers usually do; opening, apperception, explanation, discussion, reinforcement, independent talk, and closing.

TABLE I  
PARTICIPANT'S TEACHING IN ENGLISH PERFORMANCE ASSESSMENT RUBRIC

Teaching Aspects	4	3	2	1
I. Opening	Participant is fully correct to be able to greet the students and check the attendants.	Participant is correctly to be able to greet the students and check the attendants understand bly.	Participant is correctly able to greet the students.	Participant is able to greet the students understandably.
II. Apperception	Participant is able effectively and correctly to explain the purpose of the lesson and brainstorm the students.	Participant is able to explain the purpose of the lesson correctly and brainstorm the students understand bly.	Participant is correctly able to explain the purpose of the lesson.	Participant is able to explain the purpose of the lesson understandably.
III. Explanation	Participant is able to explain and describe the material through speech and Q&A correctly.	Participant is able to explain the material through speech correctly and Q&A understandably.	Participant is able to explain the material through speech correctly.	Participant is able to explain the material through speech understandably.
IV. Discussion	Participant is able to have a discussion with students and direct the students to have their own discussion correctly.	Participant is able to have a discussion with students correctly and direct the students to have their own discussion understandably.	Participant is able to have a discussion with students correctly.	Participant is able to have a discussion with students understandably.
V. Reinforcement	Participant is able to provide various verbal and token reinforcements correctly.	Participant is able to provide various verbal and token reinforce ments understandably.	Participant is able to provide various verbal reinforcements understand bly.	Participant is able to provide monotonous verbal reinforcements understand bly.
VI. Independent Task	Participant is able to direct the students to have independent task and discuss it correctly.	Participant is able to direct the students to have independent task correctly and discuss it understandably.	Participant is able to direct the students to have independent task correctly.	Participant is able to direct the students to have independent task understandably.
VII. Closing	Participant along with the students are able draw conclusion and end the lesson correctly	Participant along with the students are able draw conclusion understandably and end the lesson correctly	Participant is able draw conclusion understandably and end the lesson correctly	Participant is able to end the lesson correctly

In Indonesia, science subject are taught in integrated ways that cover physics, biology, chemistry and astronomy

categories. Because of that reason, the students of Science Education Program are expected to teach integrated science in

Junior High School level. Moreover they should be able to combine those categories into one topic. For instance, the topic of environment pollution are covered astronomy, physics, chemistry, and biology. Figure 1 shows the relationship between all of the categories in one topic.

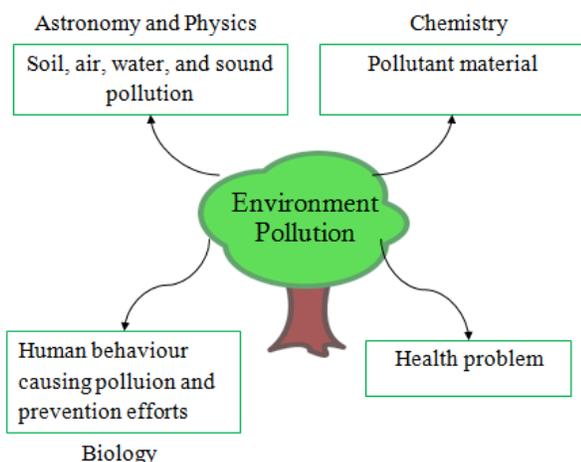


Fig. 1 Example of Integrated Science Material

The lecturer gave a score from one to four for each category. For example, the first category is opening. If the teacher candidates (the students of Microteaching class subject) were able to greet the students and at the same time check their attendance, they would get full 4 points. Then they would get 3 points if they were able to greet the students correctly and check the students' attendance understandably. They would get 2 points if the teachers were able to greet the students correctly. Then they would only get 1 point if the teacher candidates were able only to greet the students understandably. Besides that, the term "correctly" means here that the utterances they delivered to the students were correct according to some linguistic features consisted; the sound system including pronunciation, intonation, and stress, then the grammar of each utterances, and the vocabulary. Otherwise the term "understandably" closer means to the utterances the teacher candidates delivered were not fully correct in accordance with some linguistics features stated above, yet those could still be understood and replied by the students in a certain contexts.

After having some evaluation of students performance in microteaching by using Participant's Teaching in English Performance Assessment Rubric, the lecturer calculated the score and found the result. Table 2 shows the result of students' evaluation in two cycles and Table 3 shows the result evaluation of teaching aspects.

TABLE II  
EVALUATION RESULT OF STUDENTS' MICROTEACHING PERFORMANCE

No	Range Score	Predicate	Cycle I		Cycle II	
			Number of Students	Percentage	Number of Students	Percentage
1	7 – 14	Average	12	50%	4	17%
2	15–21	Good	7	29%	9	37%
3	22–28	Very Good	5	21%	11	46%

TABLE III  
EVALUATION RESULT OF TEACHING ASPECTS

No	Aspect	Total in Cycle I	Total in Cycle II
1	Opening	73	84
2	Apperception	60	68
3	Explanation	57	65
4	Discussion	46	54
5	Reinforcement	41	51
6	Independent Task	47	54
7	Closing	67	74

On the first cycle, 50% of the students performed in average score, 29% had a good score, and only 21% of the students had a very good teaching performance. It means that on the next cycle, the planning and acting stages should be improved in order to get better result. From the Table 3, it could be seen that on the first cycle, the lowest total of teaching aspect is reinforcement and the highest total is opening. The explanation aspect had a quite high total; it shows that the students have a good background and knowledge of science.

Based on the first cycle result, the lecturer had reflection and tried to improve the teaching material. The lecturer re-organized the materials by adding some new and simple classroom expressions. Moreover, the lecturer also suggested the students to use interesting and interactive media for teaching. Since many of the science teaching materials are abstract, it is better if the teacher use media in order to make clear explanation. The lecturer's action in improving the students' teaching ability is suitable with the four main objectives of microteaching stated by Wang Ping (2013); that is identify skills that require improvement. Then on the second cycle, the result shows a good increase of the students' performance. The result shows that only 17% had an average score, 37% had a good score, and 46% students had a very good teaching performance. On the result of teaching aspect, some of the teaching aspects have a significant progress. Lecturer has paid some attention to teachers candidates' experiences regarding the process and ways in which their conceptions and/or identities as teachers start to emerge and develop (Hong, 2010; Yaman, 2010; Ogeyik, 2009). One of Ogeyik's (2009) concluding statements was that microteaching experiences might play a key role in developing prospective teachers' professional identity in preservice education programs. Thus, student teachers developed their peculiar teaching conceptions and/or identities through their actual involvement in both executing mini lessons with their peers and observing their peers teaching.

Regarding to this research result, hopefully it could help the students of Science Education Program in improving their ability, especially teaching Science in English. The series of treatments that they have already got, such as classroom expressions drilling and teaching performance with their peers, could be their classroom experiences so that the teaching anxiety during their practice in the real classroom activity will be reduced. Moreover, the same teaching material of microteaching class could be applied and developed by another teacher, lecturer, or trainer in accordance to the students' needs.

## IV. CONCLUSION

Classroom expressions material in the form of scaffolding talks worked quite effectively to improve Science Education Program students' ability to teach and deliver the science materials in classroom. This material and treatment in the form of teacher's scaffolding talks are really needed by them who should teach using English. The expressions play an important role as the survival tool so they can easily do that teaching using English is not as hard as they think. However, they can dig their potencies to accomplish arrangement of English for teaching and interact with students in a short time.

Yet, further study and research due to this alternative is very much needed since it only describe the implementation. The next researchers could create a new material for students in microteaching subject that can be more improved their teaching ability using English.

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