ACADEMIC JOURNAL PERSPECTIVE:
Education, Language, and Literature

http://jurnal.unswagati.ac.id/index.php/Perspective/

PROBLEMS BASED LEARNING (PBL) IN MICRO TEACHING COURSE TO FIT THE REQUIREMENTS OF EFFECTIVE PRE-SERVICE TEACHERS

Linda[1], Apandi[2]
Swadaya Gunung Jati Universiaty
rakhatsabita@gmail.com[1], aapandi5@gmail.com[2]

Abstract

One of phenomena that occur in the educational world is the issue of discrepancies that occur between theories the pre-service teacher learned in college with implementation when they should teach in the real fields (schools). Problem Based Learning (PBL) becomes one of the efforts to bridge the existing problems. This research is conducted to find out the extent of Problem Based Learning (PBL) in Micro Teaching course since the course must be accomplished by students before carrying out practical activities in the real field in the school at teaching training program. The writer uses descriptive qualitative method. And in this research, the writer uses case study as a research design to find out the purpose of the research. The participants of the research are 8 students from a class of micro teaching course in English Department of Universitas Swadaya Gunung Jati. In this paper, The Students as the Pre Service Teacher(s) are coded PST(s). Regarding to the discussion above, the four aspects of competences of effective teacher are shown in the teaching practice done by the students of Micro teaching course that apply Problem Based Learning (PBL). The majority results of the observation explain that Problem Based Learning in Micro Teaching course develops pre-service teachers' competence in their teaching in classroom. This research shows pre-service teachers can integrate their competence and creategood performance in their teaching practice.

Keywords: PBL Micro teaching Pre-service teacher competence

INTRODUCTION

In the past decade, research on teacher practice in a school has increased significantly. Research in this field is believed to be something very crucial at this time related to phenomena that occur in the educational environment, where the quality of teachers is more needed in the development of the education world. One of them is the issue of discrepancies that occur between theory or training the pre-service teacher learned in college with implementation in schools. As the practitioner said, both the supervisor and tutor claimed their finding of his performance during teaching process, those are lacking of preparation in making lesson plans, mastery in class, and confidence.in addition, he is unable to manage large classes, and implement appropriate learning strategies (Dwiniasih, 2017).

Referring to the problems that occur, Problem Based Learning (PBL) becomes one of the efforts to bridge the existing problems. PBL is a method that is

characterized by real problems as a context for students to learn critical thinking and problem-solving skills, and gain knowledge (Duch, 1995). The PBL process was pioneered by Barrows and Tamblyn in the medical school program at McMaster University in Hamilton in the 1960s. The PBL curriculum was developed to stimulate learning by enabling students to see relevance and application for future roles.

According to Pagander & Jason (2014:4), the Problem-Based Learning (PBL) method is of special interest to the teacher as it seems to be a "popular" method for teaching. It means problem based learning method is popular for so many researchers using this method. This makes the writer wants to do the same thing in the Micro Teaching course since the course must be accomplished by students before carrying out practical activities in the real field in the school atteaching training program.

Problem-based learning (PBL) has characteristics:

a. Learning focuses troubleshooting
The lesson begins with a problem and solves the problem is the goal of each lesson. Problem Based Learning activities stem from a problem and solves. It is the focus of learning Krajcik & Blumenfeld (2006:307) as cited by Eggan & Kauchak (2012).

b. Responsibility for solving the problem rest on the students
The students are responsible to arrange for strategy and solve the problem. Problem-Based Learning (PBL) is usually conducted in groups, which is quite small (no more than four) so that all students involved in the process. Then the student is responsible for formulating strategies and solves problems.

c. Teacher supports the process when students are working on the problem.

The teacher guides the efforts of students to ask questions and provide support for other teaching when students try to solve the problem. This characteristic is important and requires skill and judgment that very professional to ensure the success of Problems-Based Learning.

To find out how an approach or technique in teaching runs well, there are some indicators that can be observed. In this research, they will be observed based on the characteristics of effective teachers/teaching.

An effective English teacher should have balanced combination of these four main aspects:

1. Socio Affective.
According to Dincer, Goksu, Takkac, and Yazici (2013: 3) cited from (Cheung, 2006; Shishavan and Sadeghi, 2009). Socio-affective is the first main characteristic of an effective teacher. It is crucial that teachers should have some basic socio- affective skills. Socio-affective skill is needed to interact with their students and maintain the educational process effectively. Socio-affective include several items such as; motivating students, sparing time for students when the students ask help, being enthusiastic in teaching, having positive attitudes toward students, responding to students, provide the atmosphere of stress-free in classroom.

2. Pedagogical Knowledge
Pedagogical knowledge is the second of main characteristics of an effective teacher. According to Dincer, Goksu, Takkac, and Yazici (2013: 4) the teachers have to know about teaching their subject. Without pedagogic knowledge teacher cannot convey what they know to their students. Pedagogical knowledge includes providing students with an

environment in which they can be relaxed in order to learn and produce well, guiding students, giving positive reinforcement, allocating more time to preparation and delivery, and teaching with classroom materials by integrating technology.

3. Subject-matter Knowledge.
Subject-Matter knowledge is the third main characteristics of an effective teacher. According to Vélez-Rendón (2002, cited in Aydın et al, 2009) subject-matter knowledge is regarded as the knowledge of the teacher about what they teach. It shows the use of the material knowledge in different phases of the educational process such as, using the effectively target language in classroom, integrated lessons of the backgrounds of students, and preparation of the lesson plan. In subject-matter knowledge teachers enable to use audio-visual materials if possible, teachers guide students to get some learning strategies, teach a topics or material in accordance with the students' level proficiency, and teachers watch and inform students about their progress in language learning.

4. Personality Characteristics.
According to Dincer, Goksu, Takkac, and Yazici (2013: 5) All the people who work and in any profession indispensably bring their personal characteristics' in the working environment. Malikow (2006) stated the personality of characteristics an effective teacher; being challenging and having reasonably, have high expectation, having sense humour, being enthusiastic, and caring for students. And another study added several characteristics of an effective teacher such as: being tolerant, patient, kind, sensible and open-minded, optimistic, enthusiastic, having positive attitudes toward new

idea, all is the need to being an effective teacher (Cheung, 2006; Shishavan and Sadeghi, 2009; Werbinska, 2009).

METHOD

In this research, the writer uses descriptive qualitative method. The process of qualitative research involves and emerging questions and procedures: collecting data in participants' settings: analyzing the data inductively, building from particulars to general themes: and making interpretations of the meaning of the data. And in this research the writer uses case study as a research design to find out the purpose of the research. The participants of the the research are 8 students from a class of micro-teaching course in English Department of Universitas Swadaya Gunung Jati. In this paper, The Students as the Pre Service Teacher(s) are coded PST(s).

The writer uses observation as the instruments of the research. There are three steps used; data reduction, data display, and conclusion drawing/verification.

RESULTS AND DISCUSSIONS

The observation is conducted to collect the data during teaching process in classroom. In observation sheet there are four aspects observed; socio affective, pedagogical knowledge, subject matter and personality characteristic.

1. **Socio Affective.**
In these aspects there are several items such as: teacher motivation, taking time out, and having positive attitude.

   a. **Teachers' Motivation**
   The motivation from the teacher is very important in learning process, because it can affect the students, teachers can give students motivation when students have no confident to

explain their idea, or they can't answer the question. These problems mostly arise in Teaching Training Program.

In the teaching practice, almost all of PSTs always give motivation for students. PSTs give motivation to students when students have no confidence to explain their ideas, when students are afraid to answer the question, and when students can't answer the question. PSTs give motivation to students until they feel more confident to follow learning process, and understand the learning materials.

Only one PST who doesn't frequently give the motivation whenever the students need it, but it doesn't mean The PST not motivate the students, it's been seen that the PST focus on other students, and he doesn't give more attention to the students who actually need the motivation. The PST prefers to interact with the active students.

b. **Taking Time Out**

Taking time out or sparing the time for students in learning process will help students. In learning process teachers took time one or two minutes two answer the students' questions. In this research, PSTs always take time out for helping students who do not understand about learning materials, PSETs always take time out to answer the question whenever students ask about the material. PSETs prepared the time for QnA (question and answer) every time they teach.

c. **Positive Attitude**

Teachers who have positive attitude influence a successful learning process. if teacher has positive attitude, learning process will be effective. All the PSTs have created a creative and fun classroom atmosphere that makes students feel joyful, cheerful, and happy. All PSTs have positive attitude when they teaching classroom.

PSTs are friendly with students, respect to students and never blame students. They also try to be fair in classroom, give positive correction when students make mistakes, give advice without scolding them. They give clear explanation about learning materials, guide students to improve their skills in learning process.

2. **Pedagogical Knowledge**

Pedagogical knowledge is the second aspect observed. These aspects include several items such as: guiding students, creating comfortable classroom atmosphere.

a. **Guiding Students**

Teachers who can guide students can influence the successful earning process. In this research, PSTs guided students well in learning process. This is shown by the result of observation. Students can follow the lesson well because PSTs can guide students in learning English process.

PSTs guide students to make group discussion in learning process. They guide students to discuss with another student, and also guide students to come forward to explain students' ideas. In addition, PSTs guide students to do exercise and involve them to give reviews or feedback.

b. Classroom Atmosphere

Teachers who can create comfortable classroom atmosphere can make students feel happy to follow the lesson. PSTs can create comfortable classroom atmosphere. It's caused by their well preparation for teaching, their personal attitude, and their skill of using learning media.

The problem that also often appears in big class is the voice of teacher can be heard by the students who sit a little bit far from the teacher. When the students cannot hear the teachers' voice, they start to be noisy, and it's not good for classroom atmosphere. The PSTs learned from this problem. And when they teach, they can control their voice, and invite all the students involved in learning process.

Only one PST who seems still a bit stiff in the teaching process, but he is not very active in interacting with students in creating a pleasant atmosphere. His quiet personality affects the performance.

3. Subject- matter Knowledge

Subject matter knowledge is the third aspect. In these aspects, there are several items: the target language mastery, and students' progress in language learning. It's supported by Richards (2011).

a. The Target Language Mastery

According to Curtain (2000) language teachers must have master four skills such as: listening, reading, speaking and writing to teach language. PSTs always use English in their teaching. They use English well and fluently both in speaking and writing. PSETs convey the materials in English very well,

and the students understand what the PSTs deliver.

There is PST who still teaches in mix language, mostly in Bahasa. This problem can be solved more practices. After several presentations, the PST performance is getting better.

b. The Students' Progress

The development of students' progress is the goal in learning process. Teachers should inform the students the result of their test or their tasks. It insists the students to evaluate their progress. It is expected they develop their progress after they know it.

Based on the observation, PSTs always inform the students about the result of their test or assignment. PSTs inform the development of their progress in every class session.

4. Personality Characteristics.

Personality Characteristics, is the last aspect. These aspects include several items such as: having sense humour, caring for student, and being patient.a.

a. A Sense of Humour.

Sense of humour can reduce the nervousness in learning process. The teacher who has sense of humour in learning process can help students to have fun learning. In this research, PSTs have sense of humour they apply in their teaching. The result of observation shows that in learning process PSTs can make a joke in classroom which creates students smile, and help students not to feel nervous or afraid. When PSTs convey learning materials they are amusing and being active to accept the material.

One quiet PST is hard to show up his sense of humour. To face the problem, the PST creates games in his teaching to break the ice. It helps the students not to feel nervous all the time they learn although the teacher has no sense of humour.

b. **Teachers' Caring**

Teachers' caring for students is very important in learning process, because teachers who care to students can make students feel the teacher appreciate them. In teaching process PSTs care to the students. PSTs always ask about their understanding of learning material. When students are sleepy in classroom PSTs notice the students. PSTs also give attention to students' progress.

c. **Teachers' Patience**

Teachers must have patient characteristics in classroom when encountering students' attitude, because students have different attitudes. Based on the observation, PSTs in classroom are always patient to encounter students' attitude. When some students make disturbances in classroom PSTs are not spontaneous express their anger, they try to handle the situation wisely, and when students can't answer the question PSTs are patient to encourage students to learn or read more so that the students can answer the question.

CONCLUSION

Regarding to the discussion above, the four aspects of competences of effective teachers are shown in the teaching practice done by the students of Micro teaching course that apply Problem Based Learning (PBL).The majority

results of the observation explain that applying Problem Based Learning in Micro Teaching course develops pre-service teachers' competence in their teaching in classroom. This research shows pre-service teachers can integrate their competencies and create good performance in their teaching practice.

REFERENCES

Aydın et al, (2009). Teacher self-regulation: Examining a multidimensional construct. *Educational Psychology* 29(3):345-3

Cheung, H. Y. (2006). "The measurement of teacher efficacy: Hong Kong primary in-service teachers". *Journal of Education for Teaching, 32, 435–451.*

Dincer, A., Goksu, A., Takkac, A. & Yazici, M. (2013). Common Characteristics Of An Effective English Language Teacher. *International Journal of Educational Researchers , 4*(3), 1-8.

Duch, J. Barbara. (1995). Problem: A Key Factor in PBL.www.udel.edu

Dwiniasih. (2017). Preservice Teacher's Problem During Teaching Practice. *The First International Conference on Linguistics and English Teaching (1st ICLET) 2017 Proceedings.* ISBN: 978-602-71252-4-7. FKIP Unswagati Press

Freeman, D. & Freeman, Y. (1992). *Whole Language for Second Language Learners.* Portsmouth, NH: Heinemann

Hinkel, E. (2006). *Current persepective on taching four skills.* TESOL Quartely, 40 (1), 109-131.

Krajcik, J. S. and Blumenfeld, P. C. (2006) *Project-Based Learnin.* In: The Cambridge Handbook of the Learning Sciences. R. Keith Sawyer (ed). Cambridge University Press

Pagander, L. And Read, J. (2014). *Is Problem-Based Learning an Effective Teaching Method?* Linkoping University: Sweden.

Richards, J. (1983). *Communicative needs in second and foreign language learning. English Language Teaching Journal* (2).

Selma, D. & Selen, A . (2010). *An application of skills integration in laguage teaching.* TESOL Quartely, 10 (9), 9-18.

Shishavan, H. B., & Sadeghi, K. (2009). "Characteristics of an effective English language teacheras perceived by Iranian teachers and learners of English". English Language Teaching,2(4), 131-143.

Temple, C. And Gillet, J. W. (1984*). Language Arts: Learning Processes and Teaching Practices.* Boston: Little Brown and CompanyLtd..

Vélez-Rendón, G. (2002). Second Language Teacher Education: A Review of the Literature. *Foreign Language Annals*, v35 n4 p457-67.

Werbinska, D. (2009). A profille of an effective teacher of english: A qualitative study from Poland. Haccetepe University Journal of Education, 36, 306-315.

Wilhoit, D. (1994). *Enhancing oral skills: A practical and systematic approach. English Language Teaching Forum,* 32 (4), 32-36.