

Rama Herdiawan

by Rama Dika Herdiawan

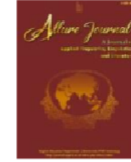
Submission date: 26-January-2023 07:41AM (UTC+0700)

Submission ID: 2101953259

File name: herdiawan_layout.pdf (223.13K)

Word count: 4413

Character count: 23664



EFL Pre-Service Teachers' Beliefs in Microteaching Practicum

Rama Dwika Herdiawan
English Language Education, Universitas Majalengka
ramadwika@unma.ac.id

Article History:

Submission
November 14th 2022

Accepted
December 30nd 2022

Published
January 31st 2023

ABSTRACT

Pre-service teachers' expectation in order to successfully carry out the instructional process in the classroom is for them to create the most of their educational experiences by conveying their knowledge to the students. In this study, a case study was implemented, and it consisted of eleven future English teachers participating in a microteaching practicum that was led by two senior lecturers. The whole parties were aware of the purpose of the investigation that was being conducted. Using teaching methodologies and student questionnaires, it is planned to determine the extent to which students participated in this practice. Based on the findings, pre-service teachers are almost unanimously of the opinion that one of the most significant aspects of the process of teaching and learning English is the contact that occurs in English between the teacher and the students. When teachers communicate in English with their students, those students are more likely to make an effort to communicate in English on their own. Therefore, English teachers should consistently encourage their pupils to use English throughout the entirety of the teaching and learning process with their classes.

Keywords: EFL; microteaching Practicum; pre-service teachers' belief

INTRODUCTION

What is expected of pre-service teachers in order to successfully implement the process of teaching and learning in the classroom is for them to make the most of their educational experiences in order to effectively convey their knowledge to the pupils. Their past experiences shape their beliefs as well as the way they approach teaching (Thomas, C. N, 2013). In this scenario, in order to better comprehend and make sense of the information offered to them by the teacher education program, pre-service teachers typically rely upon their prior educational experiences. (Kagan, D. M, 1992; Borg, S, 2003). This is reasonable given that Pre-service teachers have no courses of their own to instruct. They require that the knowledge they have gained throughout their school experiences be passed on to the next generation.

Beliefs, in addition to information and experience, are of great assistance to them in understanding how to be successful in putting the instructional practice into action. Knowledge, beliefs, and experience are the three basic components that must be had by instructors in order for



their instructional practices to be successfully implemented and maintained (Putman, R. T., & Borko, H, 1997). These are highly fundamental components that contribute to the overall quality of language learning and instruction. Beliefs are viewed as a crucial part of the teaching and learning process since they demand attention not just from the subject matter but from the other components as well, each of which plays a significant role (Kagan, D. M, 1992; Borg, S, 2003; Othman, J., & Kiely, R, 2016; Kuzborska, I, 2011; Levin, T., & Wadmany, R, 2005). This is one of the reasons why beliefs are regarded as an important component in the process of teaching and learning.

However, when participating in the microteaching practicum, future English instructors typically solely focused their attention on the material that was presented to the class's pupils. The vast majority of them stated that having a thorough understanding of the material being taught is the single most crucial aspect of teaching overall. If they did not have a firm grasp of the material, they would be unable to adequately convey it to their students, who would consequently ignore them while they were speaking. pre-service teachers also said that they felt they needed to spend time planning teaching administration, in which they would be responsible for selecting the materials to be used in class (Tedjo & Hartani, 2022). Unfortunately, some of them disregarded the other aspects of the teaching and learning process that were necessary in order to fulfill the requirements. One of the prime examples is the utilization of the English language within the educational setting. Most of them overcame the difficulty of teaching English to pupils who spoke with one another in Bahasa Indonesia, their native language. They found it so challenging to grasp English that they opted for a Bahasa Indonesia explanation instead. As a direct result of this, the goal of improving English language instruction could not be realised to its full potential.

There have been a number of investigations into the beliefs held by pre-service teachers while they were participating in microteaching classes (Abasifar, S. & Fotovatnia, Z. 2015; Cebeci, N., 2016; Cinici, A, 2016; Levin, T., & Wadmany, R; 2005; Ünlü, M., 2018) the shifts in beliefs held by pre-service teachers (Clark-Goff, K, 2008; Clark-Goff, K. & Eslami, Z.2016) and beliefs regarding teaching and learning that were centred on the topic (Holt-Reynolds, 1992) The goal of this research was to provide an explanation for the beliefs held by pre-service English teachers during microteaching practicum, particularly as they related to the teaching and learning of English. The microteaching practicum which is typically led by a lecturer and followed by the students. The expert secondary English lecturer is selected based on the candidate's length of teaching experience (more than 15 years), the candidate's expertise in the creation of meaningful learning, the candidate's status as a national instructor of the curriculum for 2013, and the candidate's previous experiences in the field of providing training to Indonesian teachers.

RESEARCH METHODOLOGY

In this study, a case study was used, and it had eleven future English teachers participating in a microteaching practicum that was led by two senior lecturers. The whole parties were aware of the purpose of the investigation that was being conducted.

Thirty items on a Likert scale were separated into six distinct categories in order to study beliefs of eleven pre-service English teachers regarding the teaching and learning of English. The Likert scale varied from 1 (strongly disagree) to 4 (strongly agree) (strongly agree). The idea for the questionnaire was taken from de Vries, S., et.al, 2014; Larenas, C. D. et.al, 2015; Sheridan, L, 2016) and then adapted and modified to focus in addition to the topic matter, also on other essential components of teaching and learning English. These include the role of the teacher, the

role of the student, the teaching components (material and resources, EFL activities, learning objectives, contents, teaching strategies, and assessment), the role of the curriculum, and the relation between the role of curriculum and its role.

The student participants were given the questionnaire for the first time at the beginning of the microteaching practicum that was led by two senior lecturers. After the questionnaire was handed out to each of them, an interview was also conducted with each of them individually. The interview with the participants was conducted in Bahasa Indonesia so that we could obtain information that was both more comprehensive and accurate.

FINDINGS AND DISCUSSION

It has been determined that in order to answer the question posed by the purpose of this study, there are a total of six categories and five subcategories that have been presented and discussed at this point. All of these categories and subcategories are tailored to the requirements of instruction for EFL students. These categories are beliefs regarding the use of English, beliefs regarding the role of the teacher, beliefs regarding the role of the student, beliefs regarding the components of teaching, beliefs regarding the curriculum, and beliefs regarding the relationship between the curriculum and the content of course books.

ENGLISH USE-ORIENTED BELIEFS

The usage of English within the classroom is something that teachers of English are expected to do as part of their job. This is due to the fact that the purpose of studying English for students of English as a foreign language is to engage in meaningful conversation with native speakers. Therefore, it is the responsibility of the English teacher to encourage pupils to speak English while they are in class. Table 1 demonstrates the outcomes of English use-oriented beliefs tested in the classroom.

Table 1. The Average Scores of English Use-Oriented Beliefs

Questionnaire Statements (English Use-Oriented Beliefs)	Mean Scores	Category
Q1 The use of English in the classroom is very crucial and beneficial to students in learning English.	3.5	Very Good
Q2 The use of English in the classroom influences students to speak English.	3.2	Very Good
Q3 The use of English should be the main language used in the classroom.	3.0	Very Good
Q4 The teacher needs to use English in explaining the content to students.	2.8	Good
Q5 Interaction between the teacher and students in English is an important factor in the process of teaching and learning language.	3.5	Very Good

According to the curriculum that was implemented in 2013, the primary objective of teaching students in secondary schools the English language is for them to develop the ability to interact with one another, either orally or in writing form. Therefore, acquiring a command of the English language is of the utmost importance, particularly for pupils enrolled in secondary education. Because the vast majority of students in Indonesia do not have any other opportunities to utilize English in their daily lives, teaching English as a foreign language can be a difficult endeavor for the country's English instructors. At this point, the primary challenge that EFL students face when attempting to learn English is that they do not have direct access to the English language. For

example, they do not use English as a means of communication; instead, they read English magazines or newspapers for five to ten minutes each day; they do not watch English films; and so on (Akbari, Z, 2015)

As a result, English teachers should encourage their students to speak the language as much as possible inside the classroom. During English class, students need to have opportunities to practise using English (Larenas, C. D., Hernandez, P. A., & Navarrete, M. O, 2015). Concerning this matter, the vast majority of future English teachers are of the opinion that the utilization of English in the educational setting is of the utmost significance. It can be seen through the findings of the first subcategory, where the mean score is 3.5. (very good). If the teachers are fluent in English and utilise it well in the classroom, then it will be natural for the students to communicate in English as well (3.2)

When it comes to the primary language spoken in the classroom, however, not all future English teachers are unanimous in their conviction that the English language should be utilized extensively. The mean value that was found for this particular spot is only 3. (good). The results of the interview showed that many aspiring English instructors cited the use of English in the classroom as a means of encouraging their pupils to develop their own English language skills. This conclusion was arrived at after observing the pupils. To this point, they have confirmed, from their own classroom experience in secondary schools, that teaching kids whose first language is not English through the medium of English is not an easy assignment. Many of the pupils' English comprehension is lacking, making it difficult for them to follow conversations. As a result, they are forced to engage in codemixing. It is intended to assist the pupils in comprehending the material that is being presented to them.

The students are given an average score of 2.8 for the amount of English used to communicate the material to them (good). It demonstrates that future English teachers in training need to make some efforts to teach English to speakers of other languages. The students' predisposition to speak Bahasa Indonesia rather than English in the classroom is an issue that hinders their ability to understand and apply English. English language students studying to become teachers say it is challenging to instruct students from other countries since they typically converse in their native tongues. They elaborate that when it comes to teaching English as a foreign language, the most significant differences between English and Bahasa Indonesia are on different writing and pronunciation, which is both a key concern and a demanding task. The fact that their native language and English have orthographic and directional differences is another issue that is mentioned as the primary challenge that foreign students encounter when learning English. (Goldfus, 2011)

If the students solely utilize English, it is quite unlikely that they would comprehend the content that is being taught by the teacher. As a direct result of this, during the subsequent meeting with the students it will be necessary for them to re-teach the material utilizing Bahasa Indonesia. Because there is a large amount of content that the teachers need to cover with the students, it is indisputable that this condition is ineffective. However, the time that is available is restricted.

In the meantime, future English teachers are almost unanimously of the opinion that one of the most significant aspects of the process of teaching and learning English is the contact that occurs in English between the teacher and the pupils. It is demonstrated with the total number of 3.5 that was achieved (very good). They acknowledge that teaching English is a difficult endeavor due to its complexity. It is necessary for them to be inventive when coming up with demanding exercises that can motivate the students to make the best possible use of English while they are in the classroom.

When teachers communicate in English with their students, those students are more likely to make an effort to communicate in English on their own. Therefore, English teachers should consistently encourage their pupils to use English throughout the entirety of the teaching and learning process with their classes. They will find that it is easier to improve their speaking ability as a result of this because the setting, in this case an English school, is a significant component in determining how well one uses the target language.

Table 2. The Average Scores of English Use-Oriented Beliefs

Questionnaire Statements (Pre-service teacher Use-Oriented Beliefs)	Mean Scores	Category
Q6 The pre-service teacher has an important role in teaching and learning	3.6	Very Good
Q7 The pre-service teacher is the main agent in the teaching and learning process	3.3	Very Good
Q8 The pre-service teacher is a role model for students in the use of English	3.5	Very Good
Q9 The pre-service teacher needs to use the appropriate strategies to trigger students to speak English..	3.8	Very Good
Q10 The pre-service teacher needs to encourage students to develop their language skills.	3.7	Very Good

According to the data presented in Table 3.2, it is clear that the instructor plays a significant part in both the teaching and the learning process. The conclusion can be drawn from the mean score of 3.6, which falls under the very good group. English teachers believe that the teacher is the principal agent in the classroom, even though students, learning materials, media, methods of learning, and curriculum also have a role. This is the case despite the fact that there are a number of other factors. According to their understanding, the fact that the teacher is the principal agent in the classroom suggests that English instructors are the primary determinants of the success or failure of the teaching and learning process. If they are able to construct meaningful learning experiences for the students, then the kids may actively learn through the activities that have been designed, and vice versa. A few students who will eventually become English teachers explain further that the teacher is not the only factor that determines whether or not teaching and learning are successful. There are a great number of additional aspects whose duties are just as significant as that of the teacher. These are intertwined with one another in the manner in which teaching is delivered. Therefore, the score that has been earned up to this point is three, and it is in the satisfactory category.

Some future educators of the English language hold the view that learning the language is more challenging without the assistance of a native speaker. The role of an English teacher is to provide students with the knowledge and skills they need to become autonomous learners who take an active role in their own education (Bajrami, L, 2015; White, 2005; Madalińska-Michalak, J., & Bavli, B, 2018). Due to the presence of this condition, pre-service English teachers are led to believe that their level of English proficiency effects the language choice of their future pupils (3.8). Additionally, they argue that when English teachers prioritize using English in the classroom, pupils will make an effort to respond to them in English. This is because students may observe their English professors using the language correctly. Students are more likely to use Bahasa Indonesia if they are exposed to it throughout the classroom experience. In light of this,

those who teach English should strive to develop not just their pedagogical skill but also their professional competence.

What is expected of English teachers is to employ all of the teaching tactics that are available, which are relevant to students' needs and qualities, in order to encourage students to speak up and participate in class discussions. The fact that the result that was reached was 3.4 out of 5 with a very good category demonstrates how important it is for teachers to have knowledge of various teaching tactics. Pre-service Teachers of English emphasize that having pedagogical knowledge that includes teaching strategies is highly crucial for English teachers to have in order to successfully carry out the instructional process. They will be able to arrange their lesson in such a way that the students will be actively participating in the classroom through the use of some demanding exercises with the help of this information. They argue that good English teachers won't tolerate passive behavior from their pupils in the classroom. They will serve as a catalyst for their pupils to become actively involved in the teaching and learning process.

However, a score of 3.5 in the very good category indicates that the topic of how teachers may motivate their pupils to improve their language abilities is handled effectively. In this scenario, future educators in the English teaching field explain why teachers of the language should prioritize their pupils' intrinsic drive to study English. The best technique for English teachers to foster productive learning for their students is ultimately determined by how motivated their students are to learn. Therefore, it is the responsibility of English instructors to encourage classroom communication in that language (Madalińska-Michalak, J., & Bavli, B, 2018). They must also take into account pupils' emotional barriers, such as shyness, fear of failure, and anxiety. Therefore, it is important for teachers of English to foster an inviting classroom climate so that even the most reserved pupils may gradually warm up to the language.

The issue of how important it is that the instructor encourages the pupils to strengthen their language abilities was addressed with a result of 3.5 in the very good category. In this particular scenario, students who are preparing to become English instructors emphasize that English teachers should place the majority of their emphasis on the reasons why their pupils want to learn English. The degree to which students are motivated to learn is a significant factor in determining how effectively English teachers teach in the classroom. Therefore, teachers of English should find ways to encourage their students to speak the language while they are in the classroom (Madalińska-Michalak, J., & Bavli, B, 2018). Additionally, it is essential for them to take into account the students' emotional inhibitions, which may include things like nervousness, shyness, and fear of failing. For this reason, it is important for English teachers to cultivate a welcoming atmosphere in their classrooms so that students who have difficulty learning and using the language can gradually become more at ease.

CONCLUSION

Curriculum is the primary influence on the amount of English used in EFL lessons since it specifies how English teachers should carry out the teaching process. Accordingly, it requires English teachers to act as mentors, guides, coaches, lecturers, mediators, and graders. It also requires students that are interested in learning and willing to participate in class. The teaching and learning process must be supported by the teachers' chosen teaching approaches, as well as the usage of appropriate media and resources that are tailored to the requirements and interests of the students. Right now, classroom teachers of English should have a firm grasp on learning outcomes, student competency benchmarks, and subject flexibility. As a direct reflection of the efficacy with which

teachers are able to convey their expertise in a form that students can grasp, teaching methods play a crucial part in determining the quality of the educational experience pupils get. Teachers are better equipped to assess students' work when they have a firm grasp of their learning objectives.

Pre-service English teachers have positive attitudes about education and the study of English, but they still need to put into practice some of instructional practices that are standard in the field. Before anything else, it's important to note that it's not a good idea to force students to speak just English during an English as a Foreign Language class, because it is expected of English language teachers that they take into account pupils' background information that English is not their first tongue. The majority of the class had trouble following along with the teacher's English explanations. Therefore, it is recommended that teachers utilize code-mixing to better understand the content being presented in class. However, in order for their pupils to be comfortable following instructions given in English, preservice teachers of English also advise English teachers to make use of and optimize the usage of classroom language. Teachers of English should encourage and prompt their pupils to speak the language in all classroom interactions.

REFERENCES

- Abasifar, S. & Fotovatnia, Z. 2015. Impact of teacher training course on Iranian EFL teachers' beliefs. *International Journal of Foreign Language Teaching & Research*, Vol. 3, No. 9, pp. 63-75
- Akbari, Z. 2015. Current challenges in teaching/learning English for EFL learners: the case of junior high school and high school. *Procedia-Social and Behavioral Sciences*, Vol. 199, No. 394-401
- Bajrami, L. 2015. Teacher's new role in language learning and in promoting learner autonomy. *Procedia-Social and Behavioral Sciences*, Vol. 199, pp. 423-427
- Borg, S. 2003. Teacher cognition in language teaching: a review of research on what language teachers think, know, believe, and do. *Language Teaching*, Vol. 36, pp. 81-109
- Cebeci, N. 2016. Prospective teachers' beliefs about microteaching. *ELT Research Journal*, Vol. 5, No. 1, pp. 60-71
- Cinici, A. 2016. Pre-Service teachers' science teaching self-efficacy beliefs: the influence of a collaborative peer microteaching program. *Mentoring & Tutoring: Partnership in Learning*, Vol. 24, No. 3, pp. 228-249
- Clark-Goff, K. 2008. Exploring change in preservice teachers' beliefs about English language learning and teaching. Dissertation, Texas A&M University
- Clark-Goff, K. & Eslami, Z. 2016. Exploring change in preservice teachers' beliefs about English language learning and teaching. *Iranian Journal of Language Teaching Research*, Vol. 4, No. 3, pp. 21-36
- De Vries, S., Jansen, E. P. W. W. A., Helms-Lorenz, M. & van de Grift, W. J. C. M. 2014. Student teachers' beliefs about learning and teaching and their perception in career-long learning activities. *Journal of Education for Teaching*, Vol. 40, No. 4, pp. 344-358
- Goldfus, C. 2011. The challenges facing the foreign language teacher education: a proposed teacher education model for EFL. *Journal of NELTA*, Vol. 16, pp. 1-2, 1-12
- Kagan, D. M. 1992. Implication of research on teacher belief. *Educational Psychologist*, Vol. 27, No. 1, pp. 65-90
- Kuzborska, I. 2011. Links between teachers' beliefs and practices and research on reading. *Reading in a Foreign Language*, Vol. 23, No. 1, pp. 102-128

- Larenas, C. D., Hernandez, P. A., & Navarrete, M. O. 2015. A case study on EFL teachers' beliefs about the teaching and learning of English in public education. *Porta Linguarum*, Vol. 23, pp. 171-186
- Levin, T., & Wadmany, R. 2005. Changes in educational beliefs and classroom practices of teachers and students in rich technology-based classrooms. *Technology, Pedagogy, and Education*, Vol. 14, No. 3, pp. 281-308
- Madalińska-Michalak, J., & Bavli, B. 2018. Challenges in teaching English as a foreign language at schools in Poland and Turkey. *European Journal of Teacher Education*, Vol. 41, No. 5, pp. 688-706
- Othman, J., & Kiely, R. 2016. Preservice teachers' beliefs and practices in teaching English to young learners. *Indonesian Journal of Applied Linguistics*, Vol. 6, No. 1, pp. 50-59
- Putman, R. T., & Borko, H. 1997. Teacher learning: implications of new views of cognition. in b. j. biddle, et al. (eds.) *International handbook of teachers and teaching*, pp. 1223-1224. Netherlands: Kluwer Academic
- Sheridan, L. 2016. Examining changes in pre-service teachers' beliefs of pedagogy. *Australian Journal of Teacher Education*, Vol. 41, No. 3, pp. 1-20
- Tedjo, E. W., & Hartani, T. (2022). The Relationship between English Language Proficiency and Logical Thinking Skills. *Allure Journal*, 2(1), 1-9.
- Thomas, C. N. 2013. Considering the impact of preservice teacher beliefs on future practice. *Intervention in School and Clinic*, Vol. 49, No. 4, pp. 230-236
- Ünlü, M. 2018. Effect of microteaching practices with concrete models on pre-service mathematics teachers' self-efficacy beliefs about using concrete models. *Universal Journal of Educational Research*, Vol. 6, No. 1, pp. 68-82
- White, C. 2005. The role of the teacher. *Journal of Education for Teaching*, Vol. 31, No. 4, pp. 269-271

Rama Herdiawan

ORIGINALITY REPORT

11%

SIMILARITY INDEX

9%

INTERNET SOURCES

6%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1

eprints.unm.ac.id

Internet Source

2%

2

hdl.handle.net

Internet Source

1%

3

dspace.utpl.edu.ec

Internet Source

1%

4

İlknur Yüksel, Banu Çiçek Başaran. "The Change in ELT Pre-service Teachers' Cognition During Teaching Practicum", Journal of Education and Training Studies, 2019

Publication

1%

5

zombiedoc.com

Internet Source

1%

6

files.eric.ed.gov

Internet Source

1%

7

orcid.org

Internet Source

<1%

8

www.atlantis-press.com

Internet Source

<1%

9	wrap.warwick.ac.uk Internet Source	<1 %
10	"Exploring EFL Fluency in Asia", Springer Science and Business Media LLC, 2014 Publication	<1 %
11	Rina Wahyu Setyaningrum, Kharisma Naidi Warnanda Sabgini, Slamet Setiawan. "Enhancing Students – Pre Service Teacher Interaction Using First Language (L1) in English for Young Learners (EYL) Classes", LET: Linguistics, Literature and English Teaching Journal, 2020 Publication	<1 %
12	Zainal Ariffin. "EXPLORING TEACHERS' BELIEFS ON TEACHING METHODOLOGY IN THE 2013 CURRICULUM AND THE APPLICATION IN LANGUAGE TEACHING: A CASE STUDY AT MTS PPMI ASSALAAM SUKOHARJO", Jurnal Penelitian Humaniora, 2017 Publication	<1 %
13	epdf.tips Internet Source	<1 %
14	pstorage-leicester- 213265548798.s3.amazonaws.com Internet Source	<1 %
15	Selcen Calik-Uzun, Umit Kul*, Sedef Celik. "The Impact of Instructional Technology and	<1 %

Material Design Course on Pre-service Teachers", International Journal of Educational Methodology, 2019

Publication

16	repository.nida.ac.th Internet Source	<1 %
17	www.cerid.org Internet Source	<1 %
18	etheses.whiterose.ac.uk Internet Source	<1 %
19	ira.le.ac.uk Internet Source	<1 %
20	oapub.org Internet Source	<1 %
21	portal.issn.org Internet Source	<1 %
22	vuir.vu.edu.au Internet Source	<1 %
23	commons.und.edu Internet Source	<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography On