

INVESTIGATING THE IMPACT OF MICROTEACHING LESSON STUDY TO THE PROSPECTIVE ENGLISH TEACHERS' SELF-EFFICACY

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Abstract

This study aims to investigate the English pre-service teachers' self-efficacy after experiencing a three-week microteaching lesson study project. There were thirty-nine pre-service teachers participated in this study. In a group of five persons, they were assigned to do three times of thirty-minutes-microteaching practices. Microteaching lesson study model was used in this research. A questionnaire and an interview were distributed after the project was completed. The questionnaire measured the students' self-efficacy while the interview explored the student-teachers' perceptions toward the project. Results indicated that the microteaching lesson study has a good impact on the self-efficacy of the prospective English teachers.

Keywords: Lesson study, microteaching, pre-service teacher, self-efficacy.

1. INTRODUCTION

Producing a professional teacher requires not only good pedagogical skills and mastery of materials possessed by a teacher. Yet, an exemplary teacher must have a good confidence. The confidence of a teacher will encourage him to try his best to well-delivered the instruction and find solution for every obstacles in order to achieve the learning goals. This teacher's confidence to succeed is what is referred to teacher's sense of self-efficacy.

Lunenburg (2011) states that self-efficacy is a person's confidence that he is able to perform tasks successfully. Self-efficacy is also known as a person's belief in his ability to organize and carry out a series of actions needed to produce certain achievements. Woolfolk, et al. (2009) argues that self-efficacy is a person's belief in his competence or effectiveness in a particular field. According to Alwisol (2010), self-efficacy is self-perception about how well a person can function in certain situations. Self-efficacy is related to the belief that he has the ability of the expected action. Self-efficacy is also a self-assessment, whether it can take action or not in doing something according to what is required. Based on these opinions,

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self-efficacy can be defined as a person's belief in his ability to carry out a series of actions in a certain situation.

According to Bandura (1997), self-efficacy affects learning and action in three ways. First, self-efficacy influences the goals that a person chooses for himself. If someone has low self-efficacy, that person tends to have low accomplishments. Conversely, someone with high self-efficacy usually has high achievements for he has set a high standard as well. Second, self-efficacy influences learning and the effort that people exert on the job. A person with high self-efficacy will work hard and learn to do new tasks because he is sure that his job will succeed. Whereas a person with low self-efficacy may not try to learn and do complex tasks because he is not sure his efforts will bring success. Third, self-efficacy influences the persistence in completing new and difficult tasks. Work with high self-efficacy will convince someone that he can learn and do certain tasks well. As such, he tends to persist in his efforts even when problems arise. In contrast, work with low self-efficacy makes a person believe that he is unable to learn and do difficult tasks and tend to give up when problems arise. According to Cervone and Pervin (2013), level of self-efficacy also affects a person's way in overcoming disappointment and pressure in achieving his life goals. Schwarzer (1992) states that human function is facilitated by a personal control and self-efficacy represents one of those personal controls.

Meanwhile, to make the students-teachers confident of their skill of teaching as well as mastery of knowledge, a sequence practice of teaching is necessary. Type of teaching practice in this case is called microteaching. In microteaching, the students are asked to perform a mini teaching practice in front of their friends who act as the students. Microteaching course is commonly given for a semester to the students of educational major, including English Education students. This study tried to examine a microteaching project which complements the compulsory microteaching course. The microteaching project was done as long as three weeks before the field practice begin. Combination of microteaching and lesson study were used in this study. Microteaching lesson study is one of models which aim to improve prospective teacher quality by incorporating several elements of microteaching and lesson study (Utami, Mashuri, & Nafi'ah, 2016). This model gives the pre-service teachers opportunity to transform their subject matter knowledge and pedagogical content knowledge into practice. Through this activity, they can see and improve their weaknesses of teaching skills such as lesson planning, organization of group work, classroom management, etc. Besides, it is also believed that microteaching lesson study will influence the quality of performance of prospective teachers by reflecting the previous and others'

performance, offer the sensation of vicarious experience, verbal persuasion, and good emotional cues. By doing so, the self-efficacy of the pre-service teachers will increase.

Studies on microteaching and self-efficacy have been a concern in some countries. Aرسال's research in 2014 examined the effect of microteaching on pre-service teachers' sense of self-efficacy. He found that microteaching had a positive impact on developing pre-service teachers' sense of self-efficacy in teaching. Troop et al. (2015) also state that teaching practice (microteaching) increases self-efficacy, facilitation, and assessment of learner-centered lectures, and is a vital component to teacher development program. However, this kind of study still got very few attention from researchers in Indonesia.

This study concerns on the implementation of microteaching lesson study project to the prospective English teachers in a private university in East Java Province. This research was conducted after considering the researcher's observation which noted that the pre-service teachers' self-efficacy was mostly still low even nothing before their field practice. Even though they have got microteaching course in the previous semester, yet an intensive microteaching project which is conducted right before the field practice is seen very necessary to prepare them. Therefore, the purpose of this study is to investigate the extent to which the self-efficacy of prospective English teachers improves after experiencing the microteaching lesson study. Many studies reveal the predictors of teachers' sense of self-efficacy, but in this study, predictors are intended to be limited to efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management.

2. RESEARCH METHODS

This study is a descriptive qualitative study with the focus on investigating the impact of microteaching lesson study project to the improvement of thirty-nine English student-teachers' sense of self-efficacy. This research was conducted at the English Department of Teacher Training and Education Faculty, Darul 'Ulum Islamic University. In three meetings, once a week, the student-teachers were assigned to perform teaching practices within thirty minutes with the other four students each group. The lecturer served as a supervisor as well as an observer in this study.

This microteaching lesson study project was carried out before students do actual teaching practice or field practice at some schools. Microteaching lesson study model which was used in this study consisted of three stages, namely plan, do, and see. In the "plan" stage, the pre-service teachers prepared three lesson plans for the three meetings with different topics and materials. They must set the goal, teaching method, content lesson, media and

assessment in the lesson plan. The output of this activity was written lesson plans which they had to hand in before each performance. In the “do” stage, every student-teacher was given the opportunity to carry out teaching practice based on the lesson plan that had been made for 30 minutes in front of the small groups had been created. Through this teaching practice, the pre-service teachers could perform their teaching skill, tried to implement the instructional strategies they had chosen and conduct classroom management. During their performance, they were observed by the researcher who acted as the observer and the other pre-service teachers who acted as the students. The observers noted every detail of the teaching practice, such as how students reacted when the pre-service teacher explained the lesson, using the media, asking questions, etc. They also observed students' gesture and mimic when teaching. Then, in the “see” stage, everyone joined the discussion to evaluate each performance. The positive and negative points had been noted were conveyed and clarified. The group also discussed the obstacles experienced and the solutions to these problems. The purpose of this activity is to provide input and find solutions for future practices.

To investigate the pre-service teachers' self-efficacy after finishing the microteaching lesson study, a questionnaire was distributed. The questionnaires used in this study have been validated by Tschannen-Moran & Hoy, A. W. (2001) with 24 items and alpha value 0.90. The questionnaires contained questions about self-efficacy in the students' engagement (items 1, 2, 4, 6, 9, 12, 14, 22), efficacy in the instructional strategies performed (items 7, 10, 11, 17, 18, 20, 23, 24), and efficacy in the classroom management (items 3, 5, 8, 13, 15, 16, 19, 21). The pre-service teachers responded the questionnaire by giving “check” symbol to the 1-9 scale provided for each item.

Furthermore, to strengthen the analysis, an interview was conducted to the prospective teachers. They were asked their feelings and opinion after joining the microteaching lesson study project.

3. FINDINGS AND DISCUSSION

Results of the questionnaire analysis showing the pre-service teachers' sense of self-efficacy after the microteaching performance were presented in Table 1, 2, and 3 as follows.

Efficacy in Student Engagement

Table 1: Frequencies of Pre-service Teachers' Responses to Efficacy in Student Engagement Questionnaire

Teachers' Beliefs (N = 39)	How much can you do?									
	N o t h i n g	(2)	V e r y L i t t l e	(4)	S o m e	(6)	Q u i t e A B i t	(8)	G r e a t	(9)
Efficacy in Student Engagement										
1. How much can you do to get through to the most difficult students?	0%	0%	0%	18%	43%	18%	18%	0%	5%	
2. How much can you do to help your students think critically?	0%	0%	3%	8%	43%	23%	20%	3%	3%	
4. How much can you do to motivate students who show low interest in school?	0%	0%	5%	3%	28%	18%	25%	10%	13%	
6. How much can you do for students to believe they can do well in school work?	0%	0%	0%	3%	23%	25%	28%	18%	5%	
9. How much can you do to help your students to value learning?	0%	0%	3%	0%	18%	28%	33%	18%	3%	
12. How much can you do to foster student creativity?	0%	0%	3%	10%	35%	18%	13%	15%	8%	
14. How much can you do to improve the understanding of a student who is failing?	0%	0%	3%	5%	30%	23%	33%	8%	0%	
22. How can you help families in motivating their children do well in school?	3%	0%	5%	20%	23%	20%	13%	10%	8%	

Table 1 presented the students' responses when being asked about their confidence in making their students engage during the learning activities after doing the microteaching lesson study. These questions were administered acknowledging that engagement is an indispensable part of learning (Peng, 2017) and that student engagement is an important consideration for teachers and administrators because it is explicitly associated with achievement (Parsons, at al., 2014). Therefore, the ability and conviction of a teacher to make the students engage during the learning process is important.

It can be seen that for all the questions, students answered mostly on 'some' to 'quite a bit'. There were still very few students answered 'nothing' or very little' and 'great' to the questions. It can be interpreted that after the microteaching lesson study, the pre-service teachers have a moderate confidence in making the students get involve or engage to the teaching and learning process.

Highest percentage for 'great' level (13%) occurred when the pre-service teachers were asked whether they are confident to motivate the low interested students in the school. It

means that they are confident that they can motivate uninterested students in their classroom later on. Some of the pre-service teachers also felt confident to foster the students' creativity (8%) and help families in motivating their children do well in school (8%).

Meanwhile, 33% of the pre-service teachers claimed that they are almost (quite a bit) certain in helping their students to value learning and improving the understanding of a student who is failing. To get through to the most difficult students and help the students think critically, 43% of the pre-service teachers are moderately confident. There were no pre-service teachers answered 'nothing' for the questions, except 3% of students who did not sure whether they can help family to motivate their children.

Efficacy in Instructional Strategies

Table 2: Frequencies of Pre-service Teachers' Responses to Efficacy in Instructional Strategies Questionnaire

Teachers' Beliefs (N = 39)	How much can you do?								
	N o t h i n g		V e r y L i t t l e		S o m e		Q u i t e A B i t		A G r e a t
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<i>Efficacy in Instructional Strategies</i>									
7. How well can you respond to difficult questions from your students?	0%	0%	0%	5%	40%	23%	25%	5%	3%
10. How much can you measure student comprehension of what you have taught?	0%	0%	0%	5%	35%	20%	25%	13%	3%
11. To what extent can you craft good questions for your students?	0%	0%	3%	15%	38%	23%	15%	5%	3%
17. How much can you do to adjust your lessons to the proper level for individual students?	0%	0%	5%	8%	40%	18%	18%	13%	0%
18. How can you use a variety of assessment strategies?	0%	3%	10%	18%	33%	28%	5%	5%	0%
20. To what extent can you provide alternative when their students are confused?	0%	0%	3%	8%	13%	13%	45%	15%	5%
23. How can you implement alternative strategies in your classroom?	0%	0%	3%	15%	30%	30%	5%	10%	8%
24. How can you provide appropriate challenges for very capable students?	0%	0%	3%	3%	25%	18%	35%	10%	8%

Instructional strategies questions were raised to make sure that the pre-service teachers are able to implement appropriate teaching strategies in the classroom. In other words, they will not teach their students without any theory of good instruction.

Regarding the instructional strategies performed by the pre-service teachers in the three meetings of microteaching lesson study, most of the students also felt moderately certain that they are able to implement appropriate teaching method in the classroom activities. Table 2 showed that only almost 4% of the pre-service teachers fully sure that they are able to do perfect instructional strategies. While 45% of the prospective teachers answered that they were quite certain ('quite a bit' level) to be able to provide alternative when their students are confused. The rest, in which most of them were only partly certain ('some' level) that they are able to respond to difficult questions from their students (40%), adjust their lessons to the proper level for individual students (40%), and craft good questions for their students (38%). Yet, there was no student who was completely not confident about his capability to apply instructional strategies well.

Efficacy in Classroom Management

Table 3: Frequencies of Pre-service Teachers' Responses to Efficacy in Classroom Management Questionnaire

Teachers' Beliefs (N = 39)	How much can you do?									
	N o t i n g		V e r y l i t t l e		S o m e		Q u i t e A B i t		A G r e a t	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
<i>Efficacy in Classroom Management</i>										
3. How much can you do to control disruptive behavior in the classroom?	0%	0%	0%	0%	28%	28%	30%	10%	5%	
5. To what extent can you make your expectations clear about student behavior?	0%	0%	5%	5%	35%	30%	13%	10%	3%	
8. How do you establish your routines to keep activities running smoothly?	0%	0%	8%	10%	28%	18%	18%	18%	3%	
13. How much can you do to get children to follow classroom rules?	0%	0%	3%	8%	23%	25%	23%	18%	3%	
15. How can you do to calm a student who is disruptive or noisy?	0%	3%	5%	3%	23%	25%	23%	8%	13%	
16. How can you establish a classroom management system with each group of students?	0%	0%	8%	8%	33%	33%	8%	5%	8%	
19. How well do you keep a few students from ruining an entire lesson?	0%	0%	3%	3%	35%	18%	33%	5%	5%	
21. How well can you respond to defiant students?	0%	0%	5%	5%	18%	35%	20%	13%	5%	

In managing the classroom, there were only 13% of the pre-service teachers that confident they can calm a student who is disruptive or noisy. 26% of them were just moderate to quite certain that they can control disruptive behavior in the classroom, keep a few students from ruining an entire lesson, get children to follow classroom rules, keep activities running smoothly and respond to defiant students. It can be concluded that the students still have moderate to quite confidence level in managing the classroom. More practices are necessary.

Furthermore, the interview session which was given to the pre-service teachers highlighted that all of them got advantage of the microteaching lesson study project. One of them said:

“Dengan adanya microteaching(simulasi) yang awalnya mengajar dengan cara yang biasa, disini kita dituntut untuk memberikan hal-hal yang menarik juga dalam memberikan materi pengajaran kepada siswa. Dalam microteaching tersebut, secara tidak langsung kita juga mendapatkan ilmu dari rekan-rekan yang melakukan microteaching dengan cara yang menarik, sehingga kita bias meniru cara mengajar dari rekan-rekan yang dirasa menarik dalam pengajaran microteaching(simulasi) kita berikutnya, serta memperbaiki cara mengajar yang dirasa kurang sebelumnya.

(Through microteaching lesson study, I learned interesting ways of teaching. Hence, my former way of teaching which is very common and not special is improved. Besides, I can also see my fellow pre-service teachers' performances, in which I can reflect on to improve my future teaching performance.)”

Another student also said:

“Ya, micro teaching memberi saya kesempatan untuk mengoreksi dan dikoreksi dalam proses pembelajaran baik dari perspektif siswa maupun pendidik.
(Yes, microteaching gives me an opportunity to make corrections on my teaching practice and be evaluated by my other friends and lecturer.)”

However, some of the pre-service teachers who have already had experience of teaching commented:

“Tidak, Karena kemampuan mengajar tidak didapat dari microteaching, melainkan dari pengalaman mengajar secara real .Mengajar kelas di Indonesia, umumnya kelas dengan jumlah siswa yang banyak, sehingga permasalahan yang muncul tidak dapat diwakilkan dengan microteaching.(No, because the skill of teaching is not gotten from microteaching but the real experience of teaching.Most of the Indonesian classrooms are big classes, thus microteaching with an only small group of students does not represent the actual condition.)”

Regarding the classroom management, some students argued:

“Yang awalnya managerial dan keterampilan mengajar yang dirasa sangat sederhana dan kurang persuasive juga, disini saya bias mempelajari ttg

classroom management yang menarik dalam artian persuasif, dan juga menambah keterampilan dalam mengajar yang asik. (I learned about persuasive and fun ways of teaching to make my students interested in learning.)”

“Ya, saat microteaching kita dibimbing untuk bias menggunakan media belajar agar kita bias menyampaikan bahan ajar kita dengan maksimal dan menarik dan diajarkan pula cara mengatur alokasi waktu serta cara menguasai kelas dan materi, jadi kita bias lebih trampil dan disiplin. (While doing the microteaching lesson study project, we are taught to use media in teaching to make our teaching effective and interesting. Besides, we are also trained to manage the time and classroom well as well as comprehend the materials to teach. It makes us more skillful and discipline.)”

“Ya, micro teaching member saya kesempatan belajar mengatur kelas dalam simulasi yang merefleksikan sebagian keadaan dan suasana kelas yang sesungguhnya. (Yes, microteaching gives me opportunity to learn how to manage the classroom because it represents the actual classrooms.)”

Based on the interview, it can be noted that the pre-service teachers significantly took advantage of the microteaching lesson study project. Even though the questionnaire indicated that their self-efficacy level was still medium, it was still better than their efficacy before the microteaching lesson study project. Based on the researcher's observation note before the research, the pre-service teachers' self-efficacy was mostly low or nothing. It is predicted that it happens because to make their self fully sure, the pre-service teachers still need to do actual field practice (in which is also part of teaching practice in the real classroom). Assessing their self-efficacy after the field practice is then necessary to see the improvement of their teaching confidence as a teacher graduate.

To conclude, it can be said that the implementation of the microteaching lesson study provides a good impact on the English prospective teachers' self-efficacy. It can be seen from the responses of the pre-service teachers to the questionnaire and the interview session. This finding is similar to the study of Aرسال (2014) which noted that microteaching has a positive impact on developing pre-service teachers' sense of self-efficacy. Troop at al. (2015) also state that teaching practice (microteaching) increases self-efficacy, facilitation, and assessment of learner-centered lectures, and is a vital component to the teacher development program.

The level of self-efficacy indicated in this study may be resulted by some factors as follows. According to Bandura (1997), there are four sources of self-efficacy, namely previous performance, vicarious experience, verbal persuasion, and emotional cues. Previous performance is the most influential self-efficacy information source. The “do” stage during the three meetings of teaching performances gave the pre-service teachers opportunity to reflect on their previous teaching to make an improvement on their next performance. It is expected that their third performance of implementing instructional strategies and conducting classroom management is the best of all. In addition, the reflection is also done through the “see” stage, in which after each performance, the lecturer, as well as the other pre-service teachers, evaluate the practice. The progress will automatically improve the quality of the “plan” stage, in this case, is the quality of the lesson plan. In summary, it can be said that if the failure in various previous experiences can be overcome, it can trigger the self-efficacy to be better and make the individual able to overcome future obstacles.

Secondly, the vicarious experience is a way to improve self-efficacy by the inspiration of other’s success. The process of “see” in the microteaching lesson study is the source of this efficacy. In the “see” process, pre-service teachers and observer discuss the appearance of each pre-service teacher. During this activity, they commented and explained his positive and negative notes toward the performance. By doing so, the pre-service teachers learn from his own experience and experience of the other pre-service teachers. The role of vicarious experience on one's self-efficacy is strongly influenced by the individual's self-perception of himself. The more a person feels similar to the model; the success and failure of the model will increasingly influence self-efficacy. Conversely, if individuals feel more different from the model, then self-efficacy becomes increasingly unaffected by the behavior of the model. Someone will try to find a model that has competencies or abilities that are in accordance with their wishes. When looking at other people with the same ability to succeed in a task through diligent effort, the individual will feel confident that he can also succeed with the same effort. Conversely, self-efficacy can go down when people who are observed fail despite trying hard.

Thirdly, verbal persuasion is widely used to persuade someone that has the ability to achieve the expected goals. In the “see” process, through discussion between observers and pre-service teachers, observers have a wide opportunity to provide verbal

persuasive actions in improving the teaching competence. People who get verbal persuasion and then are given the chance to complete the tasks will exert greater effort than the people who are not persuaded.

The last source is emotional cues, which happens when someone believes that some psychological factors produce information in assessing their abilities. Conditions of stress and anxiety are seen by individuals as a sign that threatens self-disability. When someone faces a task, whether anxious or worried (low self-efficacy) or interested (high self-efficacy) can provide information about the person's self-efficacy. In assessing a person's ability is influenced by information about his physical condition to face certain situations by paying attention to his physiological state. In this case, the three stages in the microteaching lesson study, namely "plan", "do", and "see" also take part in training the emotional cues of the pre-service teachers. In the "plan" stage, challenges when making the lesson plan, which includes setting the goals, teaching method, lesson content, media, and assessment techniques, will provide a psychological burden. The "do" and "see" stages which commonly make the pre-service students nervous cannot be ignored as giving psychological burden as well. By doing this microteaching lesson study project, the pre-service teachers learned how to deal with those psychological challenges, so that they got accustomed to and can handle them easily.

4. CONCLUSION

This study shows that the microteaching lesson study has a good impact on the self-efficacy of the prospective English teachers into the medium level. This medium level of self-efficacy is showing their confidence in making their students engage during the learning process, their ability to implement appropriate teaching strategies and their capability to manage the classroom environment when teaching. It is argued that the pre-service students still reached the medium level of self-efficacy because they still need and eager to do actual field practice (in which is also part of teaching practice in the real classroom) before finally graduated and be an English teacher. Assessing their self-efficacy after the field practice is necessary to see the improvement of their teaching confidence.

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