

## **Microteaching Practices based on Multiple Intelligence: A Research and Development of Students' Handbook for English Language Education**

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**Abstract:** This research is aimed to (2) identify some problems in microteaching class, (2) find strength and weakness and microteaching class, (3) develop students' handbook based on multiple intelligence. This research and development is conducted towards Microteaching classes in English Language Education. Four techniques were applied to collect data, namely interview, observation, FGD and test. Meanwhile, ADDIE design was implemented in developing students book. The result shows that there are some problems in microteaching class, such as insufficient laboratory, students' anxiety was continuously increase, less supplementary material for students and some other problems. Some weakness was still found in implementing microteaching, namely the students book do not supply real example in each basic skill. Based on the finding above, the researcher then developed students book for microteaching class based on multiple intelligence to provide students exploring their inner potential in performing teaching basic skill in microteaching class.

**Keywords:** Microteaching, Multiple Intelligence, research and development.

### **1. INTRODUCTION**

Education plays important role in building human being, even the world. So, education field become sustainable issues as well as debatable. It needs progressive development and improvement. Discussing about education, we definitely define the word teaching in which it has some components, teaching goals, material, media and also evaluation. The term of teaching does not merely simply transfer of knowledge from teacher to students. Instead, it is a complex process that constitutes some elements to facilitate and influence the process of learning. Teaching foster changing

behaviour of human life to get better life. A teacher as the agent of education must help people to develop subject knowledge and may be even students mind and personality. Teacher must educate their learner, transferring knowledge, building character and also encourage them to solve problems and create new thing. This can be done either formal and non formal, it take place in school, workplace, training agency and so forth.

However, teaching anyone also be tiring, stressful and demanding. It is a responsible and any slip up is very visible. People's minds and motivation vary a great deal and teachers have to find many different ways to connect with

their students. So, to be a teacher needs a wide range of preparation. A good teacher is simply estimated from on how much the students understand from his/her teaching. When students does not understand the material, so teachers must reflect their own teaching competence. Complicated preparation is fully needed to build a good competence in teaching. In pedagogy curriculum, a set of learning outcomes have been design, start from basic knowledge such as psychological learners, method in teaching, developing material, selecting media and evaluating up to highest competence to demonstrate teaching in microteaching. They are interconnected each other. To prepare a good teacher, teacher training set some competence to be a good teacher, individual competence, professional competence, social competence and pedagogik competence. They were then divided into some subjects, one of them is microteaching

Microteaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five pupils for a small period of 5-20 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to refine old ones. Microteaching constitutes a teacher training technique for learning teaching skills. It employs peer teaching practices for developing teaching basic skills. It also builds students to get deeper knowledge regarding the art of teaching. According to Stanford technique involved the steps of “*plan, teach, observe, re-plan, re-teach and re-observe*” and has evolved as the core

component in 91% of on-campus clinical teaching development programs, with the significant reduction in the teaching complexities with respect to number of students in a class, scope of content, and timeframe. Most of the pre-service teacher education programs widely use microteaching, and it is a proven method to attain gross improvement in the instructional experiences.e ffective student teaching should be the prime quality of a teacher. As an innovative method of equipping teachers to be effective, skills and practices of microteaching have been implemented.

In conducting microteaching, a lecturer can apply an inovative approaches. One of them is applying multiple intelligence in exploring students potential to support teaching basic skills. The classrooms cannot be used as a learning platform for acquiring primary teaching skills. Training of medical teachers in specific teaching skills is a major challenge in medical education programs. The pedagogic skill for teaching can be acquired only through more structured and cheaper faculty training techniques. With the introduction of microteaching about five decades ago, the lacunae of scientifically proven or effective methods to be followed in teacher training programs has been overcome.

Since Microteaching is a complicated subject for students, so some problems still occurs during microteaching practices. Based on the observation in microteaching class, students still find difficulties in performing teaching basic skill. This motivate researcher to conduct a

research and development on microteaching class to help students in overcoming their problem. Especially, this research was conducted to develop students book for microteaching class based on multiple intelligence.

## **2. RESEARCH METHOD**

This reasearch and development is conducted towards Microteaching classes in English Language Education. Four techniques were applied to collect data, namely interview, observation, Foccus Group Discussion and test. From the interview with Microteaching lecturer, it can be seen that some problems were still found during microteaching class. FGD was conducted among students, English lecturer and practitionaer. Meanwhile, observation was conducted during microteaching class while students were performing teaching basic skills. And last, test was conducted by asking students to demonstrate teaching basic skill. Based on the gotten data, then ADDIE design was implemented in developing students book for microteaching class.

## **3. REASERCH FINDING AND DISCUSSION**

Based on the result of the first step of this research, it can be seen that there are some problems in microteaching class. First, microteaching class was executed traditionally since insufficient laboratory. In English Language Teaching, there's no microteaching laboratory. The classes were conducted in classroom, and to give experience in

conducting ideal microteaching, students are invited to practice microteaching in faculty laboratatory. This laboratory is devided into two rooms, one room as teaching practice room and another room as observer room. The equipments of this laboratory includes one teacher table, one teacher chair, there are thirty chairs which was divided into two rooms. This laboratory is also supported by a LCD projector and a white board. This was not enough to facilitate microteaching class. It should be tape recorder, VCD player and television.

Second, microteaching represents the whole competence in ELT, it requires the four basic competence, so some students still finds difficulties and it make them nervous in performing teaching basic skill. Students' anxiety was contineously increase, less supplementary material for students and some other problems. To avoid this, the reseacher suggested students to feel free by digging their own inner potential. Employing their own competence help them to feel free and at last, their anxiety gradually decrease, and more and more their self confidence will emerge.

Some weakness was still found in implementing microteaching, and the last crucial problem is the students book do not suply real example in each basic skill. Based on the finding above, the research then developing students book for microteaching class based on multiple intelligence to provide students exploring their inner potential in performing teaching basic skill in microteaching class. The students uses microteaching students' book in Indonesian version. They haven't got

English version, and moreover which include information on how to explore students inner potential. It explains the notion of microteaching and teaching basic skill basic skill that must be performed by students.

Based on the result of identifying problems done in the first step of this research, then the researcher continues to do second step of research, namely formulating proto-type of students handbook, it was constructed based on two terms, they are teaching basic skill in microteaching, and some intelligence in multiple intelligence. It entitled "*Microteaching Practices based on Multiple Intelligence: A Students Handbook for English Language Education*". After finished, it was then tested to students and also being consulted to expert. These were conducted to get some improvements for the proto type. After finished, it was then revised based on the weakness and the strength during implementation and also expert suggestion. The revised students handbook contains explanation of microteaching in generale and detail explanation of how implementing multiple intelligence in microteaching.

In this research, microteaching is conducted based on traditional medical teaching. As Ambii Ramees ( 2013) states that traditional medical teaching emphasizes on the transmission of factual knowledge and hence, the teachers are the main source of information. But, the conventional methods of medical teacher training are not adequate. So, the teaching objectives have now shifted to the student centered, measurable, achievable, relevant, and

timely concept. Microteaching serve students to observe their peer and give some note about weakness and strength. There was an increase in interests toward introducing microteaching techniques in the Indian medical schools. This training technique provides medical teachers an excellent opportunity to improve their teaching skills and follows the Skinners' theory of operant conditioning and also has a scientific basis. This was effectively encourage students to explore their competence. It is prove that the quality and competency of microteaching can be improved by effective multiple intelligence.

Before conducting microteaching in classroom, the lecturer gave a task for students to conduct field observation in real class. This aimed to get modeling for teaching practices. The observation was conducted during two weeks. The students must full fill all items in the observation sheet. The item was divided into three category, they are how is the implementation of teaching basic skill in classroom, what a teacher should prepare to conduct effective teaching and how to evaluate teaching. Each category consisted of more than ten items. After finishing field observation, students made observation report. To discuss thiis report, FGD was conducted. This aimed to give opportunities for students to share idea and also experiences they got during field observation.

After they got clear understanding about microteaching, the students are invited to design their own teaching practices. It consist of making lesson plann, presentation and explanation and giving feedback. Lesson planning

involves the preparation of a micro-lesson which should be organized in a logical sequence. The content should be concise, appropriate, relevant, and could cover the specified duration. Presentation and explanation involves the skills required to explain with clarity and proper understanding of the concepts. The components include teacher enthusiasm, creating readiness by a beginning statement or topic sentence, effective explanation, planned repetition, and concluding statements or key messages with summary of explanation. In these three steps, students must integrate their inner potential or multiple intelligence in their microteaching design as already explained in early meeting.

In conducting microteaching, a lecturer apply an innovative approaches. One of them is applying multiple intelligence in exploring students potential to support teaching basic skills. The classrooms cannot be used as a learning platform for acquiring primary teaching skills. Training of medical teachers in specific teaching skills is a major challenge in medical education programs. The pedagogic skill for teaching can be acquired only through more structured and cheaper faculty training techniques. With the introduction of microteaching about five decades ago, the lacunae of scientifically proven or effective methods to be followed in teacher training programs has been overcome.

Based on the result of the research of integrating multiple intelligence in microteaching class, it can be seen that this help students to improve their

teaching basic skill. The result shows that 75% students increase their score for teaching practices, 20 % students have the same score and 5 % students still find their difficulties to perform microteaching.

Here are detail explanation of implementing multiple intelligence in teaching basic skill for microteaching class

#### 1. Skill of Introducing a Lesson

This teaching basic skill requires three elements, namely: Linking with past experiences, link between introduction and main parts and Use of appropriate devices/ techniques like questioning, examples, etc. To perform these elements students can apply Logical Mathematical Intelligence. For example, when teacher trainees delivering material about simple past tense, so they can invite their students to mention what did they do during last holiday. After that, teacher trainees can introduce a lesson by saying that when we want to tell to others about our past event, we have to use simple past tense.

#### 2. Skill of Explaining

In this skill, teacher trainee is required to perform some teaching basic skill, they are Using beginning and concluding statement, Using explaining links, Questions to test students understanding, Questions followed by correct responses. To do this, teacher trainee can employ some intelligence such as interpersonal intelligence and also logical intelligence, how they can invite students to build knowledge

suing logical thinking then explained them orderly.

### 3. Skill of Stimulus Variation

In teaching practice, a teacher trainee must conduct some variation such as: Teacher movement, Teacher gestures, Change in voice, Focusing, Change in the interaction pattern, Pausing, Student's physical participation, Aural visual switching. In this skill, a teacher trainee can use some intelligence, such as musical intelligence, bodily kinesthetic intelligence and also spatial intelligence. Here, a teacher trainee can create a song about the material so he can invite students to learn the material based on the song given. Or he can make some body movement to illustrate the material. For example when the material is about narrative, he can tell the story with body movement. Drawing a picture about the material is also interesting for students, it means he apply spatial intelligence.

### 4. Skill of Questioning

This skill requires some types of questions, namely introductory, probing question, testing question and also recapitulatory questions. In this skill, a teacher trainee can use spatial intelligence. He can make a hand made media such as doll, statue and also picture. Students are invited to ask some question based on the media, in vice versa, a teacher trainee can ask some questions based the media to cope all type of questions. For example, while drawing a picture, he can invite students to guess what the drawing

is, asking what do you know about the picture and so on. Instead of sharing well-done picture for students, direct drawing while delivering material seem more interesting and appeal students curiosity.

### 5. Skill of Reinforcement

This skill seem so simple and easy, but it is very important to support students learning. This skill consists of Positive Verbal Reinforcement, Positive Non verbal reinforcement, Negative Verbal and Negative Non verbal. These done to invite students positive response. Like other skill, a teacher trainee can integrate their interpersonal intelligence, spatial intelligence and also musical intelligence. For example, when a student can not finish his task well, so teacher trainee can persuade students with their interpersonal skill, since a person with this intelligence are able to interact with other simply and easy to understand other feeling.

### 6. Skill of Illustration

This skill help students understand lesson through teacher's illustration. This skill includes formulating simple examples, formulating interesting examples, formulating relevant examples and linking examples with day- to-day life. Teacher trainee can use linguistic intelligence, or using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They

can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture. These can be used to give illustration, he then be able to rightly explain the concept by simple, relevant, and interesting examples to increase learners' understanding.

#### 7. Skill of Black Board Writing

Even nowadays mostly teachers use slides to deliver material, but the demand to write on the white board is still needed. This includes legibility of handwriting, neatness in blackboard writing and appropriateness of written work on the blackboard. To perform this skill, spatial intelligence is suitable to be integrated. A person who has this this intelligence like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/grap. So, to have legibility of hand writing and also other compeointent of hand writing skill, this intelligence can be applied by inserting some drawing in writing, or make chart and also diagram to explain the material.

#### 8. Skill of achieving closure

To end up a lesson, a teacher trainee should be able to achieve closure. This skill includes: Questions and statements by the

teacher related to the consolidation of the major points covered during the lesson; Opportunities provided by the teacher to the pupils for linking the present knowledge with the past knowledge.; Opportunities provided by the teacher to the pupils for applying the knowledge gained during the lesson to the new situations.; and Opportunities provided by the teacher to the pupils for linking the present knowledge with the pupils' future. Integrating Intrapersonal intelligence in achieving closure can help teacher trainee to close lesson effectively. Because this intelligence reflects understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners. A teacher trainee must make students understand what the learning goal.

This research prove that encouraging students to explore themselves help students to improve their microteaching competence indepently. Inner driven make them easier to express their idea and creativity. The most important thing that a lecturer do is digging students inner potential before asking them to demonstrate microteaching. Before asking them to do something. A lecturer

must ask them to know themselves, what they like, what they talent, what their interest and what thing that help them to finish their job and to overcome their problems. By conducting this self-mapping, it make students easier to decide what kind of teaching they will have.

#### 4. CONCLUSION

Microteaching constitute a scaled down teaching practices that must be mastered by students to be a professional teacher. Since it is a complicated skill, so students still finds difficulties in performing microteaching. Some problems are found during microteaching class, insufficient laboratory, students anxiety and also less of references. To overcome this problem, a lecturer must apply inovative and meaningfull approaches for students. Constructing a students book based on multiple intelligence is an effective way to help students in overcoming their

problems in performing teaching basic skill in microteaching.

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