

The Efficacy of Pre-Service Teacher Training Camp in Developing Students' English Teaching Skills at Education Study Program in Indonesia

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Abstract

This research was aimed at finding out the efficacy of Pre-service English Teacher Training Camp program in developing students' skills in teaching English as a Foreign Language. This research was conducted at the English education study program of Institut Agama Islam Negeri (IAIN) Palopo, an Indonesian University. The total number of samples was 15 students. This research used a pre-experimental method with pre-test and post-test design. The pre-test through a microteaching practice was given to find out the basic ability of the students in teaching and the post-test given to find out

the students' improvement in teaching after giving the treatment through Pre-service English Teacher Training Camp. The Camp was conducted in 10 days with lesson teaching models, plans to make, teaching practice and experts' feedback as main activities. The findings showed that Pre-service English Teacher Training Camp is effective in developing students' skills in teaching English as a Foreign Language. It is supported by the result of the significance test through SPSS 20 program that the P was 0.00. Therefore, it is recommended to conduct the Pre-service English Teacher Training Camp program in developing students' skills in teaching English as a Foreign Language at English education study program in Indonesia.

Keywords: Pre-service English Teacher Training Camp program, Pre-service Indonesian EFL students, English Teaching Skills

Introduction

In accordance with the vision and mission of Institut Agama Islam Negeri (IAIN) Palopo, alumni including prospective teachers, both in terms of quality and quantity should continue to receive attention. This must be followed by various renewal efforts in various fields. The most important improvement in the quality of prospective education personnel to be done is through the development of competencies for prospective teachers graduating from IAIN Palopo. The development of teaching skills is directed to support the competence of professional teacher candidates. Especially with the enactment of Law No. 14 of 2005 about Teacher and Lecturer demand the teacher educated qualification for the bachelors' degree (S1). In order to realize the professional teacher who has a qualification in S1, the competence improvement program for the alumni of education and teaching major is very important. Teaching skills (teaching skills) must be the compulsory provision of students as prospective teachers to be better prepared and resilient in solving various educational problems. This is also supported by Sevimel and Subasi (2018) who state that the factors that most influence the professionalism of prospective teachers are practical teaching experiences.

The results of observations and interviews to the 6th semester of English students of IAIN Palopo, they still face difficulties and challenges in teaching. They still lack teaching knowledge and still have problems with teaching practice even though they have learned many lessons about teaching in the previous semester. They still lack confidence and feel embarrassed about perfume as professional teachers. They still need training and additional knowledge that focuses on teaching English (Masruddin, 2018). There are some students who already have English competence but they

still really need more extra teaching skills. Based on the problems of prospective English language students, one of the solutions offered is the English Teacher Camp Pre-service Program.

The teaching and learning process is the main learning activities carried out at school. The teaching and learning process is a series of interactions between the teacher and students that take place in an educational situation to achieve the learning objectives. The main role model in the learning process is the teacher. In this case, the teacher functions are as teaching and learning process manager, acting as a facilitator, good learning materials developer, and improve students' ability to listen to the lessons and master the educational goals that they must achieve.

The teacher has a very important role in determining the quality of learning. Therefore, the teacher must be able to master the teaching skills. The teaching basic skill is tactics or methods that teachers do in delivering learning activities to obtain optimal learning outcomes. Turney (1973) in Majid (2013) mentioned 8 teaching basic skills, namely: questioning skills, strengthening skills, teaching skills of small groups and individuals, explaining skills, opening and closing skills in learning, skills in guiding small group discussions, classroom management skills, and skill to make variations. Basic teaching skills according to Allen and Ryan (1969) in Remesh (2013) include tactics to open the lessons, stimulus variations, questioning skills, cues, giving illustrations/examples, communication skills, reinforcement and feedback, and strategies to close the learning process. The ability to develop basic teaching skills is carried out starting from the initial activities (opening), initiation activities, to the final activities (closing) of learning.

Teaching basic skills are needed to create an effective learning process. Effective teaching and learning conditions are characterized by students' interest and attention in learning (Usman, 2010). Having the ability to apply each type of teaching basic skills in professionally is not enough just to be memorized. Each type of teaching a basic skill is an applicative ability that needs to be sharpened with regular exercises through a controlled mechanism.

Training to master and improve basic teaching skills needs to be done by prospective teacher students through an approach called "microteaching". In the microteaching process, students are trained to develop certain teaching skills in a more specific and controlled (A. Pelberg, 1982) in Rusman (2010) The implementation of microteaching is carried out on a simplified scale covering the number of students, the time used, and the material presented.

Arsal (2014) states that microteaching is a quick and enjoyable training tool offering pre-service teachers confidence, reinforcement, and feedback by giving them with chances to experiment with small parts of what they may plan to teach. Similarly, Fernandez (2005) points out that microteaching involves pre-service teachers in a cooperative program of lesson plans, application,

analysis, and revision. Furthermore, as indicated by Arends (2000), microteaching activities are useful in reducing pre-service teachers' anxiety levels and increasing their professional competence to and awareness about the teaching profession; in addition, microteaching can help them to learn how to engage with students, have experience in assessment, integrate educational technologies into their classes, and manage their classrooms successfully. In addition, Ho Phuong Chi (2016) explains that in order to create a professional teacher in teacher education, it is good chance to motivate them through the teaching practicum.

It was found that microteaching activities gave their participants opportunities for self-reflection. In another study dealing with the assessment dimension of the microteaching sessions, Büyükkarcı (2014) came to the conclusion that the formative microteaching assessment reduced pre-service teachers' anxiety, and augmented their professional development. Regarding the effectiveness of microteaching videos on methodology courses, Savaş (2012) investigated the opinions of EFL teacher candidates and revealed that microteaching videos supported their English competence and their teaching ability. Ögeyik (2009), on the other hand, researched the significances and drawbacks of microteaching as perceived by prospective EFL teachers, and found that microteaching was commonly trusted to be effective in relating to their self-confidence, professional development, self-assessment, material development, and teaching competencies. She also found that microteaching supports reflective practices among pre-service teachers.

There have been some researchers in other areas of EFL teacher education in the world. To describe many research studies have stated the effectiveness of microteaching on English as a Foreign Language (EFL) pre-service teachers' professional development both in Turkey (Kavanoz & Yüksel, 2010; Büyükkarcı, 2014; Savaş, 2012; Ögeyik, 2009) and in other EFL contexts (Ismail, 2011; He & Yan, 2011; Elghotmy, 2012; Rozimela, 2013; Al-Humaidi & Abu-Rahmah, 2015; Ping, 2013). The studies that have been done in Turkey, Kavanoz, and Yüksel (2010) analyze the effect of microteaching use on pre-service EFL teachers. Their instruments to gather the data were interview guide, observation sheet, self-analysis reports and peer-evaluation forms. Ismail (2011) researched the opinions of pre-service EFL teachers in the United Arab Emirates, and revealed that microteaching was deemed to be beneficial for the improvement of their teaching strategies. Investigating the positive and negative aspects of microteaching practices from the perspectives of Chinese pre-service EFL teachers, He and Yan (2011) used reflective paper writing to collect data. They found that while microteaching was beneficial for professional development, some of the participants felt that the created classroom environment for the microteaching sessions was artificial.

In Egypt, Elghotmy (2012) proved the views of pre-service EFL teachers and their instructors about a microteaching course. The questionnaire, semi-structured in-depth interviews, and a reflective journal were used to collect the data. The researcher concluded that some of the difficulties faced during the course were modeling the skills, planning the lesson, micro teaching also giving and receiving feedback. However, the course was found to be good in developing the teaching performance of pre-service teachers.

In Indonesia, on the other hand, Rozimela (2013) tried to bring out the perceived strengths and weaknesses of a microteaching course and the effects of reflective teaching on pre-service teachers' pedagogical performance. The data collected through journals, observations, and interviews indicated that the most problematic aspect of the course was confusion among participants pertaining to the teaching practice. Also, the pre-service teachers need reflective teaching and journal keeping. More recently, Al-Humaidi and Abu-Rahmah (2015) have used a microteaching model and evaluated its effectiveness in the Omani EFL context. Reflective questions raised by peer students, self-assessment forms, and the teacher's feedback were used to collect the data. The model developed for the study helped maximize the effectiveness of microteaching as their conclusion. In an experimental research study involving a pre-test and post-test, a successful application of Microteaching in the Chinese EFL teacher education context was described by Ping (2013). It was found in the study that microteaching provides a powerful context for the development of teaching skills.

The formulation of the problem in this research was formulated in the form of questions, they are: Is the Pre-service English Teacher Camp program effective in improving teaching skills of prospective English teacher students at English study program of IAIN Palopo?. The purpose of this study was to test the effectiveness of the English Teacher Camp Pre-service Program in improving the teaching skills of prospective English teacher students through experiments.

Pre-service English Teacher Camp Program is a basic teaching skill development program for prospective English Teachers and intended for students at English Study Program of IAIN Palopo who are in their final semester and still in the process of completing a thesis proposal transitioning to Teaching Practice at School and Community Service Program. This program is one of the efforts of English Study Program to improve the quality of its graduates. This program involved lecturers and graduates as mentors and facilitators. Students who involved in this program were given intensive training with the main activities namely lesson teaching models, plans to make, teaching practice and experts' feedback as main activities.

Methods

This research was conducted at the English Study Program, State Islamic Institute of Palopo. This research was experimental research. It aimed at finding out the effectiveness of the Pre-service English Teacher Training Camp program on the teaching skills of prospective English teachers. The research subjects were students at the students in the academic year 2017/2018 which the total numbers of participants are 15 people. The research was conducted for 10 days. The researcher applied pre-test, treatments and post-test. The pre-test and post-test were done by observing and assessing teaching skills of prospective English teacher before for pre-test and after the Pre-service English Teacher Training Camp program for post-test.

In the first step of the Pre-Service English Teacher Training Camp program, the researcher observed the students' ability in their microteaching by using the microteaching assessment rubric. The assessment instruments that have been used in assessing the microteaching ability is divided into 5 main parts which are consisted of 22 items of evaluation as follows:

The rubric of microteaching assessment

3 = Exceed Expectations

2 = Meets Expectations

1 = Needs Improvement

Preparation

1) The teacher was well-prepared and organized. Comments:	3	2	1
2) The prepared goals/objectives were apparent. Comments:	3	2	1

Presentation

3) The material was explained in an understandable way. Comments:	3	2	1
4) The lesson was smooth, sequenced, and logical Comments:	3	2	1
5) The lesson was well-paced. Comments:	3	2	1

6) Directions were clear, concise, and students were able to carry them Comments:	3	2	1
7) The teacher answered the questions carefully and satisfactorily. Comments:	3	2	1
8) The teacher showed an interest in, and enthusiasm for, the subject taught. Comments:	3	2	1
9) The teacher demonstrated an understanding of the concepts presented and provided accurate information. Comments:	3	2	1
10) Applied appropriate principles of ESL/EFL learning and teaching methodology Comments:	3	2	1

Implementation

11) The teacher was able to adapt to unanticipated situations. .Comments:	3	2	1
12) The teacher moved around the class and made eye contact with students Comments:	3	2	1
13) The teacher positively reinforced the students. Comments:	3	2	1
14) Examples and illustrations were used effectively. Comments:	3	2	1
15) Instructional aids or resources materials were used effectively Comments:	3	2	1

Personal Characteristic

16) Patience in eliciting responses .Comments:	3	2	1
17) Clarity, tone, and audibility of voice Comments:	3	2	1
18) Personal appearance. Comments:	3	2	1
19) Pronunciation, intonation, fluency, as well as an appropriate and acceptable use of language. Comments:	3	2	1
20) Communicates effectively in speech Comments:	3	2	1

Preparation

21) The teacher was able to control and direct the class. Comments:	3	2	1
22) The teacher was relaxed & matter-of-fact in voice & manner. Comments:	3	2	1

Furthermore, the treatment in this study was conducted for 10 days in the Pre-service English Teacher Training Camp program. In the process of camp, there were some main daily activities from morning up tonight, such as warming up, ice-breaking activities, teacher models by some graduates and professional teachers, lesson plan activities, discussion and presentation of the planning for teaching the specific skill, practicing, feedback, review of activities.

At the final stage of the study, the researcher conducted the last examinations as a post-test for each student. The students again were asked to conduct microteaching for specific skills. An independent test was conducted to find out the ability to teach students after participating in the Pre-

service English Teacher Training Camp program. The comparison data for the pre-test and the post-test was used to test the hypothesis of the significant effect of the application of multi-discussion-simulation methods and practice on the Pre-service English Teacher Training Camp program on the teaching skills of prospective English teacher students. Observation data collection instruments teaching skills after the Pre-service program English Teacher Training Camp will use the same rubric as the rubric in the initial test.

The data were obtained in the form of quantitative data, which was then analyzed by paired-sample t-test using SPSS 20. The result of the t-test was used to answer the hypothesis about the effectiveness of the Pre-service English Teacher Training Camp program on teaching skills of Pre Service English language teacher students.

The hypothesis of this study was:

1. Null Hypothesis (H0): There is no significant difference between the results of observations of students' teaching skills before and after treatment through the Pre-service English Teacher Training Camp in the English education program IAIN Palopo
- 2) Alternative Hypothesis (H1): There is a significant difference between the results of observations of students' teaching skills before and after treatment through the Pre-service English Teacher Training Camp in the IAIN Palopo English education program.

Criteria for Testing acceptance and rejection of hypotheses are:

$H_0 > H_1$: Zero hypothesis is rejected

$H_0 < H_1$: Zero hypothesis is accepted

Results

The result of the research shows that there is an improvement of students' ability in teaching after the treatments through Pre-service English Teacher Training Camp program. There are 4 aspects that have been evaluated in students' teaching skill namely 1. Preparation, 2. Presentation 3. Implementation/method, 4. Personal Characteristic, and 5. T-S Interaction

Table 1. Students' mean score of teaching skills in Pretest and Posttest

Pre-test	30.60
Post-test	55.53

Table 1 shows that the students' achievements in teaching skills have been improved. The students can increase their achievement in the post-test. Furthermore, the hypothesis of the research

was tested using SPSS 20. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significant difference between the result of students' mean score in pretest and posttest. Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N - 1, where df = 15, then the t-test is presented in the following table.

Table 2. The Probability Value of T-Test of the Students' Achievement

Variable	P-Value	(α)
X2 - X1	0.00	0.05

From the analysis, the researcher concludes that there was a significant difference between pretest and posttest in developing teaching skills through Pre-service English Teacher Training Camp program. In other words, using the Pre-service English Teacher Training Camp program can develop the teaching skills of students.

The result of statistical analysis for the level of significance 0, 05 with the degree of freedom (df) N-1, where (N) = 25, df = 24. The probability value was smaller than α (0.00 < 0.05). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that the Language Experience Approach (LEA) effective in increasing reading fluency ability.

In addition, the next bar chart shows the comparison between the students' achievement in five dimensions of teaching skills before and after treatments.

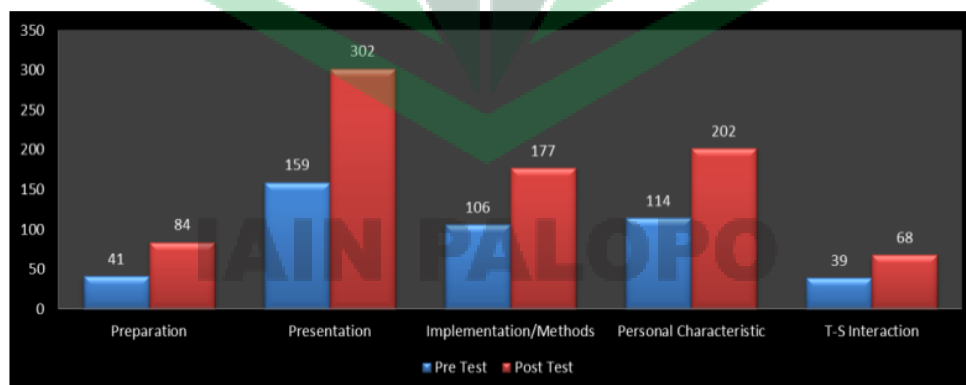


Figure 1: Students' scores in pre-test and post-test

From the previous chart, it can be seen that there was a significant difference between students' score in pre-test and post-test. The students' score in post-test was higher than their score in the pre-test. The students' teaching skills were increased significantly. In preparation from 41 into 84, presentation skill raises from 139 becomes 302, implementation raises from 106 becomes 177, personal characteristic raises from 114 becomes 202, Teacher-Student (T-S) interaction raises from 39 into 68. It means that there was an improvement of students' score from pre-test to post-test after following the training through Pre-service English Teacher Training Camp program.

Discussion

Based on the result of this study, the researcher proves that developing the teaching skills of students through Pre-service English Teacher Training Camp program is effective. Based on the result of data analysis, the researcher found out that The Pre Service English Teacher Training Camp is effective in developing students' teaching skill at the sixth-semester students of IAIN Palopo especially in five aspects of teaching skills. From the result data analysis, shows that the mean score of the student's pretest was 30.60 and the mean score of posttest was 55.53. The standard deviation of pretest was 3.01 and the standard deviation of posttest was 2.85. It means that The Pre Service English Teacher Training Camp is effective in enhancing the students' teaching skills in Indonesia.

This also in line with what is explained by Sevimel & Subasi, (2018) state that English teacher candidate needs much practice and experiences. Furthermore, it was mentioned previously that training to master and improve basic teaching skills needs to be done by prospective teacher students through an approach called "microteaching". In the microteaching process, students are trained to develop certain teaching skills in a more specific and controlled (A. Pelberg, 1982) in Rusman (2010). The implementation of microteaching is carried out on a simplified scale covering the number of students, the time used, and the material presented.

In this research, the microteaching practice during the camp was beneficial since through the self and peer evaluation forms, they could develop their critical thinking skills, discover their teaching strengths and weaknesses, and reflect on the areas they need to improve. The finding of this research is similar to the results of other studies concluding that such forms paving the way for reflective practices not only raise Pre Service Teachers awareness of their strengths and weaknesses as a point of departure for improvement, but also facilitate professional growth in the long run (Britton & Anderson, 2010; Blank, 2009; Bailey, 2006; Richards & Lockhart, 1996). Microteaching is also regarded as a means of pre-service teacher development believed to enhance Pre Service Teachers

students' self-confidence and improve their instructional skills (Peker, 2009; Şen, 2009; Tsang & Wong, 1996). Another important finding of the current study is that some Pre Service Teachers students pointed out that they learned new activities from their friends, observed different classroom management procedures, and improved their language skills (e.g., pronunciation). Also, some of them claimed that they made progress in the following areas as a result of microteaching practices: lesson planning, giving instruction, preparing materials, adjusting their voices in the classroom, error correction, creative use of technology and time management. Similar benefits of the pre-service teacher camp experience for the training of prospective EFL teachers were revealed in some other studies carried out in Turkey (Ögeyik, 2009; Kavanoz & Yüksel, 2010).

In this research, the candidates of the teacher were trained with specific goals every day. The facilitator has formatted some goals for each activity. This is in line with what expert said such as Pelberg (1982) in Rusman (2010) that in the microteaching process, students are trained to develop certain teaching skills in a more specific and controlled. The implementation of microteaching is carried out on a simplified scale covering the number of students, the time used, and the material presented.

Another thing that makes this research successfully conducted is the students were enjoyable and they can reduce their anxiety in teaching. This fact is supported by Arsal (2014) who states that microteaching is a quick and enjoyable training tool offering pre-service teachers confidence, reinforcement, and feedback by giving them with chances to experiment with small parts of what they may plan to teach. Furthermore, as indicated by Arends (2000), microteaching activities are useful in reducing pre-service teachers' anxiety levels and increasing their professional competence to and awareness about the teaching profession; in addition, microteaching can help them to learn how to engage with students, have experience in assessment, integrate educational technologies into their classes, and manage their classrooms successfully. Then, Büyükkarcı (2014) came to the conclusion that the formative microteaching assessment reduced pre-service teachers' anxiety, and augmented their professional development. Regarding the effectiveness of microteaching videos on methodology courses, Savaş (2012) investigated the opinions of EFL teacher candidates and revealed that microteaching videos supported their English competence and their teaching ability.

During this research, there are some weaknesses in teaching skills of the students have been improvements such as they are still lack of teaching knowledge and still have problems with teaching practice even though they have learned many lessons about teaching in the previous semester. They still lack confidence and feel embarrassed about perfume as professional teachers. They still need training and additional knowledge that focuses on teaching English. There are some students who

already have English competence but they still really need more extra teaching skills. This means that the Pre-service English Teacher Camp Program has become the solution for creating a professional teacher in the future. Related to this fact, Ho Phuong Chi (2016) explains that in order to create a professional teacher in teacher education, it is good chance to motivate them through the teaching practicum.

It was found that during the Pre-service English Teacher Camp Program activities gave the participants opportunities for self- reflection. In another study dealing with the assessment dimension of the microteaching sessions. Ögeyik (2009), on the other hand, research the significances and drawbacks of microteaching as perceived by prospective EFL teachers, and found that microteaching was commonly trusted to be effective in relating to their self-confidence, professional development, self-assessment, material development, and teaching competencies. She also found that microteaching supports reflective practices among pre-service teachers.

There have been some researchers in other areas of EFL teacher education in the world. To describe many research studies have stated the effectiveness of microteaching on English as a Foreign Language (EFL) pre-service teachers' professional development both in Turkey (Kavanoz & Yüksel, 2010; Büyükkaracı, 2014; Savaş, 2012; Ögeyik, 2009) and in other EFL contexts (Ismail, 2011; He & Yan, 2011; Elghotmy, 2012; Rozimela, 2013; Al- Humaidi & Abu-Rahmah, 2015; Ping, 2013). The studies that have been done in Turkey, Kavanoz, and Yüksel (2010) analyze the effect of microteaching use on pre-service EFL teachers. Their instruments to gather the data were interview guide, observation sheet, self-analysis reports and peer-evaluation forms, Ismail (2011) research the opinions of pre-service EFL teachers in the United Arab Emirates, and revealed that microteaching was deemed to be beneficial for the improvement of their teaching strategies. Investigating the positive and negative aspects of microteaching practices from the perspectives of Chinese pre-service EFL teachers, He and Yan (2011) used reflective paper writing to collect data. They found that while microteaching was beneficial for professional development, some of the participants felt that the created classroom environment for the microteaching sessions was artificial.

In Egypt, Elghotmy (2012) proved the views of pre-service EFL teachers and their instructors about a microteaching course. The questionnaire, semi-structured in-depth interviews, and a reflective journal were used to collect the data. The researcher concluded that some of the difficulties faced during the course were modeling the skills, planning the lesson, micro teaching also giving and receiving feedback. However, the course was found to be good in developing the teaching performance of pre-service teachers. In Indonesia, on the other hand, Rozimela (2013) tried to bring out the

perceived strengths and weaknesses of a microteaching course and the effects of reflective teaching on pre-service teachers' pedagogical performance. The data collected through journals, observations, and interviews indicated that the most problematic aspect of the course was confusion among participants pertaining to the teaching practice. Also, the pre-service teachers need reflective teaching and journal keeping. More recently, Al-Humaidi and Abu-Rahmah (2015) have used a microteaching model and evaluated its effectiveness in the Omani EFL context. Reflective questions raised by peer students, self-assessment forms, and the teacher's feedback were used to collect the data. The model developed for the study helped maximize the effectiveness of microteaching as their conclusion.

In an experimental research study involving a pre-test and post-test, a successful application of Microteaching in the Chinese EFL teacher education context was described by Ping (2013). It was found in the study that microteaching provides a powerful context for the development of teaching skills. However, similar to He and Yan (2011),

Conclusion

The Pre-Service English Teacher Training Camp program is effective in enhancing the students' teaching skills in Indonesia. It was proven by the data that there was a significant difference between the students' mean score of pretest and posttest. In the pre-test, the students' mean score is 30.60 and the students' score in posttest is 55.53. Moreover, it also can be seen by t-test of the students' reading fluency achievement was smaller than $\alpha = (0.00 < 0.05)$.

Pedagogical Implication

Based on the result of the research, it can be stated that the pre-service English teacher training camp can be used to improve the teaching basic skill of the students. The students can learn how to create an effective learning process. The candidate of teachers can create a good teaching process by increasing their students' interest and attention in learning. In addition, the pre-service English teacher training camp can sharpen the teaching skills of the candidate English teachers with regular exercises through a controlled mechanism.

Furthermore, the pre the pre-service English teacher training camp program can develop the pre-service teachers' confidence through some chances to experiment with a small part of what they may plan to teach. Then, the microteaching activities in the camp are useful in reducing pre-service

teachers' anxiety levels and developing their professional competence to and awareness about the teaching profession; in addition, microteaching can help them to understand how to involve with students, get experience in assessment, integrate educational technologies into their classes, and manage their classrooms successfully.

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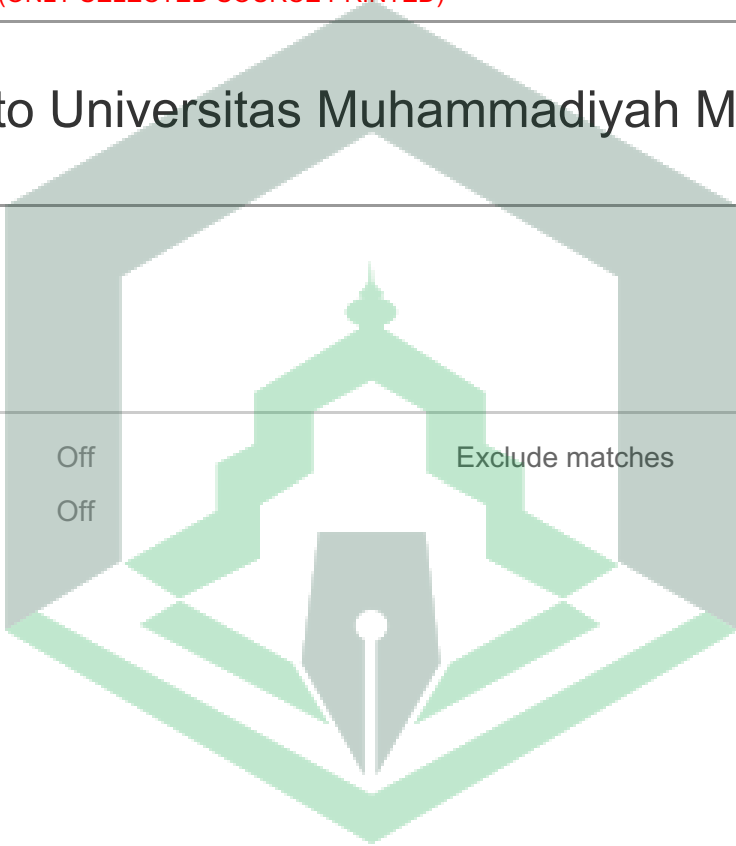
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