

**The Effect of Blended Learning to the Students' Achievement in English For Specific (ESP)
Class At Islamic Education Study Program In Indonesia**

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Abstract

Blended learning is trusted to improve students' understanding of learning English for Specific Purpose. The application of offline and online activities is expected to give a better outcome than traditional face-to-face activities. This research presents how blended learning was

applied in an ESP class of Islamic Education Study Program and whether it significantly improved students' achievement after the treatment. The participants involved in this research were 25 students of the second-semester students of the Islamic Education Study Program State Islamic Institute of Palopo, Indonesia. Pre-Experimental research was conducted by comparing the means of the participants' scores in both pre-test and post-test. The analysis shows that there was a significant improvement, proven by the paired t-test analysis. The p-value 0.00 was less than alpha 0.05. This research concluded that blended learning was effective to assist the students to learn English for Specific Purpose at the Islamic Education Study Program. To strengthen the findings, this research also involved pre-questionnaire and post-questionnaire to understand students' responses to the use of blended learning. At the end of the semester, most students found that online activities help them comprehend and practice the materials. Students' reflective journals also revealed that blended learning was able to improve their understanding and interest in learning English for Specific Purpose at the Islamic Education Study Program.

Keywords: *blended learning; ESP Class; pre-experimental research*

Introduction

Students of English for Specific Purpose (ESP) class in Islamic Education Study Program at State Islamic Institute (IAIN) Palopo - Indonesia are demanded to be able to understand and communicate in English. In fact, there are still many students have low skills and low motivation in English. It happens since they are still rarely practice and lack of vocabulary in English. In addition, they have no many chances to use and exposure their practice in English. Furthermore, the available materials for students of Islamic Education Study Program at IAIN Palopo are still in only offline form. They need to have more motivated teaching materials and teaching process in their English Specific Purpose (ESP) in order to support their career in the future. One of the ways to solve the students' problem is through blended learning.

Blended learning is trusted to improve students' competence in learning. Pravingwong (2018) states that students who are learning through blended learning instruction perform higher progress. This approach can be described as a collaboration of a face-to-face classroom component with online instruction (Osguthorpe & Graham, 2003). The employment of offline and online program is expected to have a better outcome than the traditional face-to-face programs. It should be accepted that today's generation is familiar with technology; hence they are categorized as the net generation. In addition, one of the advantages of having online files is that students can find out the files they have and read e-

books, as an instance, more flexible in time and space. It is, then, inevitable that the learning and teaching process should provide online materials and exercises to engage the students' contexts.

Some researchers have shown their argument that the teaching of ESP should suitable with the target learners' needs (Masruddin, 2018, Saragih, 2014, Gatehouse, 2001; Hutchinson & Waters, 1987). This research is trying to examine the effectiveness of Blended Learning in developing students' competence in an ESP class namely in Islamic education study program at IAIN Palopo, Indonesia. The Blended learning in this ESP class is created based on the target learners' needs. The Blended Learning program is expected to be able to be suitable to the students' need at Islamic education study program. ESP program has to be developed since the significance of the language courses with specific contents, language skills, motivations, and processes are mixed into specialized courses.

The researcher expects that the result of this research can be a helpful contribution for the English teachers to develop their strategies in teaching in an ESP class of Islamic Education Study Program and its effectiveness in improving students' achievement after the treatment. The research is limited to the use and the effectiveness of using blended learning in an ESP class of Islamic Education Study Program.

Blended learning prepares approaches to give solution one of the main duties of modern traditional education: the application and development of each student's potential abilities. Based on the blended learning concept, it is possibly assumed that the introduction of this form of training to teaching practice can develop the efficiency of the educational process in a changing paradigm of advance modern education. This idea is based on an analysis of Russian and foreign experts' works on blended learning (Bersin, 2004; Mokhova, 2005; Kapustin, 2007; Picciano & Dziuban, 2007; Sharma & Barrett, 2007; Nazarenko & Sizykh, 2009; Matukhin et al., 2014; Veledinskaya & Dorofeeva, 2014).

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Literature Review

Sharma (2010:456) has defined blended learning as the integrated collaboration of modern learning with web-based online approaches and traditional learning process which is related to the classroom face-to-face language classes. Furthermore, blended learning can also be described as a collaboration of technologies or a collaboration of multiple methodologies.

Thorne (2003) states that blended learning as the evolution in our learning program which is most logical and natural. It offers an elegant solution to the challenges of supporting learning and development to the individual's needs. By saying those words he endorsed and joined most of the

researchers who considered blended learning as one of the efficient tools that technology has brought, as well as stating that it is a good alternative solution which is suitable to various levels of knowledge.

Blended learning is much related to media and technology. It is defined as a comprehensive concept which combines various approaches supporting the traditional one. However, blending a classroom needs to have a face-to-face (FTF) system in order to keep matching with the traditional system of education (Macdonald.2008).

Western Sydney University gives a general description for Blended Learning by defining it as a strategic and systematic approach that collaborate various types of learning by using the convenient ICT's to consolidate the best of all aspects which consists of face-to-face (FTF) and online interactions in learning. (University of Western Sydney.2013).

Rooney (2003) has described a clear definition that is cited by Bonk, C. J. & Graham in their book "The Handbook of Blended Learning ", he stated that: "In 2003, the American Society for Training and Development described blended learning as one of the top ten trends to emerge in the knowledge delivery industry".

Another view definition by Motteram & Sharma (2009) which was cited by Zhao (2013), stated that: "Despite continuing scholarly arguments over its definition and form, most recently it has come to signify, specifically, the continued use of technology and face-to-face (FTF) methods in teaching and learning", it is to show that Blended Learning cannot stand for one definition agreed upon; Furthermore, the continued improvement of technology in education, that ensures supporting the complexity of presenting and designing lectures, may prepare new aspects, techniques and challenges to change the overall view of Blended Learning.

The Internet gives a variety of ways for language learners to involve in communicative activities. Due to developed chances apart from reading and writing online speaking and listening activities can be included (Chinnery, 2010). The application of computers in the foreign language classroom has totally affected how teachers teach and students learn, and continuing improvement in the Internet technology will most likely continue to affect the profession of teaching languages. In order to support online teaching successfully, some requirements must be fulfilled, such as chances for learners to involve and negotiate to mean, communicate in the target language, be engaged in authentic tasks, work in a good environment without stress or anxiety, and teachers have to give feedback to learners on their success and achievements (Egbert, Chao, and Hanson-Smith, 1999:4).

By applying these principles to online speaking and listening interaction activities, the new technologies have become the main tools for enhancing students' second language learning and acquisition.

Related to learning outcomes, BL has been proven to reduce drop-out rates, improve exam pass rates, and develop student achievement. For example, López-Pérez, Pérez-López, and Rodríguez-Ariza (2011) examined the use of BL with 985 first-year university students in a general accounting course at the University of Grenada. They found that by using various kinds of online materials and exercises to consolidate the content of the FTF lessons, including online evaluations, student drop-out rates were reduced and exam pass rates increased. Students have improved their final' achievement while the teacher' involvement has achieved an excellent degree during the learning process. Finally, students experienced that the BL environment contributed to a high degree of utility and improved their motivation and satisfaction. These findings were stated by Vaughan (2010) who conducted a case study with 70 participants which compared an experimental psycholinguistics course before and after its redesign that focused on alignment of learning outcomes, assessment activities and the use of technology. This course was included in an institutional initiative to shift teaching and learning from a passive learning approach to a more involved and collaborative one through the use of BL. The redesigned course saw student satisfaction raise from 50% to 75% while retention increased and the class grade average improved substantially. (Jacob, Larsen, Jacob, & Larsen, 2012)

Several studies also show how student's interest, satisfaction, and motivation can improve as a result of using a Blended Learning environment. An example of one such research is Collopy and Arnold (2009) who evaluated the work of 80 undergraduate teacher candidates who involved in modules delivered in one of three ways: online only, partially blended and fully blended. Their results showed that learners in the two types of blended classes found "significantly greater feelings of ability and comfort in putting what they learned into practice" (Collopy & Arnold, 2009, p. 97) and were more satisfied with how their group work teams functioned compared to the online-only group.

Amaral and Shank (2010) prove that blended learning has shown a positive contribution to the preparation of the classroom. Their study involved 450 students, evaluated and the redesign of an introductory college chemistry course. The redesign is called the ANGEL (A New Global Environment for Learning) LMS and used detailed study guides for the students to use the course's online and paper-based materials most effectively. This support to better student understanding of course content and an improvement in student preparedness for class. dynamics and intellectual interaction. Their aim was to assess the effect of BL on individual student interest using a blend of online and FTF discussions. While they found that there was no statistically significant difference in individual interest

between students doing online and FTF discussions, they did observe that students were more eager to involve in textual dialogue and had greater participation in online discussions. They concluded that online discussions supported further individual student assimilation, reflection, and critical thinking. (Jacob et al., 2012)

Hughes (2007) has evaluated by testing and measuring the effectiveness of Blended Learning on learner's extent of retaining and supporting through an experiment where the face-to-face time was decreased, unlike tutor support which was increased. The results indicated that whenever students got prepared and encouraged through Blended Learning, it will certainly increase each course's level of retaining as well as being helpful for instructors and time management.

In order to describe the students' satisfaction and achievement, Melton et.al (2009) conducted a study where a quasi-experiment was designed to measure the students' course grades, satisfaction, and teacher evaluation, however students taught in blended classroom have shown much satisfaction, unlike traditional ones, even though pre and post-test grades haven't witnessed a significant difference.

A survey conducted by Woltering et.al (2009) to compare traditional and blended problem-based learning, which involved eight categories; The results showed that motivation, satisfaction, and subjectivity in learning have been varied among these categories. Consequently, blended problem-based learning was useful and has increased the students' motivation, satisfaction, and subjective learning.

Historically, learning has been a mixture of distance (distributed) learning technologies and face-to-face (FTF) instruction. For example, the invention of the printing press in the 15th Century enabled the blending of FTF, teacher-led instruction with reading homework. Likewise, the 20th Century saw the development of audio recordings, television transmissions, online text-based databases, and discussion boards, just to name a few, which "imaginative educators, with the assistance of technical experts, have found ways to exploit and combine (or blend)...to meet their learning objectives" (Hoffman, 2006). Graham (2006) goes on to point out that historically, "distributed, "distributed learning environments placed emphasis on learner-material interactions, while face-to-face learning environments tended to place priority on the human-human interaction" (p. 5). The reason for this is that existing technology did not allow for high-quality synchronous interaction in the distance learning environment. However, "the widespread adoption and availability of digital learning technologies have led to development levels of integration of computer-mediated instructional elements into the traditional face-to-face learning experience" (p. 7). Thus, it may be fair to argue that the upsurge of

interest in blended learning within the past decade, as evidenced by the volume of publications within this period, came about due to the increased capabilities of modern computers. This is also clearly described in Graham's (2006) definition of BL, which he sees as a mixture of face-to-face (FTF) and computer-mediated instruction. (Jacob et al., 2012)

Methodology

This study applied pre-experimental research. It aimed at finding out the effectiveness of Blended Learning in teaching ESP material for Indonesian EFL students. The treatment applied in this research is blended learning, which involved students' activities outside the classroom by using computer and internet. Experimental research is one kind of correlation (associational) research as it aims to test a relationship between or among variables and to make predictions, which are dependent on the outcome of a strong relationship between or among variables (Mackey & Gass, 2005, p. 145).

In this research, the researcher used overflow model offered by Bersin (2004) Learning management system (LMS), Moodle. It was chosen because it prepares good online course management (Thorne, 2003). The researcher applied the blended learning conducted treatments in six meetings. In order to find out the influence of blended learning in ESP class, this research applied pre-experimental research.

In measuring the individual students' competence at the beginning and the end of the treatment, the researcher conducted pre-test and post-test. The instruments that had been used in this research were: writing, reading, speaking test through an interview, and listening. The speaking test was given to measure the students' ability in speaking. Then, in comparing the means of the group's scores, a paired t-test was applied. T-test aims at knowing whether the means of the two groups are significantly different from one another. It also describes the relationship between the treatment group and its outcomes after experiencing particular treatment, i.e. blended learning (Burns, 2010, p. 13).

The participants involved in this research were 25 students of the second-semester students of the Islamic Education Study Program State Islamic Institute of Palopo, Indonesia. In Addition to comparing the students' scores in pre-test and post-test, this research also used another instrument, questionnaire. The pre-questionnaire and post-questionnaire were also distributed to the students. The questionnaire shared used Lickert scale in which the students had to choose the options "strongly disagree", "disagree", "neutral", "agree" and "strongly agree". The questions distributed in the questionnaire were taken from Grugrovic's previous study (2011) as follows:

- I like to work on online activities in my ESP class*
- I prefer to work on online activities for homework*
- Working on online activities helps me with practicing English*
- I can see the connection between online activities and activities done in class*

The last instrument used in this research was the students' reflective journal. The employment of this instrument aims at knowing how the students experience the treatment. Journal writing supports the students to express their interests, thinking and curiosity students' impression on the treatment, blended learning. The reflective journal was submitted in Moodle after the given treatment.

Findings

The result of the research shows that there is an improvement in students' achievement ability after the treatments by using blended learning. There are 4 aspects that have been evaluated in students speaking namely grammar, listening, writing and speaking.

Table 1. Students' mean score of speaking achievement in Pretest and Posttest

Pre-test	59.12
Post-test	80.64

Table 1 shows that the students' achievements in English test in ESP 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 = 24, 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 teaching ESP for Islamic Education Study Program students by using blended learning. In other words, using blended learning in teaching ESP could be used to increase the students' grammar, listening, writing and speaking skill related to Islamic education matters.

The result of statistical analysis for a 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 Blended Learning is effective in increasing the English ability of students at IAIN Palopo.

In addition, the next bar chart shows the comparison between the students' achievement in four skills in English namely dimensions of reading fluency before and after the treatments.

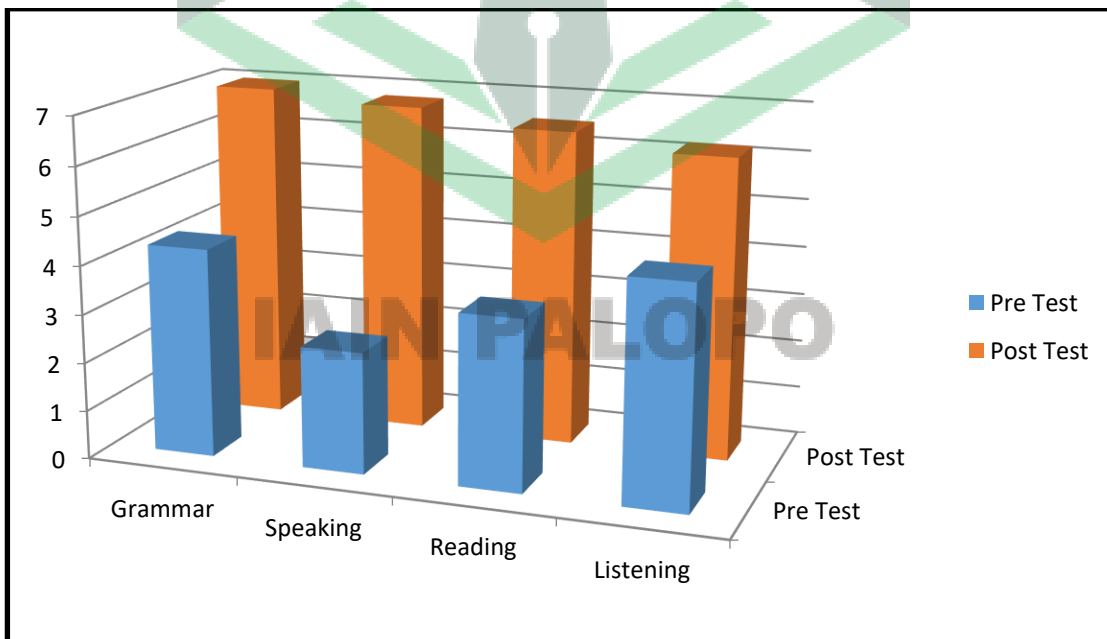


Figure 1: Students' scores in pre-test and post-test

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' grammar score in pretest achieved only 4.3, speaking the students achieved 2.4, reading the students achieved 3.3 and the students' listening score in pretest only achieved 4.0. However, in The students' grammar score in pretest achieved only 7.3, speaking the students achieved 7.3, reading the students achieved 6.3 and the students' listening score in pretest only achieved 5.0.. in rate. It means that there was an improvement of students' score from pre-test to post-test after learning ESP by using blended learning.

Based on the result of this study, the researcher proves that teaching ESP material through blended learning is effective. This finding supports the previous researchers, such as Kesta and Harb (2013), they found that blended learning can increase the students' self-learning and students' achievement. Then, Godwin-Jones (2011) also states that Blended Learning can develop students' autonomous learning. In addition, Pravingwong (2018) states that students who are learning with blended learning instruction perform higher progress. Furthermore, Alkathnai (2016) states that using technology as a tool in the classroom can help a learner to work systematically by themselves or with their classmates. In addition, Liu (2013) found that modern technology can increase the students' ability within a very short time and it can be an effective way to promote learner autonomy and effective learning strategy. Furthermore, the application of technology use in learning a language can increase a learner's achievement and increase their learning efficiency in language learning (Chen & Chung, 2008; Lin, 2010).

Amaral and Shank (2010) BL led to better student understanding of course content and an increase in student preparedness for class. López-Pérez, Pérez-López, and Rodríguez-Ariza (2011) They found that by using various kinds of online materials and exercises to consolidate the content of the FTF lessons, including online evaluations, student drop-out rates were reduced and exam pass rates increased. Students' final grades also improved while the teacher achieved a greater degree of involvement with the students in the learning process. Vaughan (2010) the use of BL. Can increase the students' satisfaction increase from 50% to 75% while retention improved and the class grade average increased substantially.

The students' involvement during the treatment proves that they are placed in a suitable environment which can influence their motivation. Motivation is an important contribution to learning success since the students can control their learning processes (Orhan, 2007, p. 391). The

motivation is shown by their participation in the given assignments. The students have become autonomous as they have a duty to complete the assignment. They consciously participate in the tasks in blended learning class to achieve their goal. This research found that most of the participants have been in self-regulated learning. Self-regulated active and conscious control of the learners' activity in terms of metacognition, motivation, and behavior individually and socially (Dettori, 2007).

This also in line with what is explained by Bransford, Brown, and Cocking (2000) states the roles of technology in five ways, namely: (1) being able to bring the real-world settings into the classroom. (2) providing the scaffolding that allows learners to participate in complex cognitive tasks. (3) increasing chances to receive sophisticated and individualized feedback. (4) building communities of interaction among teachers, students, parents, and other interested. (5) expanding supports for teacher development.

Furthermore, it was mentioned previously that in this research the researcher using the group work as a way to conduct the learning process, the result of this research is supported by the argument that have been previously revealed by McDonough and Shaw (2003) who explained that some advantages of group work, there are as follows: (1) Group work provides students to work correspondently. (2) Group work encourages the student to share ideas and exchange information. (3) The different tasks can be assigned to different groups. (5) Group work makes each student has proportionally more chance to speak and therefore to be involved in language use. (6) Group work can promote a positive atmosphere in the classroom (7) Group work can be seen as very interesting to teach and provide the students' creativity.

Students' Responses in the Questionnaires

The questionnaires were given both in the beginning and at the end of the ESP classroom. It aims at finding out how the students express their experience in ESP with blended learning class. Similar to comparing the students' achievement in the pre-test and post-test, there are also differences in the students' responses in ESP blended learning class.

Table 3. Students' Responses in the Questionnaires

No	SDA		DA		N		A		SA	
	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2	Q1	Q2
1	0%	0%	2%	1%	60%	32%	30%	45%	8%	22%
2	0%	0%	6%	2%	30%	10%	35%	53%	29%	35%

3	0%	0%	3%	0%	25%	20%	40%	42%	32%	40%
4	0%	0%	2%	0%	40%	27%	40%	38%	8%	35%

The first statement to respond in the questionnaire is “I like to work on online activities to improve my English skill”. In the pre-questionnaire, most of the students choose “neutral”, presented in 60%. On the other hand, in the post-questionnaire, there are 45% of the students choose “agree”. This finding reveals that after experiencing a blended learning class, the students’ learning style changes. Seen from the option “agree”, there is a 15% increase in those who enjoy online activities to improve their English skill. The number is satisfying as the students show their interest in the class.

The result of the questionnaire suggests that students can find the advantage of being involved in the blended learning environment as they can develop their autonomy. By practicing online, students can save time and be motivated (Keshta & Harb, 2013). The students have found their motivation to achieve the goal in class. The positive outcomes shown by the students cannot be separated from their engagement in the learning environment. It is undeniable that computer and internet become the students’ part of life. Consequently, students’ positive effect on learning outcomes is reflected after they experience a blended learning class (Moreno, 2012).

The second statement in the questionnaire is “I prefer to work on online activities for homework”. At the beginning of the ESP classroom, there were 30% of the students choosing “neutral”, whereas of the ESP Class, there were 53% of the students choosing “agree” and there were 35% of the students choosing “strongly agree”. The dominating students who choose the option also change. At the beginning of the ESP Class, most of the students do not show exact interest to work online activities for their homework. However, at the end of the semester, the majority of the students like the online activities for their homework. It shows that the students enjoy their learning process.

Since the students found their motivation in learning, students become familiar to use internet and computer to do their homework. Students have made their learning styles suitable for their life. Their ability to finish their work outside the classroom describes their autonomy. Students have improved their methods in order to achieve their individual learning (Godwin-Jones, 2011). The goal they set to learn English is enhanced by practicing individually outside the classroom. Their autonomy is represented through their position, time and place in which they are doing the assignments which refer to the atmosphere different from the classroom (Ayan, 2015).

The third statement in the questionnaire is “Working on online activities helps me with practicing English”. At the beginning of the ESP classroom, there were 25% of the students choosing “neutral”, whereas of the ESP Class, there were 42% of the students choosing “agree” and there were 40% of the students choosing “strongly agree”. The dominating students who choose the option also change. At the beginning of the ESP Class, most of the students do not show exact interest to work online activities for their practicing. However, at the end of the semester, the majority of the students like the online activities for their practicing. It shows that the students enjoy their learning process.

The result of the questionnaire indicates that students have a positive thought to blended learning. This case cannot be separated from the importance of communication teacher and students (Ayan, 2015) when introducing the blended learning in class. Despite the lack of facilities faced by the students, the teacher provided online materials and assignments on the website provided by the university. Thus, students have more access to be involved in a blended learning environment.

In the pre-questionnaire, many of the students choose “neutral”, presented in 40%. On the other hand, in the post-questionnaire, there are only 27 % of the students choose “neutral”. Most of the students tend to choose to agree and strongly agree. This finding reveals that after experiencing a blended learning class, the students’ learning style changes. Seen from the option “agree” and “strongly agree”, there is 73% totally those who enjoy the online activities to improve their English skill. The number is satisfying as the students show their interest in the class. This finding shows that students still can see the connection between activities done in class and the online one. Before attending the blended learning class, some students already practice online themselves. It is good that, as digital natives, the students should to use the online materials autonomously. The ease of browsing online materials gives them a lot of opportunities to develop their competencies.

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Students’ Reflective Journal

From the activity, the students are assigned to write their opinions related to the activities offered in the LMS. Below are some examples of students’ reflection.

- *I get the video and the hand out before class therefore so that I can read and learn it before it is taught in the class. I also can watch the videos to make me understand and **remember** the materials.*
- *In the videos, it is explained clearly about the grammar point, speaking activities, reading task and listening activities. It tells the materials in a simple way, and it only gives the **important points** about the target skills.*
- *The use of videos always **helps** me in understanding more about the four skills lesson. They are very helpful.*
- *I can **improve** my understanding of material since I can read more and more the explanation before the ESP class.*
- *Every student can find more benefits from videos.*

Observing the students' language choice, the reflective journal shows that the students show positive responses to the use of blended learning in ESP class. The verbs such as *learn*, *help*, and *improve* infer that the students conduct particular actions in their learning process. The given materials provided online are proven to motivate the students to exercise their grammar skill. The actions done by the students affect their cognition shown by the verbs *understand* and *remember*. Moreover, the use of also displays a clear relation between the students' regular activities in the LMS and their understanding of the materials. The previous conclusion is also strengthened by the students' results in the post-test.

The second activity is giving online assignments. The given assignments vary: writing report on video, explaining video for speaking, reading based on video and filling in the blanks, uploading a single file, and taking multiple choice assignments. Those assignments were given at the end of each topic discussed. To motivate the students' regularity of online practices, the assignments weigh the same as the test scores. That strategy, the students are motivated to access the LMS regularly. In doing the assignments, the students also owed to discuss the assignments through the assignments scores are given individually.

- *I think it is enjoyable and good for us as the student because it makes us **active** learn by ourselves the skills such as speaking, reading, listening and writing of the ESP program.*
- *It is very **helpful** using videos and online assignment in ESP knowledge.*

- *I can **understand** the materials well through online and video materials*
- *It's very awesome and **helpful** because we don't have to study just from the lecturer in class, but because it's online assignments we can access it wherever we want.*
- *The online material is an **effective** way to give us more times to learn.*

The students' language choice in the above journals shows that the assignments. The previous fact is proven by the use such as *good, enjoyable, active, awesome, helpful, and useful*. Those adjectives reveal that the students show their interest and excitement when they are given online assignments. Besides showing their interest, students show their appreciation by the verb *help* and the adverb *efficiently*. The students' reflective journal also emphasizes the students' responses in the questionnaires. The elaboration presented in the above paragraphs infers that the participants can improve their understanding in ESP class by means of blended learning. The uploaded videos in the LMS are useful to improve the students' understanding of the materials. To increase their participation and learning comprehension, the videos which are is also effective to apply. In line with Wright's research, the videos should be preceded by pre-online-lesson and class explanation. Post-online-lesson is also necessary to follow up with the students' understanding. By doing so, teachers have more times to clarify and to discuss students' questions about the learning materials (Wright,2017).

Conclusion

Blended learning is effective to improve students' understanding of learning English for Specific Purpose. The employment of offline and online activities can give a better outcome than traditional face-to-face activities. Blended learning is suitable to implement in courses related to language skills. The regular activities given online are proven to students exercise their understanding of the given materials, seen from the results in both pre-test and post-test. There is also consistency between the students' achievement in the post-test with the students' completion of the online assignments. The exposures are given in the LMS to motivate the students to practice their English ability. Moreover, the uploaded videos also become another learning resource for the students. Referring to the students' reflective journals, students show their appreciation for blended learning by choosing positive adjectives in their journals. On the other hand, the use of verbs in the journal also reveals the students' practice and access to online activities. This article suggests that applied in other courses related to language skills. Thorough interview and a wider survey are also needed to enrich the present findings. The use of discourse analysis is highly suggested material

Pedagogical Implication

Based on the result of this research, it is shown that blended learning seems to provide many benefits not only for students but also to teachers. The blended learning can cover the limitations of conventional classroom instruction such as a lecture. Blended learning can facilitate the development of learning outcomes, access flexibility, a sense of community, the effective use of resources, and student satisfaction. It is also can give immediate and targeted feedback to all students, rather than just the ones actively participating in class. Furthermore, blended learning can increase student involvement with material by providing students with more control over their learning experience, students may have better integrate the new knowledge with existing knowledge, thus supporting with the comprehensive learning. In addition, blended learning can enhance the student learning outcomes, greater flexibility for students and teachers, improved autonomy, reflection, and research skills, reduced student withdrawal rate, ability to foster a professional learning environment and potential cost and resource savings.

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

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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, than 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 the treatments.

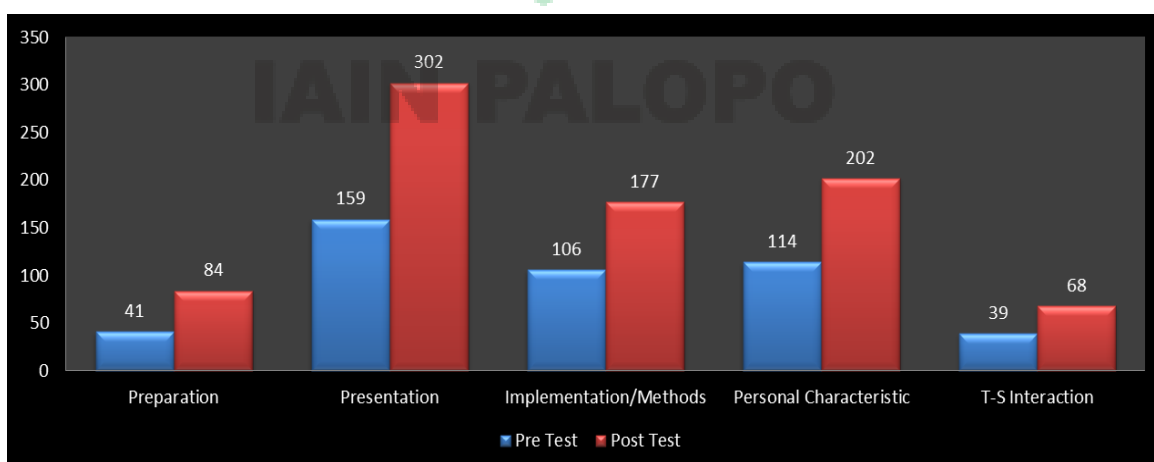


Figure 1: Students' scores in pre-test and post-test

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; 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) 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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