



An Investigation of Pre-Service English Teachers' Proficiency in Basic Teaching Skills During Classroom Practice

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Abstract

English teachers need basic teaching skills. This study examines how seven pre-service English teachers employ the eight core teaching skills. A qualitative study analyzed learning records from teaching practice assessments to explore how pre-service English teachers utilized these skills. It identified eight basic teaching techniques with varying levels of proficiency. First, explanation (93.88%), variation (92.06%), and small group and individual instruction (92.86%). Second, good skills include opening and closing lessons (75.51%), questioning (67.86%), and classroom management (78.57%). Finally, skills reinforcement (61.9%) and leading small group discussions (63.27%) are sufficient. The study indicates some pre-service English teachers need basic skills training.

Keywords

English Teacher, pre-service english teacher, eight basic teaching skills, basic skills training

Abstrak

Guru bahasa Inggris perlu memiliki keterampilan dasar mengajar. Penelitian ini mengkaji bagaimana tujuh calon guru bahasa Inggris menggunakan delapan keterampilan pengajaran inti. Melalui penelitian kualitatif yang menganalisis rekaman pembelajaran dari penilaian praktik mengajar, penelitian ini menjelajahi bagaimana calon guru bahasa Inggris menggunakan keterampilan tersebut. Penelitian ini mengidentifikasi delapan teknik pengajaran dasar dengan tingkat penguasaan yang berbeda-beda. Pertama, penjelasan (93,88%), variasi (92,06%), dan pengajaran kelompok kecil serta individu (92,86%) adalah keterampilan yang sangat baik. Kedua, keterampilan yang baik meliputi pembukaan dan penutupan pelajaran (75,51%), pengajuan pertanyaan (67,86%), dan pengelolaan kelas (78,57%). Terakhir, penguatan keterampilan (61,9%) dan memimpin diskusi kelompok kecil (63,27%) sudah mencukupi. Penelitian ini menunjukkan bahwa beberapa calon guru bahasa Inggris membutuhkan pelatihan keterampilan dasar.

Kata Kunci

Guru bahasa Inggris, calon guru bahasa inggris, delapan keterampilan dasar mengajar, pelatihan keterampilan dasar

Introduction

English language education is a vital component of many educational systems, and the quality of instruction provided to English language learners greatly affects their language learning outcomes. It is, therefore, crucial that English language teachers possess strong teaching skills to effectively engage students and facilitate their language learning. Pre-service teachers are those who are currently pursuing a degree in education and have not yet entered the teaching profession. These individuals are in the process of developing the knowledge and skills required to become effective teachers. It is essential that pre-service teachers receive adequate training and preparation in teaching skills to ensure that they are ready to teach when they enter the workforce. Furthermore, teaching practice or practicum is a crucial aspect of teacher education, as it provides students with the necessary knowledge and skills to effectively practice teaching in the future. This component allows prospective teachers to apply and integrate the theoretical knowledge they have acquired in their teaching education into practical teaching situations. Teaching practice is one of the most important and recognized components of student teacher

education (Yung, 2020). In addition, teaching practice is a crucial component of the English language teacher education study program, as it enables pre-service teachers to apply the pedagogical content knowledge, they have acquired through coursework in real-world teaching scenarios with actual students (Kosar, 2021). As a result, teaching practicum courses are mandatory for student teachers, providing them with the opportunity to gain practical experience in a real school environment.

Furthermore, basic teaching skills refer to teachers' abilities to explain learning concepts and pedagogical competencies, which encompass various aspects related to education and basic teaching skills (Sugihartini, 2020). In addition, the basic teaching skills encompass a range of methods that can benefit both teachers and students in the learning process. These methods include questioning skills, reinforcement skills, variation skills, explaining skills, opening and closing skills, small group discussion skills, classroom management skills, and organizing small group and individual work. Teachers are responsible for determining the appropriate teaching method to be used in the classroom, and they should aim to choose the most suitable method for their students' needs. Effective teaching skills can make learning easier and more effective for students (Febriana, 2021; Guidelines for UNG PLP, 2020; Sutrisno, 2019; Usman, 2013)

The Pre-service Teacher Program of the English Language Education Study Program at Universitas Negeri Gorontalo places great importance on subject matter competence, pedagogical competence, and personal competence in the offline microteaching environment. This program, which comprises Teaching Practice I and Teaching Practice II, is aimed at students in their sixth and seventh semesters. Through Teaching Practice, students are able to develop their professional competence in teaching and are prepared for future careers as professional teachers. This program is designed to provide pre-service teachers with comprehensive skills mastery to enable them to work independently and carry out their duties effectively in their respective fields.

On the other hand, in this study, the research gap is that not much is known about how English teachers-to-be learn and show they are good at basic teaching skills, especially in the setting of classroom practice. Researchers have looked at different parts of teacher education and training in the past, but there aren't many studies that look at how pre-service English teachers build and test their basic teaching skills during their classroom practice. Moreover, the novelty value of this research is to explore the extent to which pre-service English teachers use the eight basic teaching skills in the classroom and to assess the quality of their teaching skills in terms of very good, good, and adequate levels. The aim of this research is to imply eight teaching skills for pre-service English teachers in the classroom. Moreover, this study fills the gap in research on the teaching skills of pre-service English teachers and contributes to the development of effective teaching practices in English language education.

Several research conducted for supporting this study. Firstly, the study from (Astuti, Y. D & Drajadi, 2022), Teaching Practicum Experiences: Pre-service English Teachers' Self-Reflections of Their Professional Growth. This study explores how pre-service English teachers reflect on their teaching experience during the teaching practicum. The researchers collected narrative data through multiple semi-structured interviews, which were analyzed using interpretative phenomenological analysis and critical discourse analysis. The findings suggest that participants became more aware of the importance of factors such as learning environments, teacher ability and creativity, time management, and classroom management in the teaching process. The practical implication of this study is that teachers need to develop not only their professionalism but also their skills, creativity, and understanding of students' needs during the teaching practicum.

Secondly, the study from, (Saidi, Otoluwa, & Katili, 2022), Akun Pembelajaran: The Implementation by English Teachers in Teaching Process. This study examined how Botumoito junior high English teachers implemented Akun Pembelajaran. Six schools were studied: SMPN 1, 2, 3, 4, 5, and 6. The case study examined Botumoito junior high schools' Akun Pembelajaran implementation. The qualitative study used unstructured interviews to collect data. Based on the research results, it was discovered that the teachers in Botumoito had not optimally implemented Akun Pembelajaran. This lack of implementation was particularly evident in tasks such as storing data, calculating students' scores, accessing Canva for education, and collecting teaching materials. The study highlighted the absence of facilitation that could support the teachers in obtaining relevant information and practical training on how to effectively implement Akun Pembelajaran. Consequently, it is recommended that further training on the implementation of Akun Pembelajaran be provided to the teachers.



Thirdly, the research from (Mabing, I. A, Thalib, & Husain, 2022), The Ability of Pre-service Teacher to Apply the Implementation Teaching Skill on 6th Semester of 2016. The aim of this study was to investigate how pre-service English teachers applied basic teaching skills during their teaching practice experience examination. Qualitative research methods were employed, and data were collected by analyzing videos of the teaching practice experience of five participants. The results showed that the application of basic teaching skills was generally effective, as the participants were able to utilize the four basic teaching skills well. However, there were some aspects of these skills that were not fully implemented during teaching. It is suggested that teachers and students work collaboratively to address these areas and improve their teaching skills.

Finally, the research from (Apling & Haryani, 2019), The analysis of microteaching in improving teaching skill of pre-service physics teachers. The goal of this research was to determine if microteaching was effective in improving the teaching skills of pre-service Physics teachers at Khairun Ternate University. The study used a qualitative descriptive method to analyze the effectiveness of microteaching. The sample consisted of 20 students from the 2016 class, and a rubric sheet was used to assess teaching skills. The results indicated that the implementation of microteaching improved opening and closing lesson skills, questioning skills, explaining skills, strengthening skills, classroom management skills, small group discussion skills, and individual skills of pre-service Physics teachers.

Method

The study uses a qualitative method to investigate pre-service English teachers' classroom proficiency in basic teaching abilities. Qualitative research focuses on natural events to better understand participants' experiences and viewpoints (Denzin & Lincoln, 2009). The study addresses eight basic teaching skills: opening and closing classes, questioning, explaining, variation, reinforcing, guiding small group discussion, classroom management, and teaching small groups and individuals. The researchers examined how pre-service English teachers practiced these skills. Seven pre-service English teachers in the seventh-semester English Department participated in Teaching Practice II in 2021–2022. These volunteers were chosen for the time they spent teaching English in Practice Teaching I and their preparedness to teach in Practice Teaching II.

The researchers used (Miles, Huberman, & Saldana, 2019)(2019) three-step data analysis process. Data reduction organizing and condensing collected data is the initial stage. Researchers then display the condensed data. Tables can show growing themes and patterns. Displaying data organizes and clarifies it. Conclusions are last. Researchers analyze condensed and displayed data to draw useful conclusions. They offer crucial results, patterns, and insights about pre-service English teachers' basic teaching skills throughout classroom practice.

Result and Discussion

The present section explains the outcomes of a research study that relied on qualitative data. The qualitative data was gathered through visual media, specifically videos, as well as observation sheets that included eight teaching skills and the different stages of the teaching and learning process, including pre-activity, main activity, and post-activity. The study's findings are used to discuss each element of the eight basic teaching skills, which include opening and closing lessons, questioning skills, explaining skills, variation skills, giving reinforcement skills, guiding small group discussion skills, classroom management skills, and teaching of small groups and individuals.

Result

The researcher evaluated the performance of pre-service English teachers on each basic teaching skill in the classroom, based on Guiding teaching practice UNG (2020) The assessment involved scoring each activity with 1 if it appeared and 0 if it did not appear. The results of the analysis of the seventh research participant, consisting of seven pre-service English teachers, referred to as participant 1, participant 2, participant 3, participant 4, participant 5, participant 6, and participant 7, were used to assess each component of the basic teaching skills. The process of teaching and learning is broken down into specific steps to make sure that the desired results are reached.

Table 1

The Results of The Assessment of Basic Teaching Skills

No.	Basic Teaching Skills	Total Score	Participants	Percentage
1.	Open and Close Lesson	20	7	75,51
2.	Questioning Skill	19	7	67,86
3.	Explanation skill	46	7	93,88
4.	Variation skill	58	7	92,06
5.	Reinforcement Skill	13	7	61,90
6.	Leading Small Group Discussions	31	7	63,27
7.	Classroom management skill	33	7	78,57
8.	Teaching skill for small group and individuals	26	7	92,86

After getting all of the data, each step of the analysis is checked again to come to a conclusion and confirm the data. In the last step, the results are put into a qualitative category and shown in a table as a percentage description. The table is located below.

Table 2

The Category of Basic Teaching Skills

No.	Basic Teaching Skills	Percentage	Category
1.	Open and Close Lesson	75,51	Good
2.	Questioning Skill	67,86	Good
3.	Explanation skill	93,88	Very Good
4.	Variation skill	92,06	Very Good
5.	Reinforcement Skill	61,90	Enough
6.	Leading Small Group Discussions	63,27	Enough
7.	Classroom management skill	78,57	Good
8.	Teaching skill for small group and individuals	92,86	Very Good

Once all the information has been gathered, it is analyzed by going back over each step of the process to make sure it is correct and reliable.

Open and Close Lesson

Pre-service English teachers must know how to open class. This study's seven participants (75.51%) did well at attracting students' attention and mentally preparing them for the upcoming topics. Some participants had trouble motivating, referencing, and linking. In the closing lesson, most participants did well in review and evaluation but struggled with psychological encouragement. These findings show that pre-service English teachers need basic teaching skills to engage and motivate students.

Questioning Skills

The next fundamental skill that the participants can excel in is questioning, and 67.86% of the participants performed well in this area. The questions were clear and correct because the participants, in turn, asked the students questions that were short and to the point. But most of them didn't get other students to answer questions with them, which made the class less interesting. Moreover, participants provided sufficient thinking time for students, which enhanced their thinking skills. They also employed classification questions that helped change the cognitive level of questions from personal, application, and analysis to evaluation. Nonetheless, equitable question distribution to all students was missing.

The Explaining Skills

The explaining skill was rated as "very good," with a percentage of 93.88%. All participants have implemented components such as accuracy of strategy with learning objectives, suitability of strategy in learning steps, orientation and motivation, and clear language. Participants used effective sentences and relevant examples to explain the subject matter. They also provided explanations that attracted students' attention, answered students' questions, and delivered the material



according to the topic. However, some components of the explaining skill were not optimally implemented by participants, namely systematic explanation and variation in delivering material to some students.

Variation Skills

Participants performed well in the variation skill with a percentage of 92.06%, which is categorized as good. The components that were well implemented are voice projection, giving quiet time, facial expression, hand movement, and the teacher's position. All participants delivered the material in a clear and loud voice, used aids such as markers and discussion methods, and deliberately provided quiet time to attract students' attention. However, some participants did not optimally implement the component of directing students' attention in the learning steps by not focusing on student attention, and some components such as interaction pattern, accuracy of choosing media with learning objectives, and technical mastery of media use were not implemented optimally.

Reinforcement Skill

With a score of 61.90%, the reinforcement ability was deemed to have a "sufficient" level of proficiency. During the process of learning, some of the participants utilized verbal reinforcement by providing one another with words of praise and appreciation. On the other hand, non-verbal reinforcement and variation reinforcement were not implemented as effectively as they could have been by the participants.

Leading Small Group Discussions Skill

The ability to lead small group discussions was included in the enough category with a presentage of 63,27%. Participants have not implemented the component of leading small group discussions skill of concentration, clarifying the problem or opinion, analyzing student opinion, and improving student rankings optimally. Some participants were able to finish each component, such as spreading the opportunity, closing the discussion, and describing in detail. This is due to the participants clarifying or outlining the main topic of discussion, as well as creating a summary of the discussion and evaluation results process and discussion results.

Classroom Management Skill

Classroom management skill has been classified as very good, with a percentage of 78.57%. Participants have completed several components of this skill, including principles of use, maintaining optimal learning conditions, sharing attention, and concentration. By implementing effective strategies to manage students and teaching facilities, they have created a conducive environment for learning and achieved their educational goals. However, some participants have not implemented certain components, such as providing warnings and reinforcement, which may be areas for improvement.

Teaching Skill for Small Group and Individuals

Teaching skills for small groups and individuals have been deemed very good, with a percentage of 92.86 percent. Participants' personal approach to teaching has been exemplary, as they have demonstrated attentive listening to students' opinions and consistently asked questions that relate to their understanding. They have also excelled in planning and implementing learning activities, which has enabled them to guide communication interactions in both directions. However, one area that participants may need to work on is the optimal implementation of organizing, guiding, and facilitating learning, which could help further enhance their teaching effectiveness.

Discussion

In this section, the researchers discussed the implementation of the eight basic teaching skills by seven pre-service English teachers based on the findings of their study. The results showed that the participants utilized all the elements of these fundamental techniques in their classroom instruction. This is consistent with Guidelines for UNG PLP (2020) book that a teacher needs to master the eight basic teaching skills in the learning process, including questioning, reinforcement, variation, explanation, opening and closing lessons, guiding small group discussions, classroom management, and individual teaching skills. Moreover, this is in line with the research findings of Apling and Haryani (2019), who stated that the implementation of microteaching improved the opening and closing lesson skills, questioning skills, explaining skills, strengthening skills, classroom management skills, small group discussion skills, and individual skills of pre-service Physics teachers.

However, out of the eight skills that a pre-service English. They said that teacher must master several components still need to be improved. This study is consistent with the findings of (Kansil & Fredy, 2017) research, which also focused on the teaching skills of teacher candidates and the assessment of Learning Implementation Plans (RPP). Their study found that some aspects of basic teaching skills were good, while others still needed further training. For example, there is a need to focus on even variation reinforcement and not just on certain students, and to give students positive responses to the material as it can develop their motivation to learn. Verbal and nonverbal reinforcement skills are part of a teacher's behavior modification of student behavior, which aims to provide information or feedback to recipients for their actions as encouragement or correction. In terms of leading small group discussions, the study found that this teaching skill needs to be developed, focusing on some of the students who are not participating in the group, ignoring teacher instructions or cautions and lack of attention and respect for the teacher. One component that has been noted is that participants can arrange their seats properly in this small group discussion skill so that all group members can express their opinions and group discussions can improve student understanding, this agrees with what (Mabing, I. A, Thalib, & Husain, 2022) and (Qadri, Dollah, & Weda, 2022) discovered. Pre-service English teachers face various challenges in managing their classrooms during teaching practice. These challenges include difficulties in rearranging students' seating, students not following rules and routines, ignoring teacher instructions, not paying attention or showing respect to the teacher, and having trouble controlling the class. To overcome these challenges, the research identifies seven strategies: being friendly, using a personal approach, being patient with students, creating agreements and rules, giving warnings to students, being assertive, and sometimes ignoring misbehaving students.

Nonetheless, it is important to acknowledge that certain teaching skills were effectively executed in the study. Firstly, all pre-service English teachers open the lesson clearly, precisely, and carefully in the open lesson. Secondly, questioning skills are centered on the material being taught when posing questions, and the pre-service English teacher allows students enough time to consider the answers to the questions posed. Thirdly, students with variation skills were observed to be skilled at changing their behavior, attitudes, and actions in the context of teaching and learning to overcome student boredom and increase students' interest in learning their lessons. Fourthly, explanation skills were almost perfectly executed to begin with in terms of explaining concepts and ideas clearly to students. All of the preceding statements imply that this is the result of (Astuti, Y. D & Drajadi, 2022) research. During the teaching practicum, all participants became more aware of the importance of factors such as learning environments, teacher ability and creativity, time management, and classroom management in the teaching process. Teachers needed to develop not only their professionalism but also their skills, creativity, and understanding of students' needs.

Conclusions

Based on the findings of the research and discussions conducted for a study on the teaching skills of pre-service English teachers in the English Language Education Study Program, it can be concluded that this study has important implications for the field of teacher education and the development of pre-service English teachers' teaching skills. To improve the teaching skills of pre-service English teachers, it is recommended to enhance teacher education programs by providing practice opportunities for basic teaching skills. The integration of technology in teacher education and the provision of continued professional development opportunities are also crucial. Implementing these recommendations will better prepare pre-service English teachers, leading to improved English language instruction and their professional growth.

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