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The Beliefs And Practices: Teyl Microteaching At Elementary School In Indonesia

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Abstract

The research aimed to determine the beliefs, practices, and constraints faced by pre-service teachers in Teaching English for Young Learners (TEYL) microteaching. By applying qualitative method, the research was using several instruments such as interview, questionnaire, and literature review. The results show that what pre-service teachers practice during microteaching is consistent with what they believe when it comes to the ideal TEYL concept. In conclusion, simultaneous development of the four language skills within the limited time frame is problematic for the PST (Pacific Standard Time)s.

Keywords: TEYL, Microteaching, Pre-Service, Teachers

Las creencias y prácticas: la microenseñanza TEYL en la escuela primaria en Indonesia

Resumen

La investigación tuvo como objetivo determinar las creencias, prácticas y limitaciones que enfrentan los maestros en formación en la enseñanza del inglés a distancia para jóvenes aprendices (TEYL). Mediante la aplicación del método cualitativo, la investigación utilizó varios instrumentos, como entrevistas, cuestionarios y revisión de la literatura. Los resultados muestran que lo que practican los profesores antes del servicio durante la microtecnología es coherente con lo que creen cuando se trata del concepto TEYL ideal. En conclusión, el desarrollo simultáneo de las cuatro habilidades lingüísticas dentro del marco de tiempo limitado es problemático para los PST.

Palabras clave: TEYL, Microenseñanza, Profesores, Pre-Servicio.

1. INTRODUCTION

When to best begin teaching English to children is highly debated and a current issue for many elementary schools. The primary concern is that teaching English for Young Learners (TEYL) can have a negative impact on the development of first language competence and on cultural identity (Rich, 2014). Learning English unavoidably introduces the learners to other cultural elements distinct from their original culture. A study by Nunan (2003) shows that one factor driving early English learning in the Asia Pacific region is the assumption that a foreign language will be easier to master if introduced early in life. In Indonesia, a new policy introduced into the

2013 curriculum stated that English was not to be a compulsory subject in the basic education levels. This, however, has not yet been implemented in all schools. A research study by Azizah (2017) has shown that, in Yogyakarta, Indonesia, there are elementary schools that still include English as part of their curricula and that the curriculum change has not reduced the interest in TEYL. The decision to include English in a school's curriculum is influenced by various factors, including parents. Parents are very eager to ensure their children become proficient in English and demand that the government provide TEYL for their children and improve the quality of education in general (Enever & Moon, 2009).

Despite the interest in English learning, the execution of English teaching in Indonesia still faces several constraints. A study by Sudrajat (2015) in Kutai, Indonesia, has shown that the ability of teachers to teach English to elementary school students is still well below expectations. This is in part due to the fact that some schools are using teachers who do not come from an English teaching background. In an attempt to address this, the schools then send their teachers to take an English course. Sudrajat's research also identified other obstacles to English teaching, which included the development of teaching materials, selection of teaching media, and the implementation of teaching methods that are considered inconsistent with the principles of TEYL. This research supports that of Nunan (2013) which also identified constraints in terms of teachers' lack of training and teaching skills. To prepare elementary school teachers to deal with the constraints of English teaching at the school, some Elementary Teacher Education (ETE) institutions include a TEYL

subject in their curricula. This subject usually consists of theory as well as practice, conducted in the form of microteaching. In these simulated activities, pre-service teachers develop their teaching competence. Microteaching provides them with a greater understanding of the learning process and its complexities (Mahmud & Shahriar, 2013). It also improves self-awareness, confidence, and teaching style (Darwish and Abdul, 2016). Watching videos of microteaching is also useful for the development of teaching skills, especially for giving instructions, classroom management, and highlighting problematic areas in language teaching (Savas, 2012).

Microteaching is a challenge for pre-service teachers (PSTs) who have not been learning English intensively. Moreover, the characteristics of TEYL are different from those of Teaching English for Adult Learners (TEAL) and demand special strategies of the PSTs. The different beliefs about TEYL of the PSTs are implemented into these activities. The authors of this research are interested in identifying and describing the beliefs and practices of PSTs, in regard to conducting microteaching, for several reasons. Firstly, teachers should be assisted to explore ways to examine their beliefs and practice, Bingimlas & Mary (2010) because there is an interdependence between teacher beliefs and their practices, and one does not change without the other. In addition, there are four teacher dilemmas related to psychological and philosophical ideas, curricula design, students' and teachers' roles, and society's norms. The existence of these dilemmas shows that teachers' beliefs are hard to change. Another study exploring teachers' beliefs and practices, conducted by Aguirre and Natasha, mentions a term belief bundle

which has been defined as a belief set that affects the determination of the teaching goal. This bundle includes beliefs about both learning and teaching (Aguirre & Natasha, 2000). In agreeance with Aguirre & Natasha (2000) has found that beliefs about self, relationships, knowledge, and change are highly significant in deciding the teachers' orientations.

Research conducted by Damar et al. (2013) has noted that while contextual teaching is important, many student-teachers prefer that grammar is introduced through worksheets that provide practice. There also tends to be a preference for teaching English through word equivalents in the students' mother tongue. These findings indicate that introducing grammar in the context of communication and avoiding the use of mother tongue ESL/EFL are still barriers in TEYL. Damar, et al.'s (2013) research did not indicate whether the answers provided by the PSTs in the questionnaires are applied to teaching because other data, such as lesson plans and classroom materials from their teachings were not included. As a result, PSTs may be able to determine an ideal form of TEYL, but may not be implementing it, or able to implement it. Therefore, the authors of this research did not only perform interviews and distribute questionnaires, but also conducted document studies on the lesson plans, materials, and learning media prepared. The research outlined here will describe the beliefs of ETE pre-service teachers in regards to conducting TEYL microteaching, including the constraints they experienced during the activities. The results are expected to become a useful guide, especially for ETE departments, for conducting curriculum reviews. The research questions utilized were as follows: What are elementary

school PSTs' beliefs on the ideal approach to TEYL?; How do elementary school PSTs implement their beliefs? And what constraints are faced by elementary school PSTs during TEYL microteaching?

2. METHODOLOGY

The study applied qualitative research. This was a case study that aimed to assess a social phenomenon. Case study research was chosen due to its compatibility with the research objective. The study was conducted at an Elementary Teacher Education (ETE) department in Indonesia. The criteria state that PSTs be selected based on high, medium and low scores of TEYL microteaching (Cozby, 2009; Dhanotiya & Sharma, 2014). Based on the criteria, the researchers then chose 9 PSTs from each ETE department, providing a total of 18 respondents. 7 of the respondents were male and 11 were female. The sample also included an English lecturer. The profile of the student-teachers who participated is presented in Table 1.

Table 1. Microteaching score of respondents

Score	Gender	
	Male	Female
High	2	4
Medium	2	4
Low	3	3
Total	7	11

3. DATA COLLECTION AND ANALYSIS

The first instrument for data collection was an open questionnaire given to the PSTs. 5 questions were included that focused on PSTs' beliefs and a further 5 questions explored what they do during microteaching. Both sets of questions included what teachers should do and what they should avoid doing in TEYL, the development of teaching materials and teaching media, and the implementation of teaching strategies. These questions were also used to confirm whether there are correlations between beliefs and practices in microteaching, as has been observed in many other studies. Two questions about the constraints that PSTs experience when preparing for and giving microteaching were also given. The second instrument utilized in this research was the interview guide. This research uses one of the types of formal interview; the semi-structured interview. In a semi-structured interview, researchers prepare an interview framework, but additional questions that arise during the interview are allowed, as are the responses given by the respondents (Hatch, 2002). Interviews conducted in this fashion are aimed at digging deeper into the reasons behind answers given. Here, the ideas behind the PSTs responses and the opinions of the English lecturers on microteaching were sought. The questions in this research's interview did not deviate from the questionnaire. The reasons behind their views on the ideal approach to TEYL was explored along with what has influenced their points of view. To investigate what happens in practice, the researchers asked questions aimed at determining the compatibility of PSTs' beliefs and the implementation of these in microteaching. Interviews were also conducted with the lecturer in charge of

microteaching counselling to further verify, or clarify, the findings. To identify the constraints faced by the PSTs, the researchers explored reasons behind why PSTs are finding it difficult to implement their beliefs during microteaching or preparation of microteaching.

The third instrument of this research was documentation. This was used to obtain additional data about the implementation of the PSTs beliefs in the microteaching. Lesson plans provided information about the teaching strategies implemented by the PSTs. Teaching materials and media still in the classroom also provided indications of beliefs being put into practice. Furthermore, the syllabus, materials, and references used in lectures were also studied to gain insight into the PSTs beliefs. The data collected was analyzed interactively and continuously using guidance from (Miles et al., 2014). The data analysis process used data condensation, data condensation, and data conclusion (this was drawing/verification, achieved by drawing a conclusion). By utilized triangulation performed using varied data collection techniques from the same source and obtained through several respondents to check the data (Creswell, 2012). Here, the data was obtained from open questionnaires, deeper explored with interviews, and later supplemented with the document study. Information from PSTs was obtained through the three techniques of data collection, while the data from lecturers was obtained through interviews and the document study. The information collected from PSTs was later verified by the lecturers.

4. FINDINGS AND DISCUSSION

The principles believed by the PSTs about the ideal approach to TEYL and the application of these principles to microteaching, including constraints faced, are displayed below in Table 2.

Table 2. Findings of the research

Aspects	Category	Subcategory
Beliefs and practices	Language aspects	1. Introduction of grammar in the context of communication
		2. Use of English throughout the teaching process
	Non-language aspects	1. Use of interesting teaching media
		2. Choice of contextual teaching materials
		3. Application of teaching strategies that suit the learners' needs
	Constraints	Language aspects
2. Vocabulary mastery		
3. Pronunciation		
4. Grammar		
Non-language aspects		5. Teaching media
		6. Teaching materials
		7. Variation in classroom

		activities
		8. Time management

5. BELIEF ON TEYL MICROTEACHING

5.1. Introduction of grammar in the context of communication

Understanding the grammatical structure is important when studying a language. Below are some perceptions of the respondents about introducing grammar to children.

PST 3: Language must be practiced. If they (students) make mistakes during speaking practice, a teacher will introduce the grammar needed.

PST 1: Children should not be treated the same as adults when learning English.

PST 18: Teachers should be able to make the students love English and avoid the direct teaching of grammar.

For PSTs, getting students to love learning English is the basic goal. One of the approaches to this is to not ask the students to memorize grammar, but rather to introduce it implicitly through communication in context.

5.2. Use of English throughout the teaching-learning process

From the interviews, it was found that most PSTs agree that the main objective of English teaching in elementary schools is to facilitate students to communicate in English. Therefore, they say that English teachers should avoid using the Indonesian language throughout the learning process. The following are some statements provided by the PSTs.

PST 12: Teachers should not speak too much in Indonesian when teaching; students need a lot of exposure to English as early as possible.

PST 10: Teachers should not translate all the words or sentences into Indonesian. Students might conclude that they can only understand the materials if they are taught using Indonesian.

PST 8: We need to develop students' English mastery so that they become comfortable interacting in English with the teacher and classmates.

The PSTs responses indicate that they believe teachers should primarily speak in English in order to enable the children to communicate effectively in English. The teacher using English gives the students a model to follow and the opportunity to practice using English.

5.3. Use of interesting teaching media

Teaching media is one of the supporting components of teaching. Teaching media is also considered important by the PSTs,

especially in the teaching of English to young children. Some statements regarding teaching media, made by the PSTs, are displayed below.

PST 18: English must also be a fun learning process for the children. This can be achieved through songs, pictures, videos, and stories, as well as dances that are suitable for their developmental stages.

PST 1: Teachers must be able to align the chosen media with the material to be taught. This works better if the teacher him- or herself prepares the media.

Teaching media is considered as able to assist teachers in presenting more interesting and understandable English lessons. Teaching media can be in the form of songs, videos, story books, pictures, or anything else prepared by the teacher to match what is being taught.

5.4. Choice of contextual teaching material

Choice of contextual material is one of the determining factors of success in teaching. The following are statements made by the PSTs in regard to the ideal English teaching materials.

PST 5: Students learn something easier if it is relevant to their daily lives, needs, or uses.

PST 16: Teachers need to prepare English materials that contain character or value education, in accordance with the surrounding society.

The PSTs responses indicate that the teaching materials used need to be suited to the lives and surrounding society of the students. This facilitates better understanding. Moreover, students are more likely to be interested in learning because it has relevance to them.

5.5. Use of appropriate English learning strategies for children

Every teaching has its own characteristics. This statement also applies to English teaching. Teaching English to children is different from teaching English to adults. The following are opinions expressed by some of the PSTs on the strategies appropriate for teaching English to children.

PST 8: Teachers should not give only notes that must be copied and memorized by students. Children must be physically active and given a lot of opportunities to practice.

PST 13: When introducing new vocabulary or other challenging material, the teacher can use games, facial expressions, body movements, etc. to aid the learning process

ST 12: The teacher should not ask students to perform something without first providing an example. When the teacher gives an instruction, the vocabulary chosen must be simple. If a student makes a mistake, the teacher should not criticize, but help.

The responses given indicate that the PSTs consider variations in teaching to be important. Such variation can be achieved through games, activities that require the students to be physically active, or movements and facial expressions to illustrate new vocabulary or material. Teaching should also not be centered on the

teacher, but rather the students. It is the students who need a lot of opportunities to explore their skills and gain experience using English. The learning atmosphere should also be a focus. Teachers are the party responsible for the creation of a safe and comfortable learning environment. Children, as beginners, do not use English daily, but need to feel confident to practice using it in front of their peers (Elmes, 2018).

5.6. The practice of TEYL Microteaching

5.6.1. Introduction of grammar in the context of communication

According to the PSTs interviewed, children should not be asked to memorize grammar rules. Below are the results of a document study on lesson plans, which had attached teaching materials. The materials for Telling Past Events, Daily Activities, and Plans, are not presented focusing on the rules of the changing tenses, but rather the tenses are given directly using dialogs that are developed into short stories. The PSTs also does not specifically explain the rules of using the different kinds of verbs but utilize the direct application to contextual dialogs such as Asking for and Giving Help, Asking for and Giving Permission, Offering Help, Asking for and Giving Suggestions, and so on. Materials related to describing people and things are also directly discussed based on certain pictures or media. In the lesson plans, there is not a single step in the teaching process where grammar rules are included by the student-teachers. This was confirmed by a lecturer (labeled as L) during an interview, by the following statement:

L: No student-teacher includes grammar rules in his or her explanation

5.7. Use of English throughout the teaching-learning process

From the interview results, it can be concluded that the PSTs believe that English teaching should be conducted in English, not in the students' mother tongue. The following is a statement from a lecturer (L) on the subject.

L: When teaching, pre-service teachers use English. I know that it is not easy for them because in ETE there are only two English subjects- General English in the last semester and the TEYL subject this semester. If throughout the teaching, there are some areas in which they make grammar mistakes or have difficulties maintaining fluency, I think it is acceptable. They are not students of an English major, who intensively practice and learn English. I do appreciate their courage and efforts to practice speaking.

The interview responses indicate the PSTs' highly value the use of English as the teaching medium and believe this is key to the ideal approach to TEYL. This is supported by their use of English in their microteaching. The lecturer interviewed believes difficulties in teaching in English are common and the result of English not being a subject that is learned intensively in ETE.

5.8. Use of interesting teaching media

The questionnaire and interview responses indicate that the PSTs consider teaching materials as an important facilitator of learning. Through a document study of their lesson plans and several teaching media found in the classroom, it was observed that the teaching media was prepared by the teachers themselves. Examples of the media are displayed in Table 3.

Table 3. Teaching media used by elementary school pre-service teachers

Type	Media	
Visual	3D story books	
	Puppets	
	Birthday cards	
	Snakes and ladders	
	City tour maps	
	Family trees	
	Flashcards	
	Miniatures (houses, vegetables, fruits, foods, drinks, animals, public places, transportation, clothes, classroom, and kitchen utensils)	
	Audio visual	Songs
		Short movies

Flashcards were used by all student-teachers when microteaching – more so than any other form of teaching media. This medium was also mentioned in every lesson plan at the beginning of

the teaching. Students used flashcards as a means of introducing new vocabulary. Frequently observed at the beginning of teachings was the use of songs and videos. During the core part of the lesson, the student-teachers used the media they had prepared themselves to suit the teaching needs. These media were used to assist the students in producing sentences.

5.9. Choice of contextual teaching materials

According to the PSTs, the teaching materials that are chosen and developed by the teachers must reflect the environment where the students live. They also apply this when teaching. During the document study of the teaching materials that were attached to the lesson plans, it was observed that the names of places, people, and food that appeared in the texts and dialogs were those that are commonly found in Indonesia. This was also expressed by a lecturer (L) during the interview, as outlined below.

L: The materials are adapted to what we have here (Indonesia). For example, if the topic is parts of the house, student teachers do not use words like chimney or attic, because they are not common parts of houses in Indonesia. Another example is the kitchen utensils. Most Indonesians do not use knives when eating, so the vocabulary is changed to spoons and forks. One of the student teachers once showed a video on asking for and giving things. The child in the video received the thing with his left hand. The student teacher who was conducting the teaching paused the recording and clarified that, in Indonesia, a child should receive something using his right hand. The

results of the document study and interview show that the PSTs believe that the materials should be adapted to suit the environment of the students, and actively do so in their microteaching. They use objects and names familiar to students and practices that are in accordance with the cultural norms of Indonesia

5.10. Use of appropriate English learning strategies for children

The PSTs stated in their responses that creative teaching is needed when dealing with children. In order to present an interesting lesson, teachers should create games and activities that involve physical movement, and also use supportive facial expressions and various other forms of body language. The PSTs also implemented this in their microteaching, according to a lecturer (L) who stated the following during the interview:

L: They (the PSTs) are willing to learn. So, I asked them to read two books on TEYL. In these books, a lot of sample games can be found. There are also samples of teacher-to-student dialogs about learning activities. Other activities, such as story-telling and the ways teachers can change their intonation and facial expressions, are also available in these books. Students usually become inspired by this material and incorporate it into their lesson plans.

It is evident that the PSTs do try to vary their teaching to keep it interesting for children. They have adapted several teaching strategies from the reference books provided by their lecturer. In addition to the interview evidence, the results of the document study showed several

games and activities had been included in the microteaching lesson plans. Some of these activities are outlined in Table 4.

Table 4. Teaching activities designed by PSTs

Language skill	Activities	Description
Listening	Listening and Doing	The teacher mentions a statement. If the statement is correct, students sit on chairs on the right side. If the statement is incorrect, students should sit on the chairs to the left side.
	Listening and Making	The teacher reads a description. Students listen while drawing and coloring what is being described.
Speaking	Speaking freely	Students engage in a dialog, such as asking for (something) and answering, based on provided pictures.
		Students create sentences by moving the objects that are in a story book to make up a whole story.
		Students go around the classroom asking one another about their favourite things (themed) and jotting down responses.
		Each student makes a hand puppet from paper, and then uses it to talk with other puppets made by other classmates.
Reading	Reading a story	Students read stories.
Writing	Imitative writing	Students write a synopsis of a story.

Writing freely	Students write a birthday invitation, letter, or story.
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The variety of activities displayed above prove that the PSTs believe that it is the responsibility of the teacher to create variety and interest. The interview with the lecturer also showed that this is actively performed during the microteachings.

5.11. Constraints in performing TEYL microteaching

5.11.1. Speaking Skills

Although PSTs consider the aim of English teaching is to make students be able to use it for communication, they admit that their own ability to speak English is their biggest constraint when it comes to their performance in microteaching.

PST 4: The most hindering factor for me in the preparation or performance of microteaching is the fear of making mistakes when speaking English. Therefore, the materials are not conveyed as optimally as when I teach another subject.

PST 6: I have problems explaining something to my friends in English and they often fail to understand the instructions I give to them.

PST 17: It is hard to keep talking in English from the opening to the core and closing of the lesson.

Based on the statements provided above, it can be concluded that speaking skills still need to be improved, in both accuracy and fluency. A lack of speaking skills results in problems when the PSTs

try to explain the materials. This also has an impact on their confidence as a teacher.

PST 5: I know that, as a teacher, I must be confident, but I am still not confident of my speaking skill.

PST 16: I feel inferior because my friends have better English than I do.

PST 4: It is a matter of mental state. I must have the mental readiness and courage.

Although the PSTs know that to be an effective teacher they must be confident, they still feel embarrassed, unconfident, and nervous when teaching in English. Some need to mentally prepare themselves to even speak English in front of their peers.

5.11.2. Vocabulary mastery

The lack of vocabulary mastery was also an observed limitation of the PSTs. The following are some statements from the PSTs in regard to their vocabulary range.

PST 4: Before microteaching, I list down the first the words that I plan to use. Limited vocabulary forces me to spend a lot of time looking up the meaning of words I want to say in a dictionary.

PST 1: I am afraid that my teaching will not be successful because I have chosen the wrong words.

Limited vocabulary ranges force PSTs to spend extra time on preparation. Use of word equivalents from dictionaries affects the presentation of the teaching materials. Teaching may not be optimal

due to misunderstandings as the result of mistakes in word choice or use.

5.11.3. Pronunciation

The PSTs stated that pronouncing English words correctly is difficult. The following are some statements they provided.

PST 15: Pronunciation is my biggest problem. I rarely listen to or speak, in English. Then suddenly, I must be a teacher who teaches students how to pronounce new words.

PST 13: Practicing pronunciation takes time. I must use an online dictionary. I listen to the words several times and then I repeat them.

The PSTs want to teach English with the correct pronunciation because they are aware that the students will imitate the pronunciation used by the teacher. This has become a burden for many. A lot of time is spent on practicing the correct pronunciation of the words the PSTs need to use during microteaching.

5.11.4. Grammar

The mastery and application of the grammar that needs to be taught to the children is another constraint. The following are several statements provided by the PSTs.

PST 10: I usually learn grammar using formulae, so finding a way to teach without the formula is difficult. To be able to help students understand grammar implicitly is even more difficult.

PST 12: Even I still need to learn how to correctly arrange a sentence.

PST 4: Although the lecturer has already given examples, finding other ways (to present grammar without formulae) is not easy.

The PSTs have admitted that their own understanding of grammar is limited, yet they are still expected to be able to teach it to others. They are used to learning grammar through formulae, but told to teach without formulae. Although they have been provided with examples from lecturers on how to teach grammar without formulae, many still find this challenging. Coming up with alternatives to what the lecturers have provided is an extra challenge.

5.11.5. Teaching media

The data indicate that all PSTs included in this research consider teaching media important, especially for the students. However, the availability of appropriate media is a problem.

PST 3: It is difficult to find agreement between available media (on the Internet or in stores) and the materials that need to be taught to students. We end up having to make them ourselves. This takes time.

PST 11: In making teaching media, we must also consider material coverage and the time of microteaching.

The PSTs stated that they end up having to make teaching media themselves because they have difficulties finding media that is suited

to the teaching materials. Often, the media available on the Internet or in stores are not ready to use; it needs to be adapted. Preparing teaching materials from scratch is time consuming and not easy. The PSTs must consider the creativity and interest of the media, its suitability to the material, and the time limitations of the microteaching.

5.11.6. Teaching materials

The teaching process is closely related to teaching materials. When choosing the appropriate teaching materials, teachers must consider many aspects.

PST 2: The materials available on the Internet are sometimes too difficult for students here. Maybe the materials are meant for countries in which English is used daily, unlike here.

PST 10: Teaching materials should not only teach language, but also character education. However, incorporating character education into the material is not easy.

The PSTs believe that English teaching materials should also incorporate character education and other aspects needed by students in their daily lives. They stated, however, that it is challenging to incorporate these other aspects. Matching the material with their ability is a further challenge. When trying to use or adapt materials from the Internet, the PSTs must first consider whether the materials are aimed at ESL or EFL students.

PST 15: I do not feel capable enough to make all the materials myself. But to obtain them from the Internet or from the books, I must carefully select the appropriate ones.

If the PSTs want materials that optimally match their teaching needs, they generally need to prepare the materials themselves. However, they are not confident of their own capabilities to do this.

5.11.7. Teaching activities

Before teaching, teachers need to prepare a lesson plan so that the teaching process is well organized. The PSTs expressed that they faced some difficulties when preparing lesson plans. Some of these are outlined here.

PST 4: I find difficulties in arranging English teaching steps so that all the skills - listening, speaking, reading, and writing- are covered.

PST 13: I read the book given to me by my lecturer, but it is not easy for me to work out how to apply the examples of games to my topics.

PST 11: Creating varied games to help me assess the students' understanding is a challenge.

The PSTs are still finding it difficult to prepare interesting teaching activities that cover all four skills within one lesson. Although they have a reference book for developing games, they still struggle to apply the games to the material being taught. Making the necessary adjustments during the preparation stage is time consuming. Moreover,

they expect that the games will be able to indicate the extent of the students' comprehension of the material, but this is not always clear.

5.11.8. Time management

PSTs are expected to be able to manage class time such that all prepared materials are conveyed. However, the amount of time provided for microteaching is limited. Some of the PSTs opinions on this are displayed below.

PST 2: Adjusting the time allocation for the limited microteaching time is challenging because there are a lot of materials and skills to be covered.

PST 13: When playing games, time really flies.

PST 16: Time is not efficient. The teacher needs to guide all students in all activities.

The PSTs find it difficult to maximize their performance during the amount of time provided for microteaching. They have limited time to convey a high scope of materials that need to develop all skills and include games. Moreover, the PSTs feel that they need to be guiding the students individually in order to optimize the learning process. This is almost impossible in the limited time provided.

6. DISCUSSION

It is apparent that when PSTs microteach, they believe that students should not be asked to memorize grammar rules. Although this is not an easy approach to learning grammar, PSTs persistently try

to design teaching that introduces grammar through communication. Brown (2000) discussed the characteristics of children during learning. Children are still experiencing intellectual development when learning a second language, and they get bored easily. Therefore, teaching must not be focused on linguistic concepts that are abstract and complicated. Scott and Yterberg have stated that, in TEYL, explanations of grammar must be given in the simplest form possible to children. The PSTs persevere with speaking in English, although they see this as their biggest limitation. This shows that the PSTs strive to perform in accordance with what they believe, which is that an English teacher should use English and minimize the use of the mother tongue language. Slattery & Jane (2001) have also agreed that in TEYL, the teacher should frequently involve the students in speaking English.

The PSTs feel that TEYL teachers need to use interesting teaching media. However, they admit to having difficulties finding available teaching media that suits their teaching materials. As a result, the PSTs often end up creating their own media, which is something they find difficult and time consuming. This is further evidence that the PSTs do what they believe to be the teacher's responsibility, even when it is challenging. The importance of teaching media in TEYL is expressed by Scott and Yterberg in their statement that teachers should use numerous objects and pictures in class. Selecting contextual teaching materials is another of the TEYL principles believed and applied in the microteaching. Even though the PSTs need to change the existing materials to suit the culture and environment of the students, the PSTs believe that it facilitates a better understanding of the materials. This is in line with the opinions of several experts.

Brown (2000) stated that children learn a language better when there are connections with their lives. Harmer (2001) also explained that children absorb information from their surroundings, therefore, they learn a lot from their environment. The PSTs understand that TEYL is inseparable from the issue of English teaching strategies that are appropriate for children. Choosing the appropriate teaching strategy to create an interesting learning process for children is another microteaching challenge for PSTs. They must consider activity, place, and sound variation. Variation creates an enjoyable teaching atmosphere for children. Teachers must ensure that English learning is fun and comfortable for children (Slattery & Jane, 2001).

7. CONCLUSION

This research, after considering the opinions of several experts, elaborates what elementary school PSTs understand to be the duties and responsibilities of an EYL teacher. This research also shows that PSTs apply their beliefs in classroom microteaching, even when they face difficulties. Poor speaking skills are the first linguistic obstacle. This has a considerable impact on the way the materials are delivered and the PST's confidence during the microteaching. The second obstacle is limited vocabulary ranges which force the PSTs to spend extra time on preparation. Limited vocabulary can also affect the presentation of teaching materials and lead to misunderstandings. The correct pronunciation is the third obstacle. The PSTs are well aware that children tend to imitate the way their teacher speaks and do not

want the children picking up inaccurate pronunciation from them. The final linguistic obstacle is being able to introduce grammar to the children in the context of communication. The challenge here is that the PSTs feel that their own grammar competence is lacking.

Other challenges come from non-linguistic aspects. A lack of available suitable teaching media forces the PSTs into creating their own teaching media. Obviously, this is time-consuming. The PSTs cannot simply adopt materials from the Internet or books without considering first the context and values contained. Aside from being time-consuming, the PSTs are not very confident of their capabilities to produce their own teaching materials. Another challenge in this area is difficulties finding interesting and varied teaching activities that incorporate all four language skills. Simultaneous development of the four language skills within the limited time frame is problematic for the PSTs. Finally, the PSTs also struggled with the time limitation of microteaching. The constraints in the implementation of TEYL microteaching identified in this research need to be addressed immediately. Accountable theoretical and practical research studies are needed to avoid the situation worsening. Considering that ETE's main goal is to prepare professional teacher candidates, further studies focusing on solving problems faced by student-teachers would be of great value and contribute to the overall improvement of microteaching.

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