

**PRE-SERVICE TEACHER' PREPARATION FOR TEACHING
ENGLISH AT SCHOOL**



THESIS

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Pre-Service Teacher' Preparation for Teaching English At School

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Abstract

This research aims to investigate the pre-service teacher' preparation for teaching English of English Study Program Students of University of Muhammadiyah Bengkulu. The researcher used a descriptive qualitative method. The subject of the study was all of the students at the sixth semester who enrolled microteaching subject at English program of UMB Bengkulu. The microteaching class was divided into five classes with total students 44. The researcher used interview and observation list as the instruments of the research in this study. The interview guide was constructed from "K to 12 Blended Teaching Preparation" adopted by Graham et al. (2019). The result of this research showed that the pre-service teacher' preparation for teaching English was good or in high level of preparation. The preservice teachers' preparations were related to some aspects; (a) Preparation related to the material to be taught; (b) Preparation related to learning media; (c) Preparation related to teaching strategies with the following steps; (d). Preparation related to assessment; (e) Preparation related to the use of ICT tool (computer/laptop); and (f) Preparation related to the mastering of using teaching online platforms (Zoom, Whatsapp, Google Classroom). It is suggested for the preservice teachers to be ready to face another possibility for the next during the pandemic of Covid-19, especially the problems which may come among the teaching and learning accessibility. The preservice teachers are required to be more interacted with the modern technology in order to be able to compete with the development of technology especially in education field. Moreover, further studies are recommended to investigate deeper research related to the preservice teachers preparation in teaching English with large number of sample of research.

Keywords : Preservice Teacher, Preparation, Teaching English

A. Introduction

The Covid-19 pandemic has become a global challenge and has an impact on various sectors, including education. In Indonesia, all schools and universities are closed for now. The government has recommended distance learning and additional learning materials through the online system. While the government has yet to issue joint guidelines for online education in response to the COVID-19 pandemic, online education has been implemented in certain schools and

universities depending on their status. This situation has an impact on the teaching and learning system, including learning English.

Moreover, the preparation of the pre-service teachers is sensitive to contextual issues. The pre-service teachers' preparation in teaching English should be considered before the learning begins. The preparation of the pre-service teachers is a determining factor for the success. If the students have already been accustomed to working in groups, solving problems presented in lectures, using the internet especially social networking, does it also mean that they have a high level of preparation. This can be assessed from awareness, culture, technology, pedagogy, and content (Omoda-Onyait & Lubega, 2011). Specifically, it also needs to consider about the technological access skills, online relationship motivation, online reading, online audio conversations, online group discussions, and views of importance for success (Watkins, Leigh, & Triner, 2004). An understanding of the students' preparation for online learning is required to support the implementation of online learning.

Based on preliminary study done by the researcher, the researcher asked ten pre-service students who enrolled microteaching class at sixth semester English Study Program about their preparation in teaching English. The students as preservice teachers admitted that they need to prepare more in teaching English rather than face to face classroom, such as; the teaching media, the teaching facilities, and teaching strategies. Moreover, students' preparation to execute within an online educational context is very important. The need to understand students' preparation for online learning is more significant than ever because online learning is becoming popular in educational environments across the world due to lockdown of schools and universities because of COVID-19 pandemic. Therefore, the researcher will conduct a research entitled "Pre-Service Teacher' Preparation for Teaching English at School".

B. Research Methodology

The researcher used a descriptive qualitative method. The researcher used the qualitative research to get deep information about preservice teachers' preparation in teaching English. The subject of the study was all of the students at sixth semester who enrolled microteaching subject at English program of University of Muhammadiyah Bengkulu. The microteaching class was divided into five classes with total 44 students. The researcher used interview and observation list as the instruments of the research in this study. The interview guide was constructed from "K to 12 Blended Teaching Preparation" adopted by Graham et al. (2019).

C. Findings and Discussion

Findings

Based on the result of interview to preservice teachers who had enrolled Micro Teaching class, it was found that almost all of preservice teachers were ready to teach English in PLP with the material that will be taught. There were only several preservice teachers who slightly ready (getting nervous) about the material preparation in teaching PLP.

Therefore, it can be concluded that the preservice teachers' preparation related to the material was in high level of preparation.

After asking the preservice teachers' preparation in preparing the teaching material, the researcher also asked about the preparation related to the learning media or teaching media. The result of interview showed that almost all of students had already prepared the learning media or teaching media to teach in PLP. Then, there were several preservice teachers who did not ready well the learning and teaching media for PLP. It means that the preservice teachers' preparation related to the learning media was in high level of preparation.

The next item of preparation in teaching English by online was related to the teaching strategies; Sequence of learning activities, learning methods, instructional Media, and time management that will be used in the learning process to achieve predetermined goals. The result showed that all of preservice teachers or all of them were already prepared the teaching strategies for PLP. They had prepared the learning activities, learning methods, instructional media, and time management. Thus, the preservice teachers' preparation related to the teaching strategies was in high level of preparation.

The last question related to the preparation in teaching English in PLP was the assessment. The assessment in this research was about how the preparation of preservice teachers in preparing the questions, practice, or test to measure the students' ability after teaching and learning process. The result showed that almost all of preservice teachers had prepared the assessment for teaching in PLP. There were several of preservice teachers who still got nervous and confused in preparing the assessment. Therefore, it can be concluded that the preservice teachers' preparation related to the teaching assessment was in high level of preparation.

Moreover, based on the observation result, it was found that preservice teacher 1 prepared introduction and procedure text as the material to teach English in English. Teacher 1 confirmed that preservice teacher 1 as her PPL student had prepared the material for teaching procedure text, the preservice teacher taught the students introduction material firstly then simple present tense. As teacher 1 said that the preservice teacher recalled the simple present tense material before teaching procedure text. The students are asked to construct a sentence in simple present tense.

Then preservice teacher 15 prepared about introduction and the time (the days) material for seventh grade students. Teacher 2 as supervisor of preservice 15 confirmed that preservice teacher 15 prepared material about the days. Overall, the material prepared was good enough. The preservice teacher delivered the material to the students in a good way of teaching eventhough they seemed like nervous and confused while teaching. Preservice teacher 19 prepared announcement and descriptive text material, it was confirmed by

teacher 3. Preservice teacher 20 prepared narrative text. Teacher 4 confirmed that preservice teacher 20 prepared the material well enough. The preservice teacher usually continue the material that has been taught by the teacher, for example; if the teacher taught chapter 4 then the preservice teacher will teach chapter 5. Preservice teacher 39 prepared lesson plan for offline and online learning before teaching at conventional school. The materials that has been prepared were narrative, descriptive, and procedure text. It was confirmed by teacher 5 as supervisor. She explained that the preservice 39 has prepared the lesson plan before teaching in English. The material prepared was based on the curriculum.

Preservice teacher 7 prepared teaching material for speaking and reading. The material prepared had been asked and discussed with supervisor firstly before teaching in English class. Teacher 6 as the supervisor admitted that she discussed the material used by preservice teacher firstly before the preservice teacher used it in teaching. Preservice teacher 8 prepared introduction (my self, my friend, And my family) material for teaching seventh grade students of junior high school. Teacher 7 as the preservice teacher's supervisor admitted it. The preservice teacher also prepared lesson plan for teaching English. Preservice 26 prepared procedure text as teaching material. It was confirmed by teacher 8. And then preservice 27 prepared speaking material and it was also confirmed by teacher 9 as the supervisor. She said that preservice teacher 27 prepared the material based on the lesson plan.

Furthermore, mostly the preservice teachers answered that they were very ready in preparing the material to be taught during English. The preservice teachers prepared the teaching material related to the syllabus and lesson plan that they taught. Mostly they prepared the teaching material for teaching reading, speaking, listening, and writing at junior high school. The teaching material can be in form of text, such as; procedure text, recount text, formal letter, and other kinds of text, as preservice teacher 4 said "I have prepared the material from home, and have studied the material before teaching the children later such as greeting material, introductions, simple present tenses, then congratulations for the materials that will be taught in junior high school (R4)".

Preservice teacher 4 has prepared the material well before teaching English in English. They said that preparing the material can help them to reduce their anxiety while teaching. The material that they prepared such as; time, conjunction, greeting, introduction, and simple present tense for junior high school students. Similar to other preservice teacher 4, preservice teacher 7 has high level of preparation in preparing the teaching material, she observed the teaching material firstly by asking Guru Pamong before preparing the material. She usually used modul or worksheet that has been prepared by the school in teaching reading or speaking.

Related to the teaching media and learning media, the observation result showed that preservice teacher 1 prepared audio visual (youtube video) as the learning media in teaching English in English. Teacher 1 confirmed that preservice teacher 1 as her PPL student had prepared the learning media in the form of audio-visual that they downloaded from youtube. Moreover, preservice teacher 15 planned to use audio recording and visual teaching media, however she forgot to use the learning media while teaching. As teacher 2 confirmed that she was a little bit upset because the preservice teacher 15 did not prepare the learning media well. She think that it will be better if the preservice teacher prepared the learning media for teaching about the days, the preservice teacher can use some pictures or poster related to the material. It means that, presevice teacher 15 was slightly ready to teach in English.

Preservice teacher 19 prepared visual (pictures) as learning media. Teacher 3 as supervisor cofirmed that some of preservice teachers used powerpoint, audio visual, and video as teaching media. Preservice teacher 20 poster and video as learning media. Teacher 4 confirmed that preservice teacher 20 prepared audio visual (video) as learning media. Preservice teacher 39 prepared video, picture, and powerpoint as learning media.. It was confirmed by teacher 5 as supervisor. She explained that the preservice 39 has prepared the learning media such as audiovisual, poster, and powerpoint.

Preservice teacher 7 prepared teaching material for speaking and reading. The material prepared had been asked and discussed with supervisor firstly before tecahing in English class. Teacher 6 as the supervisor admitted that she discussed the material used by preservice teacher firstly before the preservice tecaher used it in teaching. Preservice tecaher 8 prepared audio visual and visual learning media such as video and pictures. Teacher 7 as the preservice teacher's supervisor admitted that the use of the learning media in teaching English by English has not been ready yet. Preservice 26 prepared pictures as learning media. It was confirmed by teacher 8. And then preservice 27 prepared audio visual learning media and it was also confirmed by teacher 9 as the supervisor. She said that preservice teacher 27 prepared audio visual learning media in teaching English.

Regarding to the interview result, all of the preservice teachers answered that they were ready in preparing learning media, the media they usually used were picture, power point, audio recording, and video as learning media in teaching English in English. The teaching media was prepared before they teach the students. As preservice teacher 18 said she used the media, especially for the procedure text, by using the power point of the procedures in the text. Then preservice teacher 24 uttered that she uses videos, which will be distributed using infocus, and analysis, then create assignments. Preservice teacher 22 also prepared several

media such as pictures and videos from youtube regarding the self-introduction material, and for the procedure text, she explained through audio media.

To conclude, the Preservice Teachers' Preparation related to Learning Media was ready or in high level since there all of preservice teachers were ready in preparing learning media such as; Audio (Sound Recording), Visual (Pictures, Posters), and Audio-Visual (Film).

Related to the preparation of teaching strategies, the result of observation showed that preservice 1 prepared the teaching strategies and the steps of teaching well. She said that she prepared the teaching method which was suitable to the activity and teaching material. It was confirmed by teacher 1 as supervisor that preservice teacher 1 had prepared and did the teaching method well enough while teaching and learning process by English. Based on the interview result, the preservice teachers answered the step by step of teaching strategies in detail. All of students were ready in preparing the teaching strategies. Most of them used questioning-answer teaching strategies in teaching English. As preservice teacher 44 said that the steps that she did while teaching were greetings, praying, explaining the material, giving conclusions, then closing. She used lecturing and questioning method while teaching then she needs twice meeting to teach one material. Moreover, preservice teacher 42 said that she did greetings at the beginning, then prepare apperception, provoke students to know the material to be studied, explain the material directly by giving directions, if there is no students who understands, the students will be notified. As she said "if no one wants, I will appoint one of the students then I will give the actual conclusion".

Preservice teacher 40 added that according to the lesson plan, there will be an opening activity, greeting, motivation, checking student attendance, then for the core activity, she delivered the material she teach. Before entering the lesson, give the children what material they are learning, then review the last week's material again, move on to the material that will be taught that day, then give a question and answer session, then give conclusions and give feedback to the children as a closing. there are several methods, one of which is the audio-visual method, because it involves hearing and seeing.. But the method also depends on the material, but specifically using images or audio, using audio-visual. I need 2 meetings for one material.

Mostly the preservice teachers also mentioned that they did three main steps of teaching activity, namely; pre-teaching or opening, while-teaching, and post-teaching or closing. Moreover, the teaching methods used by the preservice teachers were various. The preservice teachers used lecturing, asking, discussion, and other methods of teaching. For the time management, mostly the preservice teachers answered that they need 2 meetings for teaching one material. It can be concluded that the preservice teachers' preparation in teaching English by English related to

the teaching strategies; sequence of learning activities, learning methods, instructional Media, and time management was in high level of preparation.

Regarding to the observation result related to the teaching assessment, there were some preservice teachers who have prepared the assessment before teaching but there were some preservice teachers who need to ask to Guru Pamong firstly before arrange the assessment. As preservice teacher 18 said that the assessment has been prepared but not yet fully finished, but there is already an idea of what kind of practice or test for the material. Preservice teacher 7 mentioned she doesn't need to prepare such kind of the assesment for the students, because it is already in the module, sometimes she just need to prepare some questions for UTS or exams. However, another preservice teachers said they need to to consul first with their supervisor, unless it's already allowed. It means that there were some preservice teachers who have not yet prepared the assessment in teaching English since they need to ask to their guru pamong firstly. To conclude, the preservice teachers' preparation in teaching English by online related to the assessment was in medium level of preparation.

Discussion

a) Preparation related to the material to be taught (material for junior high or high school, related to reading text, tenses, listening, speaking)

Based on the result of interview to preservice teachers who had enrolled Micro Teaching class, it was found that almost all of preservice teachers were ready to teach English in PLP with the material that will be taught. There were only several preservice teachers who slightly ready (getting nervous) about the material preparation in teaching PLP. Therefore, it can be concluded that the preservice teachers' preparation related to the material was in high level of preparation.

The finding showed that the preservice teachers' preparation in preparing the material, learning media, and teaching strategies was in high level of preparation. It was confirmed by some theories from experts. As Ries, Cabrera and Carriedo (2016:2035) declare that pre-service teachers have to acquire the following competencies during their practice teaching; (1) knowledge and understanding of the main research methods in education, recent theories of learning, teaching and schooling, applying theories, critical thinking, and facing urgent challenges in contemporary education and schooling. Practical skills for using work methods, theoretical knowledge and research findings, creativity in developing professional ideas, decision making, processing, assessing and interpreting gathered data related to education and schooling;

b) Preparation related to learning media; (a) audio (sound recording); (b) visual (pictures, posters); and (c) audio-visual (film)

Regarding to the interview result, all of the preservice teachers answered that they were ready in preparing learning media, the media they usually used were picture, power point, audio recording, and video as learning media in teaching English in English. The teaching media was prepared before they teach the students. It is confirmed theory from Haigh, Ell and Mackisack (2013) who emphasise that world-wide, school-based skills development experiences play a significant role in the initial teacher education programmes. They stress that it provides authentic opportunities for pre-service teachers to gain understandings of the professional practice of teaching before assuming teaching career independently. Thus, Endeley (2014) opines that practice teaching is made a compulsory programme in most education institutions world-wide. Suffice it to state that there can be no effective teachers if there is no practice teaching.

To conclude, the Preservice Teachers' Preparation related to Learning Media was ready or in high level since there all of preservice teachers were ready in preparing learning media such as; Audio (Sound Recording), Visual (Pictures, Posters), and Audio-Visual (Film).

c) Preparation related to teaching strategies (Sequence of learning activities, learning methods, instructional media, time management that will be used in the learning process to achieve predetermined goals.

Related to the preparation of teaching strategies, the result of observation showed that preservice prepared the teaching strategies and the steps of teaching well. She said that she prepared the teaching method which was suitable to the activity and teaching material. It was confirmed by teacher as supervisor that preservice teacher had prepared and did the teaching method well nough while teaching and learning process by English. Endeley (2014) opines that practice teaching is made a compulsory programme in most education institutions world-wide. Suffice it to state that there can be no effective teachers if there is no practice teaching. Based on the interview result, the preservice teachers answered the step by step of teaching strategies in detail. All of students were ready in preparing the teaching strategies. Most of them used questioning-answer teaching strategies in teaching English.

d) Preparation is related to assessment. (questions/practice/test)

Regarding to the observation result related to the teaching assessment, there were some preservice teachers who have prepared the assessment before teaching but there were some preservice teachers who need to ask to Guru Pamong firstly before arrange the assessment. There were some preservice teachers who have not yet prepared the assessment in teaching English since they need to ask to their guru pamong firstly. To conclude, the preservice teachers' preparation in

teaching English by online related to the assessment was in medium level of preparation.

Furthermore, the finding was also related to theoretical skills which to be able to tackle new situations take an active part in the discussion of learning, teaching and schooling in contemporary society, initiate research and development projects and manage the work of individuals and groups. What is essential with these aforesaid definitions are the characteristics for equipping preservice teachers, novice teachers as well as the seasoned teachers with skills and knowledge relevant for effective teaching. Evidently, teaching profession as a career has over the past three decades been built on the pillar of skills development and continuous training. Therefore, skills development and continuous training strive to prepare both pre-service teachers and beginning teachers for an ever changing career (Bigham et al., 2014).

Based on the interview result, it was found that all of preservice teachers were able to use ICT tool such computer or laptop. It means that the students were ready to teach English by online learning through ICT tool. Moreover, all of the preservice teachers also admitted that they have mastered in teaching English by online learning since they always used zoom meeting, whatsapp application, or Google Classroom as platform in teaching English by online. As preservice teacher explained how to use Zoom Meeting application, he said that he made a meeting code first to enter Zoom, then he opened the lesson first via whatsapp, then he shared the zoom code or password, then immediately explained the material in the Zoom room. Therefore, it can be concluded that the preservice teachers' preparation in preparing to teach English through online learning was in high level of preparation. All of students can operate ICT tool well and master the use of platform of online teaching very good.

Moreover, this research finding also confirmed some previous studies. First, Pre-service Teachers' Preparation for Emergency Remote Learning (Dorsah, 2021). Pre-service teachers were ready for online learning with overall preparation mean score of 3.65. There was no significant difference in online learning preparation between males and females. Second, Preservice Teachers' Perceptions of Preparation for Teaching in a 1:1 Classroom (Jeffery, 2019). Preservice teachers reported a wide range of responses when asked to reflect on their digital competencies and assess their levels of proficiency. And the last, Pre-Service Teacher Preparedness for Fostering Education for Sustainable Development: An Empirical Analysis of Central Dimensions of Teaching Preparation (Manasia, Lanos, and Chicioreanu, 2019). The results suggest professional knowledge and practice, professional engagement, and self-management could be considered central dimensions of teachers' job preparation, each of them encompassing a set of components or vectors. Moreover,

professional knowledge has a strong and positive influence on teaching practice and professional engagement.

D. Conclusion

Based on the finding of this research, it can be concluded that the pre-service teacher' preparation for teaching English at English Study Program of University of Muhammadiyah Bengkulu was good or in high level of preparation based on the higher number of students who have prepared well in teaching English . The preservice teachers' preparation were related to some aspects; (a) Preparation related to the material to be taught; (b) Preparation related to learning media; (c) Preparation related to teaching strategies with the following steps; (d). Preparation related to assessment; (e) Preparation related to the use of ICT tool (computer/laptop); and (f) Preparation related to the mastering of using teaching online platforms (Zoom, Whatsapp, Google Classroom). Based on the findings of this research, it was suggested for the preservice teachers to be ready to face another possibility for the next during the pandemic of Covid-19, especially the problems which may come among the teaching and learning accessibility. The preservice teachers are required to be more interacted with the modern technology in order to be able to compete with the development of technology especially in education field by follwing some online workshop or seminar. Moreover, further studies are recommended to investigate deeper research related to the preservice teachers preparation in teaching English with large number of sample of research.

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