English Students' Self Instruction Strategy in Following Microteaching Class

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Abstract

This research was aimed to investigate the strategy of self instruction which is applied by English students as pre-service teacher in following microteaching. The researcher used a descriptive quantitative data to obtain the data about self instruction implemented by students in following microteaching class. The population of this research was 6th semester of English students who enrolled Microteaching class at the English Education Program of Muhammadiyah University of Bengkulu Academic Year 2020/2021. There were 46 students who become the population of this research. The researcher used a questionnaire and observation checklist as the instrument of this research. The finding showed that there were five strategies of self instruction namely; cognitive modelling stage, overt external guidance, overt self guidance, faded overt self guidance, and covert self instruction. Moreover, the dominant role of lecturer was Overt External Guidance.

Keywords: Self Instruction Strategy, Microteaching Class

A. Introduction

Micro teaching becomes one of the important courses at the English Language Education Study Program. It is designed for the sixth-semester students before they get their teaching practice program outside of the campus, it is called by PPL. This course consists of the knowledge and skill that students have already got in language and education field as a teacher candidate. This course also has a purpose to improve student's verbal and nonverbal ability in public speaking in general. It is useful to master and improve specific skill and ability. It also has a function to give a chance for the students to find the potential and passion as a teacher candidate. It also facilitates the students to get feedback on their performance, try to use another method, technique, and approaches, improve their weaknesses, and also develop their strengths. Microteaching is one of the most effective ways in training student teachers.

In following microteaching class, the student is just like a real English teacher who teach in the classroom. As a pre-service teacher, they are acquired to create a good athmosphere in the classroom. They have to create an innovative ways to make the students to keep positive mind and attitude while learning and teaching process. One of the way to keep a positive mind of student in teaching a language is by self instruction technique. Self-instruction can be defined as the ability of one to cognitively plan, organize, direct, reinforce, and evaluate one's own independent learning without a teacher's prompting (Graham et al., 1992). Students can manage themselves as learners and direct their own behavior, including their attention.

Self-instruction techniques involve the use of self-statements to direct or self-regulate behavior. Put simply, children quite literally learn to "talk themselves through" a task or activity. Self-instruction techniques grew from Vygotsky's (1934/1962) observation that children used overt verbalizations to help regulate behavior. Self-talk (often termed "private speech") is used by children to self-regulate and guide behavior and is a part of the normal developmental process (Harris, 1990). Self-instruction techniques mimic the manner in which language is normally used to self-regulate behavior. Graham et al. (1992) identified six basic forms of self-instruction: (1). Problem definition, defining the nature and demands of a task. (2) Focusing attention/planning, attending to task and generating plans, (3) Strategy related, engaging and using a strategy. (4) Self-evaluation, error detection and correction. (5). Coping, dealing with difficulties/failures, and (6). Self-reinforcement, rewarding oneself.

Self-instruction strategy is a self-regulation strategy that students can use to manage themselves as learners and direct their own behavior while learning (Graham & Reid, 1992). It is a strategy by which students self-tutor and self-monitor themselves. This is quite different from the conventional teacher-dominated strategy of teaching, where the teacher dishes out learning content and the learner merely struggles to learn them (Deborah, 1997). In the conventional strategy, the teacher directs the activities of learning, but self-instruction is learner-directed.. Self-instruction strategy takes place in five stages: (1) cognitive modeling stage: Where the teacher takes the student's position and models the behavior for the students to copy; (2) overt external guidance: Where the teacher prompts the students on what to do before the student then completely takes over; (3) overt self-guidance: Where the student performs the actions while speaking aloud the actions; (4) faded overt self-guidance: Where the student goes on to perform the action and whispers it instead of talking aloud; Finally, (5) covert self-instruction: Where the student performs the action correctly on his/her own without talking aloud or even whispering (Meichenbaum, 1977).

However, based on previous observation done by the researcher in the sixth semester English students who enrolled microteaching class, not all students applied all of the stages of self instruction above while following microteaching class. There are some students who are never apply the stages of self instruction above while following microteaching class. Therefore, based on the background above the researcher conducted a research entitled "English Students' Self Instruction Strategy In Following Microteaching Class At English Education Study Program Of Muhammadiyah University of Bengkulu".

B. Research Methodology

In this research, the researcher used a descriptive quantitative data to obtain the data about self instruction implemented by students in following microteaching class. The sample of this research was 46 students at sixth semester of English Education Study Program of UMB. The researcher used a questionnaire and observation checklist as the instrument of this research. The questionnaire was adapted from theory of self-instruction by Meichenbaum (1977). There were four steps to collect the data, they are preparing the instrument, distributing the questionnaire to the respondents or students by online, asking the students to fill in the questionnaire, and collecting the students' answers.

C. Findings and DIscussion

➢ Findings

After the participants answered the questionnaire, the researcher collected the data of the questionnaire then analyzed it by using percentage formula which is attached in previous chapter. Moreover, based on the data analysis procedure the questionnaire result was divided into two categories; positive and negative response.

1. Cognitive Modelling Stage

Cognitive modeling stage is where the teacher takes the student's position and models the behavior for the students to copy.

Table 1. The Meanscore of Cognitive Modelling Stage

		Responses							
No	**Cognitive Modelling Stage Strategy Impelemented by the Students**	**Positive**				**Negative**			
		Always		**Usually**		**Seldom**		**Never**	
		4		**3**		**2**		**1**	
		F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
1	The teacher gives the instruction	35	76%	9	20%	2	4%	0	0%
2	The teacher takes the students' position and models the behavior for the students to copy	17	37%	26	57%	2	4%	1	2%
	Mean	**26**	**57%**	**17**	**38%**	**2**	**4%**	**1**	**1%**

Based on the table 1, for the first question about the teacher gives the instruction, there were 76% of students answered always, 20% of students answered usually, then 4% of students answered seldom. However, there was no student who answered never for question 1. For the second question, 37% of students answered always, 57% answered usually, 4% answered seldom, and 2% of students answered never. It can be concluded that for strategy cognitive modelling stage mostly the students answered always with percentage 57%.

2. Overt External Guidance

Students verbalize as the teacher's instructions before. At this stage, the words or behaviors that are instructed must be the same as those of the teacher as shown above. The teacher carries out direct instructions,

directs and corrects the student's mistakes in practicing the instructed behavior.

Table 2. The Meanscore of Overt External Guidance

No	Overt External Guidance Strategy Impelemented by the Students	Responses							
		Positive				Negative			
		Always		Usually		Seldom		Never	
		4		3		2		1	
		F	%	F	%	F	%	F	%
3	Students verbalize teacher's instructions that were modeled	16	35%	28	61%	2	4%	0	0%
4	Teacher carries out direct instructions and	22	48%	24	52%	0	0%	0	0%
5	Teacher corrects the student's mistakes in practicing the instructed behavior.	25	54%	19	42%	1	2%	1	2%
	Mean	**21**	**46%**	**23**	**51%**	**1**	**2%**	**1**	**1%**

Table 2 showed that for the third question about students verbalize teacher's instructions that were modeled, there were 35% of students answered always, 61% of students answered usually, then 4% of students answered seldom. However, there was no student who answered never for question 3. For the fourth question about teacher carries out direct instructions, there were 48% of students answered always, 52% answered usually, there was no student answered seldom, and never. The next question about teacher corrects the student's mistakes in practicing the instructed behavior, there were 54% of students answered always, 42% answered usually, 2% answered seldom and never. It can be concluded that for strategy overt external guidance mostly the students answered usually with percentage 51%.

3. Overt Self Guidance

Where the student performs the actions while speaking aloud the actions with appropriate behavior which has been corrected by teacher before.

Table 3. The Meanscore of Overt Self Guidance

No	Overt Self Guidance Strategy Impelemented by the Students	Responses							
		Positive				Negative			
		Always		Usually		Seldom		Never	
		4		3		2		1	
		F	%	F	%	F	%	F	%
6	Students perform the action while instructing themselves out loud.	16	35%	27	59%	3	6%	0	0%
	Mean	**16**	**35%**	**27**	**59%**	**3**	**6%**	**0**	**0%**

Regarding to table 3, the sixth question about students perform the action while instructing themselves out loud, there were 35% of students answered always, 59% of students answered usually, then 4% of students answered seldom. There was no student who answered never. Therefore, mostly the students answered usually for overt self guidance strategy with percentage 59%.

4. Faded Overt Self Guidance

Where the student goes on to perform the action and whispers it instead of talking aloud; The counselee performs repetition of tasks such as being instructed and praising yourself a lot more gently.

Table 4. The Meanscore of Faded Overt Self Guidance

No	Faded Overt Self Guidance Strategy Impelemented by the Students	Responses							
		Positive				Negative			
		Always		Usually		Seldom		Never	
		4		3		2		1	
		F	%	F	%	F	%	F	%
7	Students go on to perform the action with whispering their thinking to	11	24%	31	67%	4	9%	0	0%

	themselves while completing the action individually								
	Mean	**11**	**24%**	**31**	**67%**	**4**	**9%**	**0**	**0%**

Based on table 4, the question about students go on to perform the action with whispering their thinking to themselves while completing the action individually, there were 24% of students answered always, 67% of students answered usually, then 9% of students answered seldom. There was no student who answered never. Therefore, mostly the students answered usually for faded overt self guidance strategy with percentage 67%.

5. Covert Self Instruction

Where the student performs the action correctly on his/her own without talking aloud or even whispering. Student can do the behavior appropriately

Table 5. The Meanscore of Covert Self Instruction

		Responses							
No	**Covert Self Instruction Strategy Impelemented by the Students**	**Positive**				**Negative**			
		Always		**Usually**		**Seldom**		**Never**	
		4		**3**		**2**		**1**	
		F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
8	Where the student performs the action correctly on his/her own without talking aloud or even whispering.	9	20%	28	60%	9	20%	0	0%
9	Student can do the behavior appropriately without verbalizing the instructions.	14	30%	25	55%	7	15%	0	0%
	Mean	**12**	**25%**	**26**	**58%**	**8**	**17%**	**0**	**0%**

Table 5 showed that for the eighth question about Where the student performs the action correctly on his/her own without talking aloud or even whispering, there were 20% of students answered always, 60% of students answered usually, then 20% of students answered seldom. However, there was no student who answered never for question eight. For the last question, 30% of students answered always, 55% answered usually, 15% answered seldom, and no student answered never. It can be concluded that for strategy covert self instructionmostly the students answered usually with percentage 58%. Here is the summary of questionnaire result related to the students' self instruction strategy in following microteaching class.

Table 6. Strategy of Self Instruction implemented by the Students

No	Strategy of Self Instruction	Always		Often		Seldom		Never	
		F	%	F	%	F	%	F	%
1	Cognitive Modeling Stage	**26**	**57%**	**17**	**38%**	**2**	**4%**	**1**	**1%**
2	Overt External Guidance	**21**	**46%**	**23**	**51%**	**1**	**2%**	**1**	**1%**
3	Overt Self Guidance	**16**	**35%**	**27**	**59%**	**3**	**6%**	**0**	**0%**
4	Faded Overt Self Guidance	**11**	**24%**	**31**	**67%**	**4**	**9%**	**0**	**0%**
5	Covert Self Instruction	**12**	**25%**	**26**	**58%**	**8**	**17%**	**0**	**0%**
Total Frequency of All Indicators		**16**	**37%**	**25**	**54%**	**4**	**8%**	**1**	**1%**

Table 6 displayed a summary table of the frequency of responses for the 5 indicators related to the students' self instruction strategy in following microteaching. The calculated frequency has been converted as a percentage. The first indicator consisits of two questionnaire items, there are 26 frequencies (57%) who answered always, 17 frequencies (38%) answered usually, 2 frequencies (4%) who answered seldom, and 1 frequency (1%) for never. The second indicator contains 3 items which there are 21 frequencies (46%) who answered always, 23 frequencies (51%) answered usually, 2 frequencies (4%) who answered seldom, and 1 frequency (1%) for never. The third indicator consists of one item which has been answered with 16 frequencies (35%) who answered always, 27 frequencies (59%) answered usually, 3 frequencies (6%) answered seldom and there was no student answered never. The fourth indicator also contains one item with 11 frequencies (24%) who answered always, 31 frequencies (67%) answered usually, 4 frequencies (9%) who answered seldom, and there was no frequency for never. And the last indicator consists of two items with there are 12 frequencies (25%) who answered always, 26 frequencies (58%) answered usually, 8 frequencies (17%) who answered seldom, and no frequency for never.

From the table above, it can be seen the final results of the analysis of the students' responses. From the total frequency of all indicator, there are 16 frequencies (37%) who answered always, 25 frequencies (54%) answered usually, 4 frequencies (8%) who answered seldom, and 1 frequency (1%) for never. Based on the results of these calculations, it can be concluded that mostly the students usually used self instruction strategy in following microteaching since the "usually" option has the dominant percentage based on the students' responses. Furthermore, to see the dominant strategy of self instruction and the item included of each indicator, see table below.

Table 7. The Highest Frequency of Self Instruction Strategy

No	ITEM		Always		Often		Seldom		Never	
			F	%	F	%	F	%	F	%
1	Cognitive Modeling Stage	1. The teacher gives the instruction	35	76%	9	20%	2	4%	0	0%
2	Overt External Guidance	2. Teacher carries out direct instructions and	22	48%	24	52%	0	0%	0	0%
3	Overt Self Guidance	1. Students perform the action while instructing themselves out loud.	16	35%	27	59%	3	6%	0	0%
4	Faded Overt Self Guidance	1. Students go on to perform the action with whispering their thinking to themselves while completing the action individually	11	24%	31	67%	4	9%	0	0%
5	Covert Self Instruction	2. Student can do the behavior appropriately without verbalizing the instructions.	14	30%	25	55%	7	15%	0	0%

Table 7 above is a summary table of the frequency of responses for the five indicators of self instruction strategy with highest rank of each item. The calculated frequency has been converted as a percentage. The first indicator has item number 1 as the highest one, there are 35 frequencies (76%) for the Always option, 9 frequencies (20%) for the usually option, 2 frequencies (4%) for the Seldom option, and no

frequency for Never. The second indicator has item 2 as the highest one, there are 22 frequencies (48%) for the Always option, 24 frequencies (52%) for the usually option, and there is no frequency for the seldom and never option. The third indicator only has one item, 16 frequencies (35%) who answered always, 27 frequencies (59%) answered usually, 3 frequencies (6%) answered seldom and there was no student answered never. The fourth indicator also contains one item with 11 frequencies (24%) who answered always, 31 frequencies (67%) answered usually, 4 frequencies (9%) who answered seldom, and there was no frequency for never. And the last indicator has item 2 as the highest one, there are 14 frequencies (30%) for the Always option, 25 frequencies (55%) for the usually option, 7 frequencies (15%) for the Seldom option, and 0 frequency (0%) for the never option. From the table above, it can be seen that several items in the questionnaire have the highest scores for each indicator. It can be concluded that the dominant strategy of self instruction which is applied by English students as pre-service teacher in following microteaching was Overt External Guidance with percentage 97,10%.

- **Discussion**

This research was aimed to investigate the strategy of self instruction which is applied by English students as pre-service teacher in following microteaching. The finding showed that there were five strategies of self instruction namely; cognitive modelling stage, overt external guidance, overt self guidance, faded overt self guidance, and covert self instruction. Moreover, the dominant role of lecturer was Overt External Guidance.

Beside using questionnaire of self instruction, the researcher also used observation as the instrument of this research. The observation was used to reconfirm the result of the questionnaire. The researcher observed some video recording of students' activities in microteaching. Based on the observation result, the researcher found that the students dominantly used Overt External Guidance as strategy of self instruction. Overt External Guidance means the students performs the same task under the direction of the model's instructions. The students follow what the instructor or lecturers' model in microteaching. They applied the similar strategy or models. The students verbalize teacher's instructions that were modeled while the lecturers carries out direct instructions and then the lecturers corrects the student's mistakes in practicing the instructed behavior.

The result of this research confirmed some theories from expert. As Dickinson (1987) said that Self-instruction as applied to foreign-language learning has two different definitions, which may be called "broad" and "narrow" respectively. In the broad sense, it describes "situations in which a learner, with others, or alone, is working without the direct control of a teacher". In the narrow sense (Jones, 1998; cf. Benson, 2001: 131), it is "a deliberate long-term learning project instigated, planned and carried out by the learner alone, without teacher intervention": unlike the broad definition, this excludes autonomous activities or sessions within a taught course. To avoid potential confusion, an alternative term, autodidaxy, has been suggested for narrow self-instruction. Self-instruction strategy is a self-regulation strategy that students can use to manage themselves as learners and direct their own behavior while learning. It is a strategy by which students self-tutor and self-monitor themselves. This is quite different from the conventional teacher-dominated strategy of teaching, where

the teacher dishes out learning content and the learner merely struggles to learn them (Adani et al., 2012).

Overt External Guidance becomes the most dominant strategy applied by students. Students verbalize as the teacher's instructions before. At this stage, the words or behaviors that are instructed must be the same as those of the teacher as shown above. The teacher carries out direct instructions, directs and corrects the student's mistakes in practicing the instructed behavior. Self-instruction techniques involve the use of self-statements to direct or self-regulate behavior (Graham et al., 1992). Put simply, children quite literally learn to "talk themselves through" a task or activity. Self-instruction techniques grew from Vygotsky's (1934/1962) observation that children used overt verbalizations to help regulate behavior. Self-talk (often termed "private speech") is used by children to self-regulate and guide behavior and is a part of the normal developmental process (Harris, 1990). Self-instruction techniques mimic the manner in which language is normally used to self-regulate behavior.

Moreover, there were also some students who applied cognitive modelling stage as the strategy of self isntruction. Cognitive modeling is one of the techniques based on cognitive behavior management, which involves the manipulation of antecedents (before response of the student) and consequences (after response of the student) to change both overt (external) and covert (internal [cognitive]) behavior. Cognitive modeling incorporates modeling plus some form of verbal rehearsal such as verbal mediation, self instruction, or problem-solving procedures. Students are active participants in the program and imitate as the model uses various types of verbal mediation. The students then rehearse the behaviors aloud, in a whisper, and silently. Cognitive modeling is often used to develop self-control in students.

In cognitive modelling strategy, the preservice teacher model performs a task while talking to self out loud. The preservice teachers gave the instruction then they took the students' position and models the behavior for the students to copy. A Cognitive Modeling Approach to Strategy Formation in Dynamic Decision Making. Decision-making is a high-level cognitive process based on cognitive processes like perception, attention, and memory. After being exposed to the cognitive modeling strategy in a university class, a lecturer [Mentor] used cognitive modeling procedures during a summer practicum to teach second graders to complete worksheets independently without constantly interrupting the teacher while the teacher was working with others.

The findings also confirmed some previous studies related to this research. First, a study by Adani et al (2012) who discussed effect of Self-instruction Strategy on the Achievement in Algebra of Students With Learning Difficulty in Mathematics. The result of the study showed that self-instruction was effective in improving the achievement in algebra of students with learning difficulty in mathematics. Second, a study by Majdi et al (2020) who investigated self-instruction techniques recommends using the trend of student "smartphone addiction" to increase self-esteem. The results showed that the self-instruction technique group counseling can effectively increase the self-esteem of students who tend to be addicted to smartphones in Takengon City, Aceh.

Third, a study by Zimmerman (2001), on the use of self-instruction strategy to transform learners' mental abilities, revealed that self-instruction, which involves self-regulation, is necessary for students to be

motivated to actively participate in their own learning process. This transforms the learners' mental abilities. However, he/she did not apply it to students with learning difficulties in mathematics, neither did he/she employ the strategy to help them learn algebra in mathematics. Fourth, a research entitled "Algebraic instruction for students with learning difficulties in mathematics: Implications from a research review", Maccini, McNaughton, and Ruhl (1999) maintained that students with learning difficulties need intervention for them to do well in algebra. They concluded that successful intervention included instruction on domain-specific knowledge, as well as general problem-solving and self-regulation strategies.

To conclude, the preservice teacher in microteaching class applied five strategies of self instruction namely; cognitive modelling stage, overt external guidance, overt self guidance, faded overt self guidance, and covert self instruction. However, they usually apply overt external guidance strategy and cognitive modelling stage strategy in microteaching class.

D. Conclusion

Based on the findings, there were two conclusions of this research; (1) The strategies of self instruction which are applied by English students as pre-service teacher in following microteaching were cognitive modelling stage, overt external guidance, overt self guidance, faded overt self guidance, and covert self instruction; (2) The most dominant strategy of self instruction which is applied by English students as pre-service teacher in following microteaching was Overt External Guidance. It was suggested for further research to conduct a study about another research related to the strategy applied by students of self instruction in Microteaching class. It is also supposed to give understanding, information, and knowledge for the researchers who work in similar research and education field.

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