



Basic teaching skills of prospective teacher students based on the TBLA (Transcript Based Lesson Analysis) communication pattern at SMP Muhammadiyah 02 Batu

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Abstract

Teachers play an important role in transferring or sharing knowledge shared with students. In sharing this knowledge, it is necessary to have a teacher's initial ability in basic teaching skills. Study aimed to obtain an overview of the basic taught skills of prospective Biology Education teacher students at UMM based on the communication pattern of *Transcript Based Lesson Analysis*. This study used a descriptive approach involving subjects and the *Lesson Study* team. Data collection obtained from documentation includes video & audio recorder. Data through learning videos and audio were transcribed into writing according to all activities during the learning process. Furthermore, the learning transcripts were analyzed into descriptive data. The results showed that prospective teachers had mastered the nine components of basic teaching skills, namely opening lessons, questioning skills, improving skills, making variations, skills guiding small group discussion skills, small group and individual teaching skills, and class management skills and close the lesson. However, several indicators of the nine components have not been met, such as the skills to ask questions, explain, and guide small group discussions. Thus, this deficiency makes the teacher's activity more dominant than the students which are known through the word count graph of the *Transcript Based Lesson Analysis*.

Keywords: Basic teaching skills, Communication Patterns, Transcript Based Lesson Analysis

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INTRODUCTION

The teacher is an active component in determining the quality of learning. The quality of good learning will produce good learning outcomes as well. Teachers as educators must be active and creative in creating a learning atmosphere that students like. Teachers will always transfer or share their knowledge with students during the teaching process. In sharing this knowledge, it is necessary to have a teacher's initial ability to teach basic teaching skills. Basic teaching skills relate to some basic and inherent abilities or skills that every teacher must possess and actualize (Achdiani & Rusliyani, 2017). However, the reality is that currently, not all teachers have mastered basic teaching skills, such as not understanding how to open a lesson. Educators only need to ask for news and check students' attendance, do not give students the opportunity to ask questions, do not make variations in class, and do not provide reinforcement to students. A teacher must have basic teaching skills, because without this, it will be difficult to achieve maximum learning goals and results. According to Mansyur (2017) revealed that basic teaching skills equip teachers or prospective teachers to deliver subject matter so that it is right on target.

Muhammadiyah University of Malang Biology Education Study Program plays an important role in producing students to become qualified and competent teachers. One of the ways that the Biology Education Study Program is doing is by holding a program from the government, namely Merdeka Learning Campus, Merdeka Teaching Assistance. The target school has a low background, one of which is Muhammadiyah 02 Batu Junior High School. Based on the results of an interview with a science teacher at SMP Muhammadiyah 02 Batu, it was found that teaching and learning activities (KBM) still often use the lecture learning method. The teacher holds a central position as the main learning resource. As for the teacher as the main source of student learning, the teacher must pay attention to skills in teaching including basic teaching skills. According to Halimah (2017) basic teaching skills are divided into eight components, namely; 1) Questioning skill, 2) Reinforcement skill, 3) Variation skill, 4) Explaining skill, 5) Opening and closing learning skill, 6) Small group discussion guiding skill, 7) Class management skill, 8) Small group teaching skill and individuals.

Basic teaching skills are closely related to how teachers communicate messages to students. The communication process that occurs in the classroom is created and takes place continuously. The series of activities of delivering and receiving messages to generating feedback can form a learning communication pattern. The communication pattern is a form of relationship between two or more people in sending and receiving messages in an appropriate way so that the intended message can be understood (Fitriani, Nengsih, & Anggraeni, 2017). The pattern of communication can be done by looking at the activities of verbal communication and non-verbal communication carried out. Verbal communication is a form of verbal or written communication, while nonverbal is a form of communication that does not use words (Sidik & Sanusi, 2019).

This research is in line with what has been done about basic teaching skills Laksana (2017); Sundari and Muliawati (2017); Mansyur (2017); Nurlaili (2018); Achdiani & Rusliyani (2017), Wahyulestari (2018). Based on some of these previous studies, there is no specific method of analyzing research data using documentation. Analysis based on documentation can produce information in the form of communication interactions that occur between teachers and students. The analytical technique used is through Transcript Based Lesson Analysis (TBLA). TBLA is a technique of lesson study that is used to analyze situations in the learning process. Learning analysis through TBLA-based lesson study (Transcript Based Lesson Analysis) is very good because the conversations between teachers and students can be made in as much detail as possible (Murzanita, Susanti, & Lestari, 2021). In line with the statement according to the Amintarti, Winarti, Sholahuddin, Syahmani, & Wati (2020) model that TBLA is believed to be able to open up problems that occur during learning so that teachers get in-depth input based on the dialogue that occurs.

Therefore, researchers will describe and analyze a teacher teaching activity in depth using TBLA. The results of this TBLA transcript provide convenience in observing learning based on the learning dialogue that occurs. Based on the description of the problem, the purpose of this study is to obtain an overview of the knowledge of basic teaching skills of prospective Biology Education teacher students at the University of Muhammadiyah Malang based on the TBLA (Transcript Based Lesson Analysis) communication pattern. This research is very important to be researched as a provision for educators/prospective educators in shaping themselves into competent and professional teachers.

METHOD

This study uses a qualitative approach with a descriptive research design. The descriptive qualitative method was used to analyze the components of basic teaching skills based on TBLA communication patterns. The subject of the research is one student of the biology education study program at the University of Muhammadiyah Malang. The location of this research is SMP Muhammadiyah 02 Batu with the duration of the study for one lesson for a duration of 60 minutes. The material used is environmental pollution and its impact on

27 September 2021. Data collection techniques use documentation including video and audio recorders. The role of the researcher in this study is as an observer. In taking the video and audio recorder, the participating informants were four observers who were part of the Lesson Study team. The analysis of communication patterns carried out will be focused on the implementation stage of learning (do). According to Susetyarini, Wahyuni, & Latifa (2021) the analysis process at the implementation stage (do) aims to obtain an overview of learning patterns (Learning Patterns) in the classroom. The stages of data analysis in Transcript Based Lesson Analysis (TBLA) according to Matsubara (in Ramayanti, Silitonga, & Oktavianty, 2021) there are several stages, including, first, video and audio recording during the learning process takes place such as how the teacher teaches and how the teacher involves learners. Then, through video and audio, the learning was transcribed into writing according to all activities during the learning process. Furthermore, the learning transcripts were analyzed into descriptive data. The results of the learning analysis based on TBLA are important data for the improvement of subsequent learning.

RESULTS AND DISCUSSION

Basic teaching skills according to Halimah (2017) and Ismail (2015) are divided into 8 components 1) Opening and closing learning skills, 2) Questioning skills, 3) Explaining skills, 4) Reinforcement skills, 5) Variation skills, 6) Skills guiding small group discussions, 7) Class management skills, 8) Small group and individual teaching skills. In this study, the components of basic teaching skills were divided into nine components, in accordance with the statement Agustina, Sowiyah, and Siswanto (2019) that the component of skills in opening and closing lessons is a separate part. These nine basic teaching skills for prospective teacher students are based on Transcript Based Lesson Analysis (TBLA) and video recorders. The results of research related to basic teaching skills based on TBLA communication patterns are shown in Table 1 below.

Table 1. Indicators of basic teaching skills

No.	Components of basic teaching skills	Indicators	description	Times
1.	Opening skills	Attract students' attention	Asking students to yell	04 minute 30 second
		Generate motivation	Asking for readiness	06 minute 18 second
		Give a reference	Show pictures and ask students to present Asking question	07 minute 20 second 10 minute 32 second
2.	Questioning skills	Disclosure of questions clearly and briefly	Clear and straightforward question	When it's time to ask
		Giving reference	Asking question	11 minute 15 second
		Turn shift	Throwing a question to another group	10 minute 15 second
		Usage 5W + 1H	Type of question What: 12 questions Who: 1 question Why : 5 questions	What : 34 minute 18 second Who : 06

No.	Components of basic teaching skills	Indicators	description	Times
			How: 3 questions	minute 49 second
				Why : 10 minute 23 second
				How : 34 minute 25 second
3.	Explaining skill	Clarity	Doubtful words and provide eye contact with students	07 minute 20 second 10 minute 32 second 28 minute 05 second
		Use of examples or illustrations	Examples relevant to the material	08 minute 10 second
4.	Reinforcement skills	Non-verbal reinforcement	In the form of facial expressions and body movements and how to approach	(Videos)
5.	Reinforcement skills	Variety of teaching styles	Spread of sight contact	(videos)
		Variety of media usage	Visual media	07 minute 20 second
		Variation of interaction patterns	Two-way interaction pattern	(videos)
6.	Skills for guiding small group discussions	Focusing	Formulate and restate the problem	27 minute 02 second
		Clarify the problem	Digging student worksheet questions	29 minute 30 second
		Increase voter turnout	Asking questions	34 minute 25 second
7.	Class management skills	Be responsive	Closer movement	(videos)
		Focus on students	Prepare to work on LKPD	11 minute 38 second
8.	Keterampilan mengajar kelompok kecil dan perorangan	Personal approach	help students in doing LKPD	(videos)
		Organize	Arrange groups	(videos)

No.	Components of basic teaching skills	Indicators	description	Times
9.	Lesson closing skills	Review	Summarizing the essence of the lesson	51 minute 03 second
		Evaluate	Question and answer orally	52 minute 04 second
		Conclude	Concluding with questions	52 minute 46 second

Referring to the research results listed in Table 1, it shows the basic teaching skills of prospective Biology Education teacher students at the University of Muhammadiyah Malang for each component are described in accordance with the learning steps of the Learning Implementation Plan (RPP), namely.

Introductory Activities

Based on the observations of conversational communication from Transcript Based Lesson Analysis, it can be seen in the preliminary activities at the orientation stage of prospective teachers starting by giving an opening greeting. Prospective teachers together with students pray according to their respective beliefs before starting the lesson followed by the presence of students' attendance. After the attendance activity in the 2nd minute and 59th second, the prospective teacher attracted attention by asking students to shout (cheer) this to foster students' enthusiasm for learning. At 04 minutes 25 seconds, prospective teachers also ask students' readiness before entering learning. The following is a snippet of the learning transcript which shows students are very enthusiastic about the yelling activity:

G : "Yesterday, we were asked to make a shout for one class, right. Ready?"

S: "Already"

G: "Okay, let's start yelling first, okay?"

S : (Students shout)

G: "That means everything is ready, right? Did you practice yesterday?"

S: "Already"

At the apperception stage the teacher explores the students' prior knowledge by giving a reference showing pictures of the results of the first meeting practicum and asking students to make presentations at the 07th minute and 20th second. According to Chairunnisa, A, & Firmansyah (2020) apperception is a connecting link between knowledge already possessed by students, to be used as a stepping stone or starting point in explaining things or new material that students will learn. Learning activities that begin with apperception will help students see the interrelationships between the material that has been and will be studied. In line with the statement Azis, (2016) the teacher can put forward things or ideas that arouse students' curiosity so that students are interested in following the lesson. Students who have an interest will be motivated in participating in the learning process.

In this preliminary activity, it is included in opening lesson skills in which prospective teachers have applied indicators to open skills, namely a) attracting attention with simple entertainment b) generating motivation, taking into account the interests of students, c) making references by reminding the main problem, and proposing apperception questions, and d) make connections by looking for relationships between related aspects. As the opinion Monica & Hadiwinarto (2020) said that the skill of opening lessons must meet the aspects; a) attract attention, b) generate motivation, c) make references, and d) make connections. At the

presentation time, the prospective teacher students demonstrated their questioning skills by asking several questions that were part of the apperception stage at the 10th minute and 32nd second. In the questioning skill, in which prospective teachers are in an atmosphere of asking or answering, there are pleasant conditions so that students do not feel pressured and feel comfortable following the lesson. Not only that, the prospective teacher in expressing questions is clear, straightforward and concise and easy to understand, it can be seen that students do not ask the teacher to repeat the questions. Prospective teachers provide reference questions by asking through pictures at the 11th minute and 15th second. According to Taufik, Rivaie, & Sulistyarini (2013), providing references will help students direct their thoughts to the subject being discussed. In addition, prospective teachers make shift shifts or deployments. The question of shifting the turn is done by seeing the questions spread to all students, all students are given the opportunity to ask questions and all students are given the opportunity to answer. Prospective teachers do this by throwing questions into other groups and asking students to raise their hands if there are students who want to answer in the 10th minute and 15th minute.

Prospective teachers ask questions in stages and encourage student interaction to answer. In addition, based on the 5W+1H questions, there are 21 questions given by the teacher including the word "What" as many as 12 questions, one question "Who", the question "Why" 5 times, 2 questions "where", and the prospective teacher also gives 3 questions. "How" question. So that it makes students only answer the teacher's questions briefly and there is no feedback on questions by students. One of these events can occur because prospective teachers have not increased the question guidance to a cognitive level. Prospective teachers still ask a lot of questions with short answers and very few and have not provided analytical questions. According to Indriyani, (2019) not being too focused on digging deeper than each answer and only asking basic questions, will cause the teaching and learning process to be incompletely described. This statement is in line with the statement Soetopo and Sudartati in D. Indriyani, Djahir, & Barlian, (2015) which lacks in applying these advanced questioning skills, namely changing the cognitive level guidance of questions, where the taxonomy level of questions mostly appears only on remembering and understanding questions. , even though the teacher should be able to try to change the guidance of the cognitive level to various other higher cognitive levels. The levels are the level of understanding, application, analysis, evaluation, and creation. Not only that, prospective teachers give students time to think, pause time is useful to give students the opportunity to think and process the words that will be said. According to Azhari, Helmiyadi, & Rahayu, (2021) if the teacher uses a questioning pattern with a waiting time strategy from a time limit of one second to three or up to five seconds after giving a question it will make a lot of changes that occur in the classroom. The changes in question are the increasing frequency of questions from students, students being serious in answering questions, and increasing students' analytical and synthesis power.

In this questioning skill, prospective teachers have implemented asking indicators even though there are some indicators that have not been met. According to Sihotang & Simorangkir, (2020) the components of asking skills must fulfill questions clearly and unequivocally, questions according to the learning theme, focus the attention of students, and questions are spread to all students. This statement is in line with the opinion Damanik, Sagala, & Rizki (2021) that the components of questioning skills are clear and concise, giving references, speed and time lapse, deployment and shifting and giving guidance. This skill is followed by the skill of giving reinforcement by the teacher. According to Rusmayanti, Muti'ah, & Husniah (2017) the skills of asking and providing reinforcement are mutually sustainable to create a creative, innovative, and challenging learning atmosphere. Giving reinforcement includes two categories, namely verbal and nonverbal categories. Generally, the praise given by the teacher to students is verbal reinforcement. Verbal reinforcement is very easy for teachers to do to give praise to students, because teachers only use words like

"yes", "good", "okay" and non-verbal reinforcement through cues such as eye contact, facial expressions, and the teacher's standing position in class. and giving a smile. Giving reinforcement will maintain and improve student behavior and so that the frequency of positive student behavior can increase. This statement is supported by Mufidah & Asmawi (2017) that it is in accordance with Skinner and Suryabrata's learning theory which states that student behavior can be conditioned by providing reinforcement. One of the verbal reinforcement that can be used by the teacher is to ask other students to clap after the student's presentation and answer the teacher's questions and the teacher candidate provides reinforcement for answers at the 7th minute and 50th second, the following conversation can be seen.

(students after presentation of how many pictures in front of the screen)

G : "How is that picture for the air group?"

S: "Active one"

G : "Okay, one active, which cigarette is it. Half or quarter cigarettes?"

S: "A quarter"

G: "Okay. Clap your hands first. Okay yesterday air group practice. Some were given no cigarettes, some were given a quarter cigarette, some were given half a cigarette. Okay, so yesterday the other quarter was active and the other was inactive and the other half were both less active."

This behavior is also related to the provision of non-verbal reinforcement, namely gestures in the form of clapping. In addition, student teacher candidates provide non-verbal reinforcement. The provision of nonverbal reinforcement is seen by the model teacher showing through hand movements and changes in gesture and facial expressions in the form of a smile. The smile cannot be separated from gestures, such as pointing at students and nodding. Nonverbal reinforcement in the form of gestural includes hand movements suitable for teachers to apply to provide reinforcement to students because these movements have a positive effect on students (Aini, Suandi, & Nurjaya, 2017). In addition, the teacher also provides reinforcement by approaching students during discussions. In this questioning skill, prospective teachers have implemented indicators for providing reinforcement even though there are several indicators that have not been met. In accordance with the statement Uzer (in Nababan, 2018) the types of reinforcement are grouped into two, namely: a. Verbal reinforcement; reinforcement that is expressed or explained by using words of praise, appreciation, and so on. b. Reinforcement non-verbal; divided into several, 1) Strengthening gestures, 2). Approach reinforcement. 3). Reinforcement by touch (contact). 4). Reinforcement in the form of symbols or objects. 5). If students give answers that are only partially correct, the teacher should not immediately blame the students.

The introduction section is inseparable from prospective teachers to show their skills in conducting variations. One of them is the variation in teaching style where it is seen that the teacher varies in voice. Prospective teachers provide voice variations with intonation, speed, and tone according to the situation and condition of the class at that time. When helping students make presentations in class, prospective teachers provide variations in body movements, hand movements, and heads in conveying material as explanations and prospective teachers make variations in facial expressions by smiling often, and changes in teacher position where the teacher stands while talking not just sitting in front class. In line with the statement supported by Arianti, (2018)), shifting the position of educators in the classroom can help attract the attention of students, and can improve the personality of educators. In addition, prospective teachers make eye contact to create communicative interactions with students. However, prospective teachers are more dominant in making eye contact with students sitting in the front bench than students sitting in the back. These events will have an impact on student motivation in learning. In accordance with the statement Septiana, Yohanes, & Izhar (2014) the lack of eye contact makes students behave badly in the classroom, causing some students to stare at themselves and look bored and pay less attention

to the material presented by the teacher (especially students sitting in the back seat). In line with the statement by Susanti & Janattaka (2020) the provision of point of view has the aim that the teacher can reach all students and understand which students are paying attention and which are not paying attention during the learning process.

Not only that, teacher candidates make variations in the use of media such as using PowerPoint Templates in teaching activities. Prospective teachers also make variations in the pattern of learning interactions seen using two-way interaction patterns such as discussions on working on LKPD. This is reinforced by research conducted by Web Noren in 2017 which states that the use of interaction patterns carried out by teachers when the learning process takes place has varied from one direction, two directions, multi directions or discussions (Setiyaningsih, 2020). The components of the skill to create variations are variations in teaching styles, variations in the use of media and learning tools, variations in interaction patterns (Susanti & Janattaka, 2020).

Core activities

In the core activity, prospective teachers begin to organize students. Then, the teacher explains the activities that the students will do. In this activity, prospective teachers demonstrate skills in explaining by means of prospective teachers in conveying the message content of the material is clear, such as the voice is loud enough so that it can be heard throughout the room. However, prospective teachers often repeat words such as "approximately" causing students to be a bit confused. Sundari, Sukmanasa, Novita, & Mulyawati (2020) said that in explaining it is better to avoid unclear/doubtful terms, for example "that kind of thing", "roughly so", "mother/father forgot, just see you later. In line with the question Lisnawati & Rohita, (2020) the explanation given by the teacher has an influence on the students, so that what the teacher says is believed by the students that the explanation given is correct. In the explanation, the prospective teacher has adjusted to the abilities or characteristics of the students and the prospective teacher explains that it must be accompanied by concrete examples and is related to life, and the prospective teacher emphasizes the explanation for the most important things. The following is a snippet of the learning transcript which shows the prospective teacher giving emphasis to working on the Student Worksheet at the 13th minute and 47th second.

(Prospective teachers ask students to take the LKPD and provide instructions for working on the LKPD)

G : "I will explain in more detail. It's good, there is written student worksheet one. Now for the water group, please work on the water section on page 4, and then for the land, only work on thing 6 and for the air group, please do only thing 8. Then for the LKPD 2, please only do the parts. if the water only works the water part, if the soil only works on the soil, the air only works on the soil. Is there anything to ask? If not, please discuss directly with the group. Please do as you explained earlier!

S: "Okay sir"

Students are asked to work on problems and questions that are in the LKPD by discussing. It was in this discussion activity that the teacher showed skills in guiding small group discussions by showing concentration of attention to students. When guiding small group discussions, start by focusing students' attention. Prospective teachers formulate and restate topics or problems that have been done in the first meeting at minute 13 and 47 seconds. However, in the statement activities, teacher candidates do it thoroughly to students, not per group. Prospective teachers ask students for comments by asking questions that help clarify ideas in the 27th minute and 02 seconds. In accordance with the statement Safitri, Gunatama, & Darmayanti (2014) the method used by the teacher when clarifying the problem is asking students to provide comments by providing questions that intend to help students clarify ideas and develop them. This event can be seen from the following conversation:

(Prospective teachers assist students in working on Student Worksheets)

G : “Good for the air group. Okay, look here first, there's a bottle, what kind of bottle is this? For that bottle with a quarter of a cigarette, one cricket died but the other half died both. If he is given a half cigarette is it worse or not?”

S: "Too bad"

G : “Good means that this cigarette causes environmental pollution. The more cigarettes it will have an impact on the environment. It is understood that cigarette smoke can cause pollution. Approximately if the cigarette smoke enters the human organ. Is it bothered by humans?”

S: "Disturbed"

G : “Therefore, it means that cigarette smoke disturbs living things. So one of the effects of air pollution can kill living things.”

However, in student assignments, it appears that prospective teachers have not shown the time to think for students in formulating opinions. This was stated by a statement Halimah (2017) which said that giving time to students is very necessary to think and without being disturbed by the comments of the teacher as the discussion leader. prospective teachers have not provided opportunities for students in which prospective teachers directly answer questions aimed at students. So it looks like prospective teachers are more dominant than students. Prospective teachers also have not shown the activity of closing the discussion in small groups. In the skills of guiding small groups, prospective teachers have implemented component indicators for guiding small groups, although there are several indicators that have not been met. In line with the statement Mansyur (2017) says that the components of the skills of guiding small discussion groups include (a) focusing students' attention on the objectives and topics of discussion, (b) explaining students' ideas by providing clear information, (c) analyzing opinions students with a strong foundation, (d) straightening the flow of students by providing verbal examples and giving time to think, (d) providing opportunities to participate in discussions, and (e) closing the discussion. The activity of guiding small groups cannot be separated from prospective teachers in demonstrating small group and individual teaching skills. Prospective teachers make a personal approach to each group. This approach is seen verbally and non-verbally.

The verbal approach is carried out by the teacher by giving reinforcement sentences such as the word "okay". While in the non-verbal approach, prospective teachers approach dividing attention by walking towards one student to another, the teacher approaches students sitting in their chairs and helps students who do not understand the assignments that have been given. Rohmayanti, Yulistio, & Utomo (2019) said that in the aspect of skills in holding a personal approach, there are several elements that must be achieved by the teacher, namely listening. In this case the element of listening has been achieved by teachers and students. The teacher seems to listen to students who have opinions and does not distinguish between students from one another. The teacher provides opportunities for students to ask questions. When approaching students, prospective teachers motivate students by helping students in working on the Student Worksheet (LKPD) without taking over the task of the teacher as a facilitator. Prospective teachers help students but that does not mean doing student assignments but the teacher gives directions back to students who do not understand or do not understand their assignments. In personal approach skills the teacher accepts students' opinions and in organizing the teacher also gives time rules to students while studying. In this small group mentoring skill, prospective teachers have applied the indicators for small group and individual teaching components, although there are several indicators that have not been met. Damanik dkk (2021) say that small group and individual teaching skills must meet the skills of holding a personal approach, organizing teaching and learning activities, guiding and facilitating learning.

In this teaching and learning process, starting from preliminary activities and core activities, it is inseparable from candidates in managing classes which are included in class management skills. prospective teachers show a responsive attitude to immediately respond

to various behaviors or activities that are considered to interfere with learning or the development of negative attitudes or traits from students and other learning environments. This responsive attitude is seen which is a way of looking at prospective teachers carefully. Looking carefully can invite students' attention to learn. Prospective teachers show a responsive attitude by approaching, giving statements, and reacting to disturbances and indifference. This method is in line with the opinion expressed by Putra, Djuwita, & Juarsa (2019) that approaching motion other than as reinforcement also has the aim of helping students who have difficulty, approaching movements that are carried out correctly will show the teacher's alertness and attention to student learning activities and provide statements is a teacher's responsiveness which is communicated with a statement of the teacher's readiness to start activities or respond. After showing a responsive attitude, the teacher continues classroom management activities related to the creation and maintenance of optimal learning conditions, namely dividing attention visually and verbally. The method used by the teacher is to pay attention to students as a whole and to give an appreciation of the behavior of students in the classroom. In other words, the teacher can shift his gaze from one activity to another in such a way that he holds a brief eye contact with a group of students or an individual student and explains the material orally. In line with the opinion Isjoni (in Arsini, Putrayasa, & Sutresna, 2016) dividing attention visually and verbally can be done by diverting the teacher's gaze and giving a brief description of student activities. These skills aim to monitor group and individual activities and to make corrections to student activities as well as provide comments or give student reactions. In addition, prospective teachers can share their attention by providing clear direction and instructions in providing learning to students. A clear guide will avoid confusion for students and will allow them to be willing to obey the instructions.

Closing Activities

After the preliminary activities and core activities are carried out, the next step is to end the learning. In this closing activity, the skills that are seen are the skills to close the lesson. Monica & Hadiwinarto (2020) revealed that the effort to close the lesson is intended to provide a comprehensive picture of what students have learned, find out the level of achievement of students and the level of success of teachers in the process of educative interactions. Prospective teachers are seen revisiting by making verbal conclusions. Giving questions about what has been learned, this activity is followed by the skills of prospective teachers in evaluating. Prospective teachers give short questions to students. After that, the prospective teacher provides confirmation of the answers to the conclusions that have been submitted by students. In accordance with the statement of Khakiim, Degeng, & Widiati, (2016) said that the activity of evaluating students aims to see the knowledge that has been mastered by students as a whole. Not only that, prospective teachers provide follow-up after knowing the learning outcomes through evaluation. The follow-up carried out by prospective teachers is to give homework to students so that students better understand the material being studied.

G : "Okay so what did you guys get today? Please raise your hand!"

S : "The impact of environmental pollution"

M: "Fine. Besides that, what else did you guys learn?"

S : "How to prevent environmental pollution"

M: "Fine. One thing that can be concluded is that the more pollutants that enter, the more dangerous it will be. So yesterday 3 spoonfuls equals one spoonful of detergent which is more dangerous?"

S: "3 spoons"

G : "If a quarter of a cigarette equals half a cigarette, which one is more dangerous?"

S: "Half"

G : "Is it more dangerous to give oil or not?"

S: "More dangerous"

G : "It's more dangerous so that's more or less what it got today. Something to ask first."

S: "No sir"

Supriatna & Wahyupurnomo (2015) said that the component of closing the class must include activities to review, evaluate, and conclude from the learning process. Based on the explanation of the 9 components of basic teaching skills possessed by prospective teachers based on communication patterns that occur in two directions. The communication process begins with the teacher starting the lesson in one direction, then proceeds in a two-way dialogue between the teacher and students, although the student dialogue is still small and brief. So it was found that the teacher's conversation was more dominant than the students. This is also supported by the number of words graph from Transcript Based Lesson Analysis which shows the top part is the conversation session carried out by the teacher, while the bottom part shows the conversation session by the students. The horizontal line that limits the teacher and student conversation sessions on the graph is the conversation index recorded on the transcript as a whole. This index is also the time sequence (in seconds) when learning occurs.

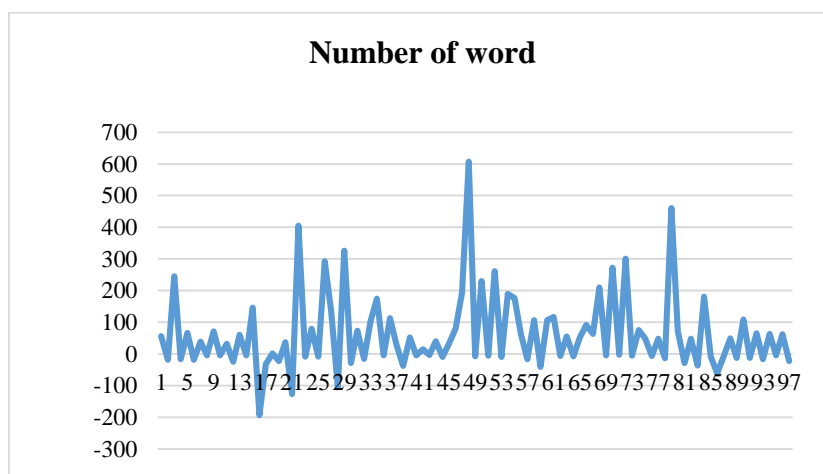


Figure 1. Graph of the conversation of the learning process

In Figure 1. it can be seen that the conversations of prospective Biology education student teachers are more dominant than student conversations. During the implementation of learning, prospective teachers try to attract student responses, but not many students provide feedback from teacher conversations. In line with the statement of Haryoko (2011) that feedback from both teachers and students is very useful to improve the quality of the learning process and results. In addition, data on the basic skills of teaching teachers are also supported by the display of video documentation which cannot be transcribed in the form of a conversation. The teacher's activities can be seen from the Figure 2, Figure 3, Figure 4, and Figure 5.



Figure 2. Class management skills



Figure 3. Skills for guiding small group discussions



Figure 4. Variation skills



Figure 5. Small group and individual teaching skills

CONCLUSION

Based on the results of research and discussion on the analysis of basic teaching skills, it can be concluded that prospective teachers have mastered the nine components of basic teaching skills. Although there are several indicators of the nine components that have not been met, such as asking skills, explaining skills, and guiding small group discussions. This deficiency is also strengthened by the number of word graph from Transcript Based Lesson Analysis in which the teacher's conversation is more dominant than the student's.

RECOMMENDATION

The suggestion that the author can give is that it is better for prospective teachers and teachers to better master basic teaching skills broadly and deeply, especially in the skills of guiding small groups and closing lessons so that learning is not dominated by teachers. Then in retrieval of documentation more attention is paid so that the data from the video can be read clearly.

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