

**The Perceived Influence of Part-Time Teaching toward
Students' Performance in Micro-Teaching Class**

THESIS



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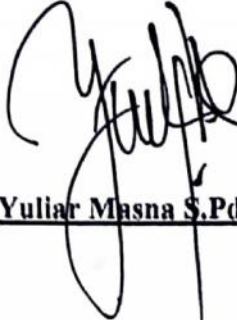
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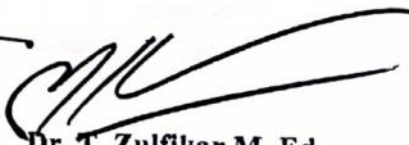
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ABSTRACT

The main objective of this study was to examine the perceived influence of Part-time teaching toward students' performance in Micro-Teaching class. A quantitative research methods approach using questionnaires was carried out to 30 students of Batch 2014 in Department of English Language Education Faculty of Education and Teacher Training Islamic State University of Ar-Raniry Banda Aceh. Based on the findings of questionnaire indicate that the students were helped by having part-time teaching through developing skills, developing confidence, reducing anxiety and fear, ability of managing classroom situations, proper selection of teaching goals and preparation of lesson plans, proper worksheet, assessment, media, methods, improvement in ability of asking questions and speaking in front of group as well as effective time management. The result of questionnaires also showed that part-time teaching increased their skill in Micro-Teaching class. The study recommends students who feel afraid of teaching can use part-time teaching as an experience to train their skill in teaching.

Keywords: *Part-time Teaching, Students' Performances, Micro-teaching.*

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CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays, part-time job becomes a popular phenomenon among students in universities. In fact, a study by Vickers, Lamb and Hinkley (2003) showed that the number of learners taking part-time job significantly increases. Some of the benefits are derived by students from having part-time jobs, for example it can support their finance, acquisition of administrative and leadership skills. Nevertheless, there are risks if students are working while studying; they may be faced with problem such as, academic performance, missing some classes and even dropping out.

However, many of Tarbiyah students in UIN Ar-Raniry especially English departments' students have a part-time job in teaching, either teaching English lessons or other lessons. According to Badu and Torto (2014) teaching is transferring information or knowledge from teacher, lecture, instructor, or tutor to student or learner, and they have role as a facilitator, motivator and guidance for students. But in this case those who become teachers are students of English Department and they have not taken the Micro-Teaching class before. Thus, in this research will be found out The Perceived Influence of Part-Time Teaching toward Students' Performance In Micro-Teaching Class.

Students of English Education Department of UIN Ar-Raniry have a course which focuses on practicing teaching, namely Micro-Teaching. The students have to take a Micro-Teaching class in order to develop their skill in teaching. They began to concern in teaching in the sixth and seventh semester. Bilen (2015) stated that Micro-Teaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching.

Thus, Micro-Teaching is an important component towards becoming a true teacher. It provides experiences to student teachers in the actual teaching and learning environment. Unfortunately, the students who get low score in this course should retry this course in next semester. They must pass Micro-Teaching class with minimal get grade B in order to take Field Experiences and Student Teaching (Asril, 2011).

The teaching experience such as a part-time job in teaching will help students more easily to teach in the Micro-Teaching class. In addition, student also know the value of teaching practice and they consider it as the significant aspect of their preparation for the teaching profession since it asserted for the real interface between student and membership of the profession. (Ranjan, 2013) as cited in (Msangya, Mkoma & Yihuan, 2016).

In order to make the research valid, the researcher took previous researches to support the researcher's study. The previous studies were as

following: “The Impact of Micro-Teaching on the Teaching Practice Performance: by Tata Umar Sa’ad, Shehu Sabo and Aliyu Dahuwa Abdullahi (2015) College of Education, Azare.” The findings of the study led to the conclusions that microteaching is useful in improving the teaching skills, classroom management, confidence etc. of teacher trainees. It was also found out that there was no significant difference between the micro-teaching and teaching practice performance of students. Next, “Teaching Practice Experience for Undergraduate Student Teachers: A Case Study of the Department of Education at Sokoine University of Agriculture, Tanzania”. The result of this study the student teachers perceived teaching practice as a significant tool of learning to teach because it promoted the improvement of teaching experience and prepared them for the real world of work.

Then, Nur Lailatul (2014) from English Department Education Faculty State Islamic University (UIN) Salatiga Sunan Ampel Surabaya conducted the study with the title “The Influence of Part-time job towards Students’ Academic and Non-Academic Achievement in Academic Years of 2014”. The findings from this research showed that there was the influence of part-time towards students’ achievement. Based on the percentage show that their own middle achievement in 65 %. The last, “Student Part-Time Employment: Case Study at Ton Duc Thang University in Vietnam”: by Ngoc Ha and N. Trang Thao (2016). This paper presented the survey results of part-time employment of students. This research found that the demand of part-time

employment of students depends on age, course and major; the reasons of taking part-time employment is to increase income; the majority of students choose simple jobs which do not require specialized skills, hence, it cannot improve student learning performance and even has negative effects on students who do jobs of deliverer and leaflets.

Based on the studies above the researcher read that there are many part-time jobs, one of them is part-time teaching. This is related to Tarbiyah students as a prospective teacher. Thus, the similarity between this and the previous studies is Part-time Job while the researcher focuses on students' perceptions about the influence of part-time teaching and their performance in Micro-Teaching Class.

B. Scope of Study

The content scope for the study is limited to the perceived influence of the teaching and students' performance in micro-teaching class. This research only focuses on the students who have part-time teaching. Then, the relationship between part-time job in teaching and they performance in micro teaching class will be discovered.

C. Research Question

Based on the background outlined above, research question is formulated as the following:

Does part-time teaching influence students' performance in Micro-Teaching class?

D. The Aim of Study

The purpose of this study was to examine the perceptions of student about the influence of part-time teaching on students' performance in Micro-Teaching class.

E. The Significance of Study

Based on the aim above, the significance of the study can be stated as follows:

- 1) For the students, part-time teaching can use as one of strategy for them in improving their skill in teaching.
- 2) For the lecturers, they will be easy to convey the materials to students because those students had their own experience in real teaching.
- 3) The researcher hopes that the result of the research can be used as reference for those who want to conduct a research in part-time teaching.

F. Terminology

In this research, there are some terms used which need further descriptions in order to avoid confusion. The terminologies are:

1. Part-Time Teaching

Part-time work is a work schedule that is implemented at least 20 hours a week but not more than 40 hours a week (Van Bastelaer, Lemaitre & Marianna, 1997). While the bureau of labor statistics of the United States determines that working part-time is working less than 35 hours per week for all types of work (U.S. Bureau of Labor Statistics as cited in Mishel & Schmitt, 2016).

(Brown, 2000) teaching is educational process of teacher and students participate and its purpose to support and promote learning.

In this study part-time teaching refer to students who have part-time job to teach the students in the study of something and they will spend time less than 20 hours per week despite the different time of collage and work.

2. Students' Performance

According to Brown (2000) stated that performance is an action of doing something and it is the realization of competence.

In this study performance refers to students who have Part-Time teaching and they have a skill and competence to handle the classroom in Micro-Teaching class. But, none is including the performance of creating the lesson plan.

3. Micro-Teaching

Saban and Coklar (2013) Micro-Teaching is a training procedure aiming at simplifying the complexities of the regular teaching process. Micro-Teaching is real teaching, although a teaching situation is constructed in which the teacher and pupils work together in a practice situation (Saban & Coklar, 2013).

In this study, Micro-Teaching refers to a simple form of teaching, where prospective teachers or learners are in a limited and controlled environment. They are PBI students of UIN Ar-Raniry of Batch 2014.

CHAPTER II

LITERATURE REVIEW

A. Part-Time Job

1. An Overview of Part-Time Job

According to a definition proposed by the ILO (2004), part-time job is determined as regular employment in which working time is substantially less than normal. The same idea is expressed in the statement that a job is part-time when the time of working is considerably less than the time of in a full-time job (Van Bastelaer, Lemaitre & Marianna, 1997). Because they do not work in a full day hour, it would be make sense if part-time worker is paid less than full time worker. It is also common in Europe, USA and Japan if part-time workers are women or student between 18-27 years old (Barling & Gallagher, 1996).

According to Hendratawan, Dhewanto and Lantu (2014) students in higher education are potential part-time worker who have more advantages than other, such as more educated and well attitude. In addition, there is a strong motivation of students to get a job as a part-time worker. One of characteristic of students' worker is that usually they want to get fund and spend it for their hobby. Although they also have disadvantage, they are

potential to be busy with their job rather than study in campus (Hendratawan, Dhewanto & Lantu, 2014).

Different countries have different length of time spent in part-time job. For example, in Indonesia part-time working means that workers do not fully work in a full day but just a couple of hours in a day, it should be less than 30 or 35 hours per week (Hendratawan, Dhewanto & Lantu, 2014). Next, in Australia part-time job worked is less than 32 hours per weeks, most of them work fewer hours than full time counterparts in the specific job (Muluk, 2017). But, in Canada job as part time is done by someone who usually works fewer than 30 hours per week as their main job (Muluk, 2017).

Today, students have a wide variety of options to find part-time jobs. According to Pope (2017) there are many part-time jobs for college students such as, food service, startup/office, work-study, sharing economy and local businesses jobs. But, in Indonesia, there are kind of part-jobs for students such as private tutors, translators, photographers, journalists, models, traders, designers, radio broadcasters, sports instructors, writers, programmers, computer technicians, tour guides, Master of Ceremonies, involved in a committee event organizer, and so on (Wahyuni, 2008).

According to Wahyuni (2008) some types of part time jobs for students included: (1) part-time job which is in line with their background of study or major (2) part-time jobs based on talent and expertise (3) part time jobs because of the opportunities. Some of students choose the part-time jobs

based on their major, for example English Department students they would have taught English at a language course institution (Wahyuni, 2008). However, the students can use this way as one of strategies to practice their skill in teaching.

(Brown, 2000) teaching is educational process of teacher and students participate and its purpose to support and promote learning. Teaching should be defined with a term of learning, because teaching gives the facilities in learning process, giving instructions, giving the learner a chance to learn and guiding in study.

Based on the definition above, it can be concluded that part-time teaching is students who have part-time job to teach the students in the study of something and they will spend time less than 20 hours per week despite the different time of collage and work.

2. Benefit of Part-Time Job

According D'Amico (1994, p. 128) as cited in (Robinson 1999) the general benefit of part-time job "asserted opportunities to assume greater responsibility and cooperative interdependence". Students who have part-time job will develop networking skills and contacts, and it will be important for future employment opportunities. The employers may prefer students who held part-time jobs while at college because those students tend to have stronger management skills. According to ILO (2004, p.3) "the benefit of part-time job; better balance between work and family life, entry point into the labour market for young people, entry point into the labour market for women and potential for additional job creation".

A specific benefit of part time teaching is to train student-teacher in the real education, especially to face of various types of learners. Thus, part-time teaching make students more trained in facing the real world of work. They can use part-time teaching as the strategies to practice teaching. Teaching practice is a very important element of teacher education. Adesina, 2005 (as cited in Ajeliye, 2013) agreed to the fact that teaching practice is vital to teachers' preparation and training. The student teachers acquire to take the responsibility, gain self-confidence to address large audience in lesson and absorb acceptable personalities. They also learn how to evaluate, assess, modify and correct their behaviors during teaching practice. (Ajiliye, 2013) also argued that teaching practice can use as the application of professional

knowledge and understanding of the learners, methods, media, lesson plan, communication and learning environment so as to promote learning.

The other benefit of part-time teaching serves as a cornerstone of teacher preparation, gaining a better understanding of the realities of field experiences is necessary (Ajiliye, 2013). Choy et al. (2011) as cited at Ajiliye (2013) argued that teaching experience can be used to prepare pre-service teachers effectively. Overall, it can be concluded that part-time job give many advantages for worker. Students have the teaching experience that is required to give quality education Wambui, Ngari & Waititu, 2016).

3. The Effect of Part-Time Job

Most of the researchers indicate that part-time job negatively affects both academic and health of students. The negative effects in academic as proposed by-Carney, Neish and Cool (2005) students tend to find the difficulties to manage working hours and study. Research also indicates that many hours of work can increase fatigue and may cause lower academic performance (Carney, Neish & Cool, 2005).

The next is the negative effect related to health problem. According to Carney, Neish and Cool (2005) students who work more than 20 hours changed their sleeping patterns resulting in later bedtimes, shorter sleeps, and

possibility of falling asleep during class, late arrivals at school or missing lectures classes.

According to ILO (2004, p.3) “the negative effects of part time job; lower incomes due to shorter hours and lower hourly wages than comparable full-time workers. Lower social security benefits and limited career progression and training opportunities, potential for work intensification, i.e. part-time hours with a “full-time workload”, potential for gender discrimination: part-time work can reinforce traditional family roles and offer poorer terms and conditions of work to women and potential for irregular working hours”.

4. Reason for Working

According to Ha, Thao and Son (2016) there are some motivations for human to take a job, the factors are as follow:

1. Salary

This is the main reason of students to have a part-time job; students need money to buy their need. Their salary will be paid after those students finish their work. Salary is also based on the agreement between students and their employers. Thus, they take part-time employment because they want to increase income and spare time for useful activity.

2. Experience

By having part-time teaching beside students' activities in collage, students can develop and get a new knowledge for them. If the worker had part-time job for the first time, it means they will learn many thing related to management time, skill in working, and they will have responsibility for example they will solve the difficulties in working. The reason for working that was endorsed by students was the longer-term one of acquiring experience that would help them in the future, particularly in getting a job.

3. Practice

Everybody can develop and practice the knowledge that they got in the school before. It is useful to apply in any activities including in teaching activities. Another reason to work is the idea of work as an activity to avoid boredom, or as a useful contribution to society.

B. Students' Performance

Students' performance may be assessed along a variety of dimensions including class participation, individual written work on papers and exams, and group activities such as projects and presentations. According to Bean and Peterson (1998) performance refers to the level of grade or scores that a

student obtains in class test or internal and external examination after process of evaluation.

He also stated that the success of students can be assessed by measuring their academic performance. There are two kinds of outcome in learning process, academic performance showed by GPA (Graphics Performance Average) and the quality of life after graduating in collage (Bean and Peterson (1998).

“Study habits of students may be relevant to the prediction of grades because it is possible that student’s grades may be related to their study habits. That is, students with poor study habits may obtain lower grades than those students with better study habits. The importance of the relationship between grades, instructor ratings and study habits has not been determined” (Middleton, 1979 p. 5).

C. Micro-Teaching

1. Definition of Micro-Teaching

Micro-Teaching is one of the innovations to increase the skill of teacher education. According to Allen and Ryan 1969 (as cited in Ajeliye 2013) Micro-Teaching is to decrease a teaching encounter. This is because it entails reduction in class size, time of the lesson, purpose of the subject matter and number of skills to be achieved. The student teachers should teach

between 20-30 minutes. Every time they practice, the practices are used to have feedback from lecturer in order to create an effective teaching practice.

Student teachers teach 12 students instead of 40-50 students in a normal class, spending 20-30 minutes for the Micro-lesson instead of 35-40 minutes in a normal class. Students practice only one skill at once instead of using many integrated skills in the normal lesson and having only one or two purposes from the content instead of having about four or five objectives for a normal lesson. There is reduction in duration, class size, material to be accomplished and skills to be achieved.

In addition, Ajiliye (2013) defined Micro-Teaching as a method which is currently and effectively used by training teacher for acquisition of specific skills in teaching. It is considered as a training technique for prospective teachers in universities and colleges. It is considered as a precondition for the improvement of the quality of school education. In addition, Micro-Teaching is a teacher training technique which helps the student teachers to master the skills of teaching.

All student teachers at the end of their class are expected not only to pass certain prescribed set of written examinations but also to attain level of competency of practice teaching. Micro-teaching has become the most appropriate strategy for ensuring the attainment of the expected level of competency in teacher education.

2. Objectives of Micro-Teaching

The main objectives of Micro-Teaching as mentioned by Vladescu and Kodak (2010) are to enable teacher students to learn and assimilate new teaching skills under controlled or environmental conditions. Micro-Teaching enables teacher students to master a number of teaching skills that empower them to gain confidence in teaching.

Another objective of Micro-Teaching mentioned by Gorgen (2003) as cited in Ajeliye (2013) stated that Micro-Teaching aimed to help teacher students gain self-confidence and research skills. Through Micro-Teaching, student teachers can gain pre-service and service teaching experience.

According to Asril (2011) there are several benefits of Micro-Teaching: fostering and developing the skills of prospective teachers in carrying out the teaching and learning process; have controlled teaching skills; improve ability quickly; practice a good teaching; pay attention to the learning process; demands to develop a systematic and objective observation pattern; and improving school effectiveness used in relatively short teaching practices.

3. Steps in Micro-Teaching

Remesh (2013) said that there are three steps of Micro-Teaching; knowledge acquisition, skill acquisition and transfer. The knowledge acquisition step is described as pre-active step. During knowledge acquisition,

student teachers learn about the skills and components through orientation, lectures, discussions, illustrations and demonstration of the skills given by the true teacher or lecturer.

Clift (1976) as cited Zuhra (2017) also described the steps of Micro-Teaching. There are 3 main steps of Micro-Teaching:

a. Pre-active phase (knowledge acquisition phase)

It emphasizes understanding of teaching skills; orientation for Micro-Teaching; discussion of teaching skills with their teaching components and behavior; presentation of modern demonstration lessons by teacher educators; and observation of lesson models and criticism by teacher training participants.

b. Interactive phase (skill acquisition phase)

The steps in this phase are: preparation of micro-lesson plan for the related teaching skill; creating micro teaching settings; practice of teaching skill; feedback; re-planning; re-teaching; and repetition of the Micro-Teaching cycle.

c. Post-active phase (Transfer phase)

In this phase, the trainee teacher integrates the teaching skills in actual classroom situations. The integration of teaching skills can be defined as the process of selecting an organization and the use of different teaching

skills to form an effective pattern to realize instructional goals that are determined in the teaching and learning situation.

Furthermore, based on the Micro-Teaching guidebook there are several steps Micro-Teaching in the educational faculty of Ar-Raniry State Islamic University:

- a. Pre-service teachers must be involved in school activities to carry out observation reports, and then discuss them in class. After this activity is completed, the pre-service teacher will be introduced to Micro-Teaching.
- b. After pre-service teachers get information from Micro-Teaching, they must learn about teaching skills components.
- c. Arranging lesson plans is the next step.
- d. Then pre-service teachers must do to practice limited teaching skills for other pre-service teachers who practice what they have prepared in the lesson plan.
- e. If this practice is applied in peer groups, the pre-assignment teacher is given the task of one person to act as a student and also as an observer. Lecturers supervise Micro-Teaching courses.
- f. The end of the first and second performances will be followed by a discussion to provide pre-service teacher feedback about their performance in teaching practice. If the training results are still not satisfactory, the pre-service teacher will be assigned to create a new simulation again.

For the last simulation, pre-service teachers must provide a better performance. This simulation will be directly assessed as the final value of the Micro-Teaching course.

4. Micro-Teaching Assessment

Based on the Micro-Teaching assessment sheet of UIN Ar-Raniry there are two aspects that are assessed. The first is the aspect of professional competence and pedagogy skill. It is concluded assessment in designing the lesson plan. According to Wambuy, Ngari and Waitutu, 2016, p.10) “Lesson planning allows the teacher to visualize every step of the teaching process in advance and this visualization eventually increases teachers’ success in class. The students will not be bombarded or overwhelmed with a lot of unplanned information. Instead they will be delivered in bit and this will enhance quality.” For example the suitability of the formulation of indicators with KD (basic competency), suitability of KD material, diversity of learning resources, diversity of methods and tools / media with learning objectives, classroom activities and evaluation tools. Furthermore, assessing how students carry out learning such as preparing students for learning, applying motivation skills, explaining skills, asking teacher and answering questions skills, managing group skills, using worksheets, writing style, communication style, mastery of material, methods and media , suitability between RPP and those learned. The latter includes aspects of personality and social competence. In this aspect the values are discipline, appearance and cooperation.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research aims to find out the perceived influence of Part-Time teaching on students' performance in Micro-Teaching class. Thus, the research methodology employed in this study was quantitative method. Quantitative method is the method used in the particular population and sample, by using research instrument in collecting the data and analyzing by statistical data. According to Heppner and Heppner (2004, p.139) "a quantitative method allows the researcher to collect data from multiple sources that could be meaningful to a broad range of practitioners within the field." It is applicable to phenomena that could be expressed in terms of quantity (Kothari, 2004). It used questionnaire as a method of this research.

B. Population and Sample

1. Population

The population is the whole subject that has characteristics in common to be studied, while the sample is part representative of the population (Heppner and Heppner 2004). The population of this research was PBI-students of Batch 2014 numbered 215 students,

Academic Year 2017/2018, which has a part-time teaching and has taken the Micro-Teaching class.

2. Sample

Cresswell (2012) stated that a sample was a subgroup of the target population that the researcher plans to study for generalizing sampling. The researcher used purposive sampling or Non-probability sampling. Non-probability sampling is used the researcher's knowledge and experience to create samples. Because of the involvement of the researcher, there is not all the members of a population have an equal probability of being selected to be a sample. The sample of this research was 30 students. There were three characteristics that sample should have: (a) They were PBI Student; (b) Already took Micro-teaching Class; (c) They have Part time teaching. Based on the observation there were 60 students who have part-time teaching, but only about 30 students have part-time teaching as tutor in the courses or school. Some of them work as teachers at Islamic teaching course for children (TPA). The researchers chose a sample based on the teaching that was similar to the micro-teaching class, such as they teach English lessons or other lessons.

C. Technique of Data Collection

Regarding to the steps of collecting data, researcher needed the instrument to assist collecting data process. To gather the data, the researcher designed instruments which were questionnaire and documentation.

1. Questionnaire

Questionnaire refers to written instruments that present respondents with a series of question which they are to reacts either by writing out their answer (Race & Smith, 2004). The reason of using questionnaire because it is convenient and can cover wide population (Ismail, 2011). The types of questionnaires were close-ended distributed to the students directly or social media/e-mail. The instrument which is questionnaire used in this study was a four-point Likert Scale which was adapted from the original 7-point Likert Scale format of Gardner's Attitude, ranged from "strongly agree, agree, disagree and strongly disagree". There was no neutral answer in that questionnaire to avoid bias answers.

Some questions conducted based on the assessment rubric in the Micro-Teaching Class of Faculty of Education and Teacher Training Islamic State University of Ar-Raniry. And some question adopted from journal of Tata Umar Sa'ad, Shehu Sabo and Aliyu Dahuwa Abdullahi (College of Education, Azare, Nigeria, 2015). The original questionnaire was modified to address the current aim of this project and according to suggestions from the Students'

Representative Council. This questionnaire sheet contained the question related to the part-time teaching on micro-teaching class. In this questionnaire, students were asked to choose possible answer to the column chosen. They were given clear instructions and explanation to choose the option based on the questions was given in the questionnaire.

There were 20 questions on the questionnaire. The question of questionnaire as follow:

NO	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Teaching is something enjoyable for me				
2	I am not afraid of teaching in front of students because I have taught before.				
3	I can handle the class while teaching in Micro-Teaching Class.				
4	Part-Time teaching helps me to know how to prepare a lesson plan.				
5	I know the suitable method for each material when teaching in Micro-Teaching class.				
6	I know the suitable media for each material when teaching in Micro-Teaching class.				
7	I am able to attract students' attention and interest to the subject.				
8	I know the steps in teaching because I have taught before.				

9	Part-Time teaching helps me to know how to start the lesson.				
10	Part-Time teaching helps me to know how to teach the lesson.				
11	Part-Time teaching helps me to be confident while teaching in Micro-Teaching class.				
12	Part-Time teaching helps me to know how to end the lesson.				
13	I know how to ask and answer question to the students properly				
14	I use classroom language while teaching in Micro-Teaching class because I have part-time teaching.				
15	I know how to manage the group when teaching in Micro-Teaching class.				
16	I know how to create/use worksheet when teaching in Micro-Teaching class.				
17	I know how to assess the students when teaching in Micro-Teaching class.				
18	I know how to make a rubric assessment in Micro-teaching class because I have taught before.				
19	Part-Time teaching helps me manage time effectively in classroom.				
20	Part-Time teaching increases my skill in Micro-Teaching class.				

2. Documentation

Documentation is the evidence provided for information and ideas borrowed from others. That evidence includes both primary sources and secondary sources. In this research the documentation was used to obtain information about English Department students of UIN Ar-Raniry which have part-time teaching.

D. Technique Analysis Data

The main method of analysis was quantitative; it is used to analyze the data through the questionnaire by using the statistic simple formula. According to Sugiyono (2008), the formula below is for calculating the total percentage of each item's frequency:

$$P = \frac{F}{N} \times 100\%$$

-Where:

P = Percentage

F = Frequency

N = Number of samples

100% = Constant value

The first, data will be analyzed using descriptive analysis to find out the highest, middle, and lowest score. To support the result of questionnaire, their score or their academic performance will be provided. According to guide book of UIN Ar-Raniry (2014) Index cumulative performance or IPK is the whole score of all subject had taken by students. IPK is a main factor in determining students' performance. But, based on the case above the researcher would be used score to assess students' performance in Micro-Teaching class.

However, there is the table of score performance, as follow:

Score (%Achievement)	Score	Predicate	Integrity score
86-100	A	Excellent	4
72-85	B	Very Good	3
60-71	C	Good	2
50-59	D	Enough	1
0-49	E	Less	0

Source: Panduan Penyelenggaraan Pendidikan Program Strata Satu Universitas Islam Negeri Ar-Raniry Tahun 2014.

In this study, the researcher would focus on student who got grade A, it means their performance was excellent in Micro-Teaching class. This was supported by the concept of William J. Clancey and K. Anders Ericcson,

proposed that the students who win several competitions, acquire excellent academic achievement (Andriana, 2018). Based on this statement researcher it can be concluded that the student who get A have a good performance in Micro-Teaching class.

The next, some information and ideas were provided as the evidence to support this research. The evidence of this research is the picture/image about English Department students of UIN Ar-Raniry which have part-time teaching. In addition, some picture when the students fill the questionnaire is also displayed.

E. Brief Description of Research Location

The researcher tended to accomplish the study at State Islamic University of Ar-Raniry in Department of English Language Education of Tarbiyah and Teacher Training Faculty. State Islamic University of Ar-Raniry is usually called as UIN Ar-Raniry. It is located in Jln. Syeikh Abdul Rauf Kopelma Darussalam Banda Aceh. It is administered by Ministry of Religious Affair of Republic of Indonesia and under supervision the General Directorate of Islamic Institutes trough the Directorate of Islamic Higher Institutions.

There are nine faculties with 43 departments in UIN Ar-Raniry. They are; Faculty of Syariah and Law, Faculty of Education and Teacher Training, Faculty of Ushuluddin and Philosophy, Faculty of Dakwah and

Communication, Faculty of Adab and Humanities, Faculty of Sociology and Governance, Faculty of Economics and Islamic Business, Faculty of Psychology, and Faculty of Science and Technology.

This research was specifically conducted in Education and Teacher Training Faculty. It has thirteen departments. One of them is English Language Education, which was particularly selected to be the representation of population and sample of this study.

English Department focused in teaching English as foreign language. The purpose of this department to prepare the graduates to have knowledge in teaching English. The department it self has specific plans or mission, they are; “(1) educating prospective teachers and generating English language teachers who has quality as well as innovative, independent, professional, noble, and fear Allah SWT, (2) conducting studies and researches to develop English language teaching to be practical, applicable, and modern, which refers to local wisdom for prospective teachers who are ready to serve as a reliable English teachers in various educational institutions, (3) educating prospective teachers and producing English teachers who are ready to compete and equipping them to develop their ability for further study and professional work, as well as contributing to national development according to their own expertise” (Zuhra, 2017).

CHAPTER IV

RESULT AND DISCUSSION

A. The Analysis of Results

As mentioned in chapter III, questionnaire is used in evaluating the data. The questionnaire was distributed to 30 English Department students of Batch 2014 who have part-time teaching. Because, some of them were difficult to meet at collage, the researcher tried to send the questionnaire through their social media. The result of this questionnaire was analyzed using simple statistic formula with cumulative frequency distribution method to count percentage from all the answers for every question.

Table 4.1 The data of respondent

NO	Name	Score in Micro-Teaching Class
1	AAD	A
2	AF	A
3	AM	B
4	CSH	A
5	DQ	A
6	EI	A
7	ES	A
8	FA	A
9	FD	A
10	IA	A
11	IAF	A
12	MHI	A
13	MHT	B

14	MKS	B
15	NJ	B
16	NM	A
17	RF	A
18	RI	B
19	SBU	A
20	SR	A
21	SSR	A
22	SYM	A
23	TMA	B
24	TMH	A
25	TU	A
26	VS	A
27	YF	A
28	YM	B
29	YF	A
30	ZU	A

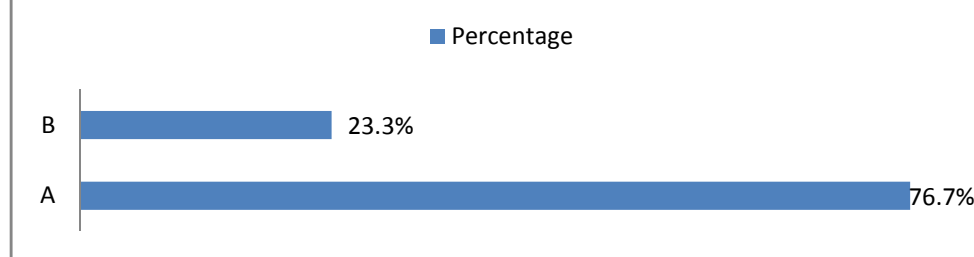
B. The Result of Questionnaire

The obtained data of questionnaire can be seen in the following tables, charts and description.

Table 4.2 The Score of Respondent in Micro-Teaching class.

Grade	Frequency	Percentage (%)
A	23	76.7%
B	7	23.3 %
Total	30	100

Table 4.2 The Score of Respondent in Micro-Teaching class.



This part indicates the general demographic data of the respondents. The results showed based on the questionnaire. Table 4.2 shows that there were 30 total respondents. The majority score of the respondents was a (76.7%) while the minority score of the respondent was B (23.3 %). From the result, it can be assumed that most of students got A which mean they had a good performance in Micro-Teaching class.

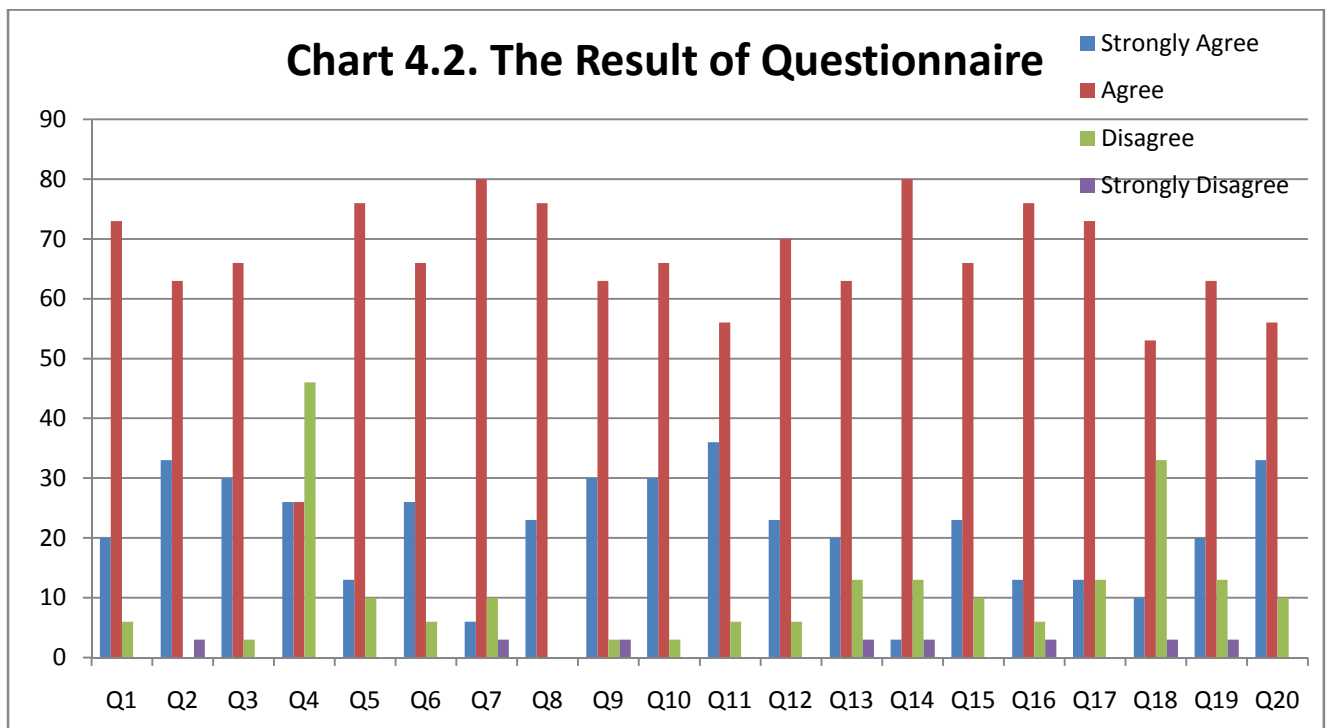
Table 4.3 The Result of Questionnaire.

NO	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Teaching is something enjoyable for me	6 (20%)	22 (73.3%)	2 (6.7%)	0
2	I am not afraid of teaching in front of students because I have taught before.	10 (33.3%)	19 (63.3%)	0	1 (3.33%)
3	I can handle the class while teaching in Micro-Teaching Class.	9 (30%)	20 (66.7%)	1 (3.3%)	0
4	Part-Time teaching helps	8	8	14	0

	me to know how to prepare a lesson plan.	(26.7%)	(26.7%)	(46.7%)	
5	I know the suitable method for each material when teaching in Micro-Teaching class.	4 (13.3%)	23 (76.7%)	3 (10%)	0
6	I know the suitable media for each material when teaching in Micro-Teaching class.	8 (26.7%)	20 (66.7%)	2 (6.7%)	0
7	I am able to attract students' attention and interest to the subject.	2 (6.7%)	24 (80%)	3 (10%)	1 (3.3%)
8	I know the steps in teaching because I have taught before.	7 (23.3%)	23 (76.7%)	0	0
9	Part-Time teaching helps me to know how to start the lesson.	9 (30%)	19 (63.3%)	1 (3.3%)	1 (3.3%)
10	Part-Time teaching helps me to know how to teach the lesson.	9 (30%)	20 (66.7%)	0	1 (3.3%)
11	Part-Time teaching helps me to be confident while teaching in Micro-Teaching class.	11 (36.7%)	17 (56.7%)	2 (6.7%)	0
12	Part-Time teaching helps me to know how to end the lesson.	7 (23.3%)	21 (70%)	2 (6.7%)	0
13	I know how to ask and answer question to the students properly	6 (20%)	19 (63.3%)	4 (13.3%)	1 (3.3%)
14	I use classroom language while teaching in Micro-Teaching class because I have part-time teaching.	1 (3.3%)	24 (80%)	4 (13.3%)	1 (3.3%)
15	I know how to manage the group when teaching in Micro-Teaching class.	7 (23.3%)	20 (66.7%)	3 (10%)	0
16	I know how to create/use worksheet when teaching in Micro-Teaching class.	4 (13.3%)	23 (76.7%)	2 (6.7%)	1 (3.3%)

17	I know how to assess the students when teaching in Micro-Teaching class.	4 (13.3%)	22 (73.3%)	4 (13.3%)	0
18	I know how to make a rubric assessment in Micro-teaching class because I have taught before.	3 (10%)	16 (53.3%)	10 (33.3%)	1 (3.3%)
19	Part-Time teaching helps me manage time effectively in classroom.	6 (20%)	19 (63.3%)	4 (13.3%)	1 (3.3%)
20	Part-Time teaching increases my skill in Micro-Teaching class.	10 (33.3%)	17 (56.7%)	3 (10%)	1 (3.3%)

In short, the chart below shows the result of questionnaire.



Here only mentioned the highest, middle, and lowest score of questionnaires' result. Regarding to the table and chart above, almost all of respondents chose 'strongly agree' and "agree". It determines that part-time teaching positively benefits them in practice teaching. On the table and chart, starting from the highest percentage. It shows in question number 8 (Q8). There are 30 (100%) from 30 respondents said they knew the steps in teaching because they have taught before, no one of them chose disagree and strongly disagree for the statement above. It means part-time teaching were helped students to know about the activities in the learning process.

According to the table and chart above, the middle score part of questionnaire are stated in the question number 17 (Q17). The data shows that 26 respondents (86.6%) chose agree and strongly agree. They stated that part-time teaching absolutely helped them to know the process of assessing their students when teaching in Micro-Teaching class and only 4 respondents (13,3%) disagreed with statement above.

Additionally, there is a second middle score of that questionnaire. It can be seen in the last question; the study findings show that students agreed that part-time teaching increases students' skill in teaching. There are 27 of 30 respondents chose agree and only 3 respondents (10%) chose disagree. The reason is because part-time teaching needs a variety of methods to identify the strengths and weaknesses of learners, lesson plan, instructional strategies and

classroom management. Although a few students stated part-time teaching cannot help them in teaching, but it was clear that part-time teaching has a good effect on students' performance when teaching in Micro-Teaching Class.

Becoming the lowest percentage of the questionnaires' result is question number 4. This part about students' perceived in creating lesson plan. Based on the table and chart, it seems that most of respondents chose agree or really agree that part-time teaching helped them to know how to prepare lesson plan. They agreed part-time teaching offered the opportunity to improve a lesson planning skill. Total of them is 16 respondents. But, almost a half of them, 14 respondents (46.7%) chose disagree which mean they believed that part-time teaching did not help them. Although they disagreed with the statement, it is clear that a majority of the answer was they were able to prepare a lesson plan.

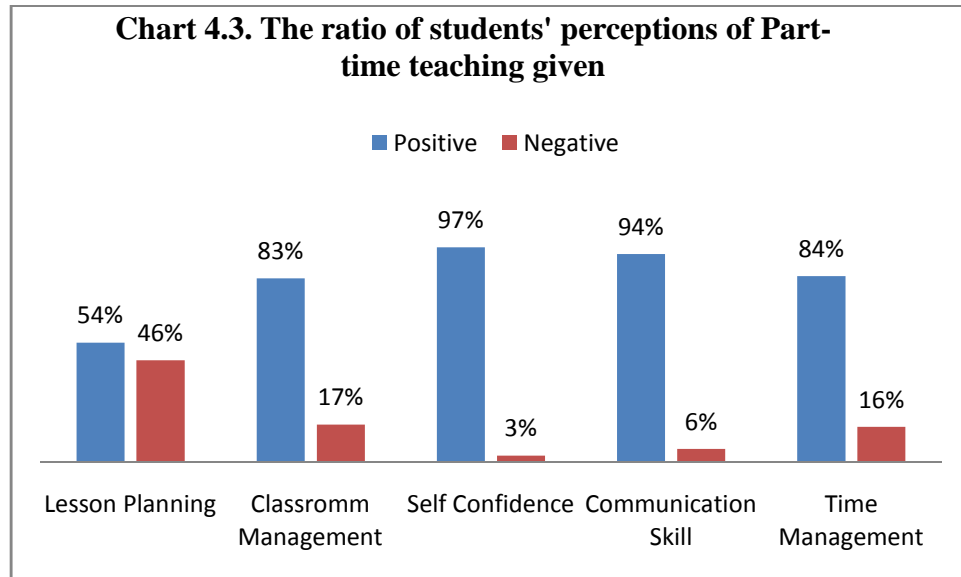
C. Discussion

This study examined the perceived influence of part-time teaching toward students' performance in Micro-Teaching class. The researcher successfully collected the data by using questionnaire as the instrument in order to answer the research question.

The researcher only has one research question to answer, which is the students' perception of part-time teaching toward their performance in Micro-Teaching class. The respondents feel a lot of influences of having part-time teaching. From the analyzing of the questionnaire, it is found that almost all of the respondents chose 'strongly agree' and 'agree' that part-time teaching has influenced them in a good way in Micro-teaching class.

As stated earlier, the English Department students have taught before taking Micro-Teaching class which means teaching becomes their habit. The students mentioned that they were be able to create lesson plan properly, handle the students, use time effectively, build a good communication skill, reduce anxiety so that improve their performance. The similiar finding was founded by Ajiliye (2013) teaching practice can use as the application of professional knowledge and understanding of the learners, methods, media, lesson plan, communication and learning environment so as to promote learning.

In short, the figure below shows the ratio of students' perceptions for the aspects of teaching experiences given in part-time teaching.



Related to a chart above, it was found that students gave high supportive responses for part-time teaching in the aspect of self-confidence. The figure showed that the highest positive response was in the part of self-confidence. The students who have part-time teaching were not afraid when teaching in Micro-Teaching class because they have taught before. Next is the part in communication skill, the students mentioned that part-time teaching as a tool that gave good opportunities to improve their communication skill.

The last highest part is time management. From the result, it can be assumed that most of English Department students who have part-time teaching knew how to manage the time effectively and also they knew how to manage between work and study in collage. They have experienced how to use and manage time effectively in real life. Moreover, the similar result was reported by Ha, Thao and Son (2016) If the worker had part-time job they will

learn many thing related to management time, skill in working, and they will have responsibility

However, especially in the lesson plan aspect, the negative responses were near a half from 30 respondents. The students responded it negatively because they felt the difficulty in creating the lesson plan during Micro-Teaching class. This thought was supported by Adesina (2005) agreed to the fact that teaching practice is vital to teachers' preparation and training. The student teachers acquire to take the responsibility, gain self-confidence to address large audience in lesson and absorb acceptable personalities.

In addition, to support the results of this study, the researcher also assessed students' performance based on their score in the Micro-Teaching class. According to Bean and Peterson (1998) performance refers to the level of grade or scores that a student obtains in class test or internal and external examination after process of evaluation. Here the data displayed that there were 22 students had grade A and 8 students had grade B. Almost of students got A, it can be concluded that students who had part-time teaching were having a good performance in Micro-Teaching Class.

As a final point, from data above, it can be concluded that part-time teaching give a good influence toward the students' performance in Micro-Teaching class. The result of this study agrees with Msangya, Mkoma and Yihuan (2016) indicated that the student teachers perceived teaching practice/part-time teaching as a crucial tool of learning to teach because it

promoted the development of teaching experience and prepared them for the real world of work. This theory was taken to support this research because it is the same as the problem being examined.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The findings revealed that the students of English Department were helped by having part-time teaching through developing skills, developing confidence, reducing anxiety and fear, ability of managing classroom situations, proper selection of teaching goals and preparation of lesson plans, proper worksheet, assessment, media, methods, improvement in ability of asking questions and speaking in front of group as well as effective time management.

Moreover, this study was supported by the results of students' score in Micro-Teaching class. Almost of students got an excellent score, it means they have a good skill in teaching and they were having a good performance in Micro-Teaching Class

In addition, based on students' perception; part time teaching gives a positive effect on students in many aspects such as knowledge and improves their skills which are useful to support their success in teaching. This can lead to a conclusion that students have part-time teaching experience that is

required to give a good performance for students. It becomes the best way for the students to teaching before being a true teacher.

B. Suggestion

After finishing this study, some suggestions and recommendations can be provided; they are:

1. For students who feel afraid of teaching can use part-time teaching as an experience to train their skill in teaching and researcher suggests them to take a part-time teaching related to their study.
2. Based on the results, it seems that almost half of the students claimed that part-time teaching did not help them in designing the lesson plan. But, some of them argued that part-time teaching was very helpful in many aspects of teaching. So, the researcher recommends that they can choose a place to teach in order to expand their teaching skill as well enrich their knowledge and skill in designing lesson plan. This is because lesson plan is the first thing that is assessed in the micro-teaching class.

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Appendix I

KUESIONER



UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
DARUSSALAM BANDA ACEH

Responden Yth,

Saya Anita Siregar (140203141), Mahasiswa jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan keguruan UIN Ar-Raniry. Kuesioner ini disusun dalam rangka penelitian sebagai syarat kelulusan S1 pada prodi Pendidikan Bahasa Inggris UIN Ar-Raniry tentang “ The Influence of Part-Time Teaching Toward Students’ Performance in Micro-Teaching Class.

Skripsi ini di bimbing oleh:

1. Siti Khasinah, M.Pd
2. Yuliar Masna, S.Pd.I.,M.TESOL

Mengingat pentingnya data ini, saya harapkan kepada teman mahasiswa(i) untuk dapat mengisi dengan lengkap sesuai dengan kondisi yang sebenarnya. Jawaban yang teman mahasiswa(i) berikan sangat bermanfaat bagi penelitian ini. Atas perhatian dan waktu saya ucapkan terima kasih.

Name :

Unit/Semester :

Nim :

Score in Micro-Teaching Class :

Below is a list of statements dealing with your general feelings about Part-time teaching toward performance in Micro-Teaching class.

Please indicate how strongly you agree or disagree with each questions below.

NO	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Teaching is something enjoyable to me				
2	I am not afraid to teach in front of students because I have taught before.				
3	I can handle the class while teaching in Micro-Teaching Class.				
4	Part-Time teaching helps me to know how to prepare a lesson plan.				
5	I know the suitable method for each material when teaching in Micro-Teaching class.				
6	I know the suitable media for each material when teaching in Micro-Teaching class.				
7	I am able to attract students' attention and interest to the subject.				
8	I know the steps in teaching because I have taught before.				
9	Part-Time teaching helps me to know how to start the lesson.				
10	Part-Time teaching helps me to know how to teach the lesson.				
11	Part-Time teaching helps me to be confident while teaching in Micro-Teaching class.				
12	Part-Time teaching helps me to know how to end the lesson.				
13	I know how to ask and answer question to the students properly				
14	I use classroom language while teaching in Micro-Teaching class because I have part-time teaching.				
15	I know how to manage the group when teaching in Micro-Teaching class.				
16	I know how to make/use worksheet when teaching in Micro-Teaching class.				

17	I know how to assess the students when teaching in Micro-Teaching class.				
18	I know how to make a rubric assessment in Micro-teaching class because I have taught before.				
19	Part-Time teaching helps me manage time effectively in classroom.				
20	Part-Time teaching increases my skill in Micro-Teaching class.				

Terimakasih atas bantuan dan waktu nya

Hormat Saya,
Anita Siregar

Appendix 2

Documentation

1. Students' Part-Time Teaching



2. Students fill the questionnaire



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B- 9099/UN.08/FTK/KP.07.6/09/2018

TENTANG

**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY**

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018

MEMUTUSKAN

- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1045/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:

1. Siti Khasinah, M.Pd Sebagai Pembimbing Pertama
2. Yuliar Masna, S.Pd.I., M.TESOL Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

- Nama : Anita Siregar
- NIM : 140203141
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : **The Perceived Influence of Part-Time Teaching toward Students' Performance in Micro Teaching Class**

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 14 September 2018

Mu. Rektor

Dekan



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 11650 /Un.08/TU-FTK/ TL.00/11 /2018

06 November 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Anita Siregar
N I M : 140 203 141
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Dusun Tgk Dicot, Ceurih, Kec. Ulee Kareng, Banda Aceh

Untuk mengumpulkan data pada:

Program Studi Pendidikan Bahasa Inggris FTK UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The influence of Part-Time Teaching Toward Students' Performance in Micro Teaching Class

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id.Website http://ar-raniry.ac.id

Surat Keterangan

Nomor: B-477/Un.08/KP.PBI/TL.00/11/2018

Schubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-11650/Un.08/ TU. FTK/TL.00/11/2018 tanggal 06 November 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Anita Siregar
NIM : 140203141
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

The Influence of Part-Time Teaching Toward Students' Performance in Micro Teaching Class.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 30 November 2018
Ketua Prodi Pendidikan Bahasa Inggris,

20


T. Zulfikar

AUTOBIOGRAPHY

1. Name : Anita Siregar
2. Place / date of Birth : Aceh Jaya/ 30 Agustus 1996
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesian/ Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Dusun Tgk Dicot, Desa Ceurih, Ulee Kareng,
Banda Aceh
9. E-mail : anitasiregar72@yahoo.com
10. Parents' Name
 - a. Father : Maranuim Siregar
 - b. Mother : Rosnidar
 - c. Father's Occupation : Wiraswasta
 - d. Mother's Occupation : Housewife
11. Address : Dusun Tgk Dicot, Desa Ceurih, Ulee Kareng,
Banda Aceh
12. Education Background
 - a. Elementary School : SDN 66 Banda Aceh (2008)
 - b. Junior High School : SMP N 9 Banda Aceh (2012)
 - c. Senior High School : SMA N 11 Banda Aceh (2014)
 - d. University : UIN Ar-Raniry Banda Aceh (2019)

Banda Aceh, January 30th, 2019

The Writer