

**THE CORRELATION BETWEEN THE STUDENTS' MICRO
TEACHING GRADE AND THEIR TEACHING ABILITY DURING
PRESERVICE TEACHING**

THESIS



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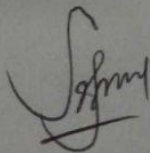
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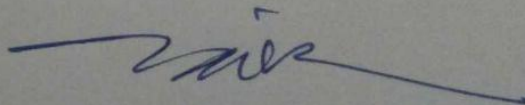
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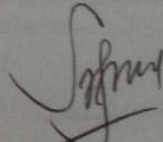
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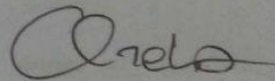
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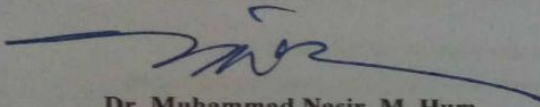
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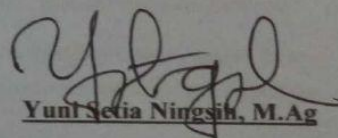
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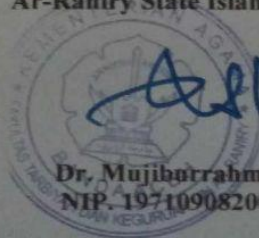
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


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Banda Aceh, 05 July 2018

Ardiansyah

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ABSTRACT

The title of this study is “*The Correlation between Micro Teaching and Ability of Teaching Practice during Preservice Teaching*”. This study aimed at investigating the correlation between micro teaching scores and the ability of teaching practice during preservice teaching of English language Education Department students Faculty of Education and Teacher Training UIN Ar-Raniry. This was a quantitative study in form of correlational research. The Micro teaching scores and teaching practice scores from 43 English Department students that were selected using stratified sampling technique were used to be analyzed using Pearson’s Correlation Product-Moment. The result of statistical data analysis showed that *sig. 2-tailed* or *p* value was 0.192 ($p > 0.05$) which means there was no significant correlation between micro teaching scores and the ability of teaching practice during preservice teaching. In addition, the data analysis proved that correlational correlation or *r*-value between the two variables was negative and weak ($r = -0.201$). Thus, the writer concluded that these results implied the scores of micro teaching is not the only factor affecting the students' teaching skills in teaching practice during preservice teaching at schools.

Keyword : Micro Teaching, Ability of Teaching, Preservice Teaching

CHAPTER I

INTRODUCTION

Introduction deals with the background of study of the research. Therefore, in this chapter the writer discusses about, research question, aim of study, significance of study, hypothesis, and terminology.

A. Background of Study

Learning is the interaction between learners with the environment so that there is a change of better behavior. In the learning, there are many factors that influence learners' behaviors, both internal factors coming from individuals, as well as external factors that come from the individual environment. For the achievement of learning, objectives are needed to create a conducive learning environment. The conducive learning environment is influenced by various components that interplay each others such as the aims of learning, learning materials, learners and learning activities (Sadirman, 1989).

In terms of the above objectives, one that needs to be considered is the ability of teachers in teaching. Teaching skills are the basic factors for a teacher must possess to improve the quality of teaching, one of them is the competence to manage a classroom. It is a very important asset for a teacher to deal with students. In the process of teaching and learning, a teacher is also required to have the ability of professionalism, knowledge, attitudes and other abilities derived from the teacher

education program as well as *Preservice Teaching Program* or known as PPL (Praktik Pengalaman Lapangan) (Advisory Committee on Teachers Education and Qualification, 2013). All these aspects also need to be developed through experience in school with the guidance and supervision of a principal.

Teaching in a classroom with students over 30 people and a 40-minute time allocation in a meeting is uneasy and very complex task for a teacher. For preservice teachers, it will be more complicated because in teaching practice we often find the terms “*for the student teacher has two fold intention, which his pupils learn while he learns to teach*”. So, in the teaching practice in the classroom the main concern of teaching will mainly be focused on “his pupils learn”, and Its main purpose “*learn to teach*” will be ignored, even if the teacher makes a mistake in teaching directly to the learners. This is one of the fundamental weaknesses often faced by practice teachers.

To overcome the weaknesses, a teaching program is developed within the framework of teacher education based on competence namely *Micro Teaching*. Micro teaching aims at providing opportunity for preservice teachers to practice several teaching competencies in front of their classmates in constructive classroom in universities. So that, the preservice teacher has a mental readiness, skill, and integrated ability for teaching practice in school (Asmani, 2010). Furthermore, Kumari and Rao (2004) define that micro teaching is a training procedure aiming at simplifying the complexities of the regular teaching process. It is the real

teaching; although a teaching situation is constructed in which the student teacher and pupils work together in a practice situation.

The educational process for preservice teachers requires many things, including giving them the opportunity to practice teaching. Micro teaching is one of the compulsory subjects for undergraduate students at Faculty of Education and Teachers Training UIN Ar-Raniry. Therefore, micro teaching aims to establish and develop the basic competence of teaching as the provision of teaching practice in schools in preservice teaching, or in Indonesia is well known as the Preservice teaching (PPL). Through this course, students are trained with teaching skills and later they are expected to become teachers at elementary, junior and senior high school, it is necessary to implement micro teaching specifically with these levels.

To become a preservice teacher should have different experience on every student. In practicing the teachers' roles at university, students must take the micro teaching class, then becomes the absolute requirement to be able to follow preservice teaching program in a particular school as the first step to be a teacher. The importance of the micro teaching course indicates that the course may affect the students' teaching ability as preservice teachers to be proved by the existence of teaching practice programs in certain schools.

Basically, students have constraints or problems in implementing micro teaching, those are unable his students manage the condition of the class and feel nervous while teaching because the students are the friend of classmate, so they cannot teach systematically. In addition, in the implementation of micro teaching they only get 40 minutes teaching practice in one semester. The lack of time

allocation for teaching practice make them have inexperience when they teach at schools. The experience will be applied later in real the situation at school when teaching through the preservice teaching.

Real teaching at schools creates challenging for preservice teachers. While students who are critical, constructive and idealistic will face the reality within the school where they do teaching. Nowadays, it is often found that it is not guaranteed for micro teaching students who get a good score able to carry out the Preservice Teaching Program smartly, and vice versa.

However, a number of correlational studies about micro teaching and preservice teaching have been performed to investigate the relationship between the two variables. One of them is a research entitled "*Pengaruh Micro Teaching Terhadap Kesiapan Calon Guru PAI di STAIN Pamekasan*" conducted in 2011 by Ririyatul Munawarah, a student of Education Faculty STAIN of Pamekasan. The result of the study showed that there was a significant correlation between micro teaching and student-teachers readiness. The results show that there is a correlation between micro teaching and student-teacher readiness. The instruments used in the study were questionnaires and interviews.

Another previous study was conducted by Nurul Muslimatun Fajriah, a student of Faculty of Education IAIN of Walisongo on the title "*Kemampuan Pengelolaan Kelas Guru Praktikan Mahasiswa PPL Jurusan Pai Tahun Akademik 2007/2008 (Studi pada SLTP Sekolah/Madrasah Latihan di Kota Semarang)*". Descriptively, in her research found that 50 percent or 20 teachers showed that they have been able to manage the classroom well. While the other 50 percent gained

scores below the average, that means they were not able to manage the classroom well.

Despite similarities that this study shares with the previous studies, there are still differences. The present study uses students' micro teaching scores and students' preservice teaching scores as the two variables that will be analyzed to investigate the correlation of the variables. Also, this study uses coefficient correlation table to find the strength of correlation between the variables.

Betty S. Azar's classification to classify types of errors in students' writing recount texts. Besides, the writer also uses Richard's theory to identify sources of errors. The Richard's theory consists of three sources; they are *Interference Error*, *Intralingual Error*, and *Developmental Error*.

Considering the above problems and previous studies, the writer in this study try to investigate the correlation between micro teaching score and the ability of teaching practice at English Education Students Faculty of Education and Teacher Training UIN Ar-Raniry.

B. Research Question

Based on explanation above, the writer in this research formulates the research question as follow:

1. Is there any correlation between micro teaching scores and the ability of teaching practice during preservice teaching of English language Education Department students Faculty of Education and Teacher Training UIN Ar-raniry?

C. Aim of Study

Based on the research question above, the aim of study can be stated as follow:

1. To find out the correlation between micro teaching scores and the ability of teaching during preservice teaching of English Language Department students Faculty Education and Teacher Training of UIN Ar-Raniry.

D. The Significance of Study

The significance of this study can be classified into two categories, theoretical significance and practical significance. Theoretically, by conducting this research the writer can find out the teaching ability of the English Language Department students and its correlation to the micro teaching scores. Practically, the findings of this research can be used as a reference in improving the teaching abilities at the English Language Department students of Faculty of Education and Teacher Training UIN Ar-Raniry.

E. Hypothesis

Hypothesis is a temporary answer to the problem of research, until the researcher found a real answer in his research. It is a conclusion but the conclusion is not final, and the researcher must prove the hypothesis through the results of his research (Surachman, 1989).

By observing at the phenomena that exist in the location of this study, the authors propose the following hypothesis *“There is a significant correlation between micro teaching scores and the ability of preservice teaching at English Language Department students Faculty Education and Teacher Training of UIN Ar-Raniry”*.

F. Terminology

1. Micro teaching

Etymologically, Micro teaching is a two-word fragment where *micro* is defined as small, thin, narrow and associated with small-scale (Depdikbud, 2005), while *teaching* means to demonstrate or to give instruction (Echols & Shadily, 2003). Thus, Micro teaching can be interpreted by teaching to students with a limited number.

According to Remesh (2013) micro teaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. Regularly, the students involved in this class are merely three to ten students with a four to twenty minutes lesson. The lesson scaled down is aimed to reduce some complexities of teaching acts, thus allowing the teacher to focus on selected aspect of teaching. In other words, Hamalik (2009) says that micro teaching is a simple form of teaching, where students and teachers are located in a limited and control classroom. The teacher only teaches one concept of learning by one or two teaching skills.

Based on the above definitions, it can be concluded that the micro teaching is a practice of teaching skills for preservice teachers consisting of several participants

and a limited time, which aims to train some of the competence of teaching under the guidance of a lecturer or supervisor.

2. Teaching ability

According to Oxford Dictionary (2017), *teaching* means imparting knowledge to, or instructing (someone) as to how to do something, while *ability* means skill, talent or proficiency in a particular area. Therefore, teaching ability is defined the ability of teachers in creating an educational situation between teachers and learners that include the cognitive, affective and psychomotor aspects, as an effort to learn something based on planning until the stage of evaluation and feedback in order to achieve learning objectives (Hasibuan and Moedjiono, 2010).

In the same vein, Kyriacou (2009) defines teaching ability as discrete and coherent activity by teachers, which foster students learning in which includes three elements; they are teachers' knowledge, decision-making, and actions. While Howard (as cited in Slameto, 2010) defines teaching ability is is an ability to perform activities to help and guide someone to acquire, change or develop skills, attitudes, ideals, awards and knowledge.

Furthermore, based above definitions, it can be conclude that teachers' teaching abilities are a set of skills or abilities of teachers in training or guiding one's activities and experiences and helping them to develop and adapt throughout learning process.

3. Preservice teaching (PPL)

According to *Direktorat Akademik Universitas Pendidikan Indonesia* (2016), preservice teaching (PPL) is a program designed to train students of education faculties in order to master the ability of teacher intact and integrated, so that the student teachers have readiness in carrying out the task as a professional teacher. This activity is an applicative learning process in teacher's professional competence that is done really, programmatically, participatively and systematically for both education institute and partner schools.

In other words, Hamalik (2006) states that preservice teaching is a series of activities that are implemented for students of the faculty of education, which includes both teaching practice and non-teaching practice. This is an activity to form and foster the professional competencies required by the work of teachers or other educational institutions. The targets to be achieved are the personality of the educator candidate who has a set of knowledge, skills, values and attitudes, and the patterns of behavior necessary for his profession and competent and appropriate use in providing education and teaching, both at school and outside the school.

From the above descriptions, it can be concluded that the preservice teaching (PPL) is an activity implemented for students of faculty of education, which includes both classroom (academic) and non-classroom (non-academic) teaching practice. This activity aims to establish and foster the professional competencies implied by the teacher or other education personnel.

CHAPTER II

LITERATURE REVIEW

To support this study, the literature review is set up in this chapter by reviewing important theories on micro teaching which covers its definitions and history, aims and significances. The writer also explains a number of teaching skills that must be possessed by prospective teacher and highlight some importance about pre service teaching including its definitions, aims and significances

A. Micro Teaching

1. Definition and History of Micro Teaching

One of the improvement efforts in the field of educational practice is in the way and the results of our work as teachers, which require knowledge, skills, and professional attitude of a teacher that differs from another profession is to implement micro teaching. According to Allen and Cooper (as cited in Saad, Sabo and Abdullahi, 2015):

“Micro teaching is a teaching situation which is scaled down in terms of time and numbers of students. Usually, this has meant a four to twenty-minutes lesson involving 3 to 10 students. The lesson is scaled down to reduce some of the complexities of the teaching acts, thus allowing the teacher to focus on selected aspect of teaching.”

In the same vein, Mahmud and Rawson (2013) define microteaching as an instrument for teacher training and it offers the students the opportunity to practice teaching activities under controlled and simulated circumstances. It is real teaching

although a teaching situation is constructed in which the student teachers and pupils work together in a practice situation.

Based on the above definitions, it could be understood that *micro* means *small, limited, narrow*. Therefore, micro teaching can be interpreted as a teaching situation that is implemented in time and the number of students is limited; it is a 4 to 20 minutes teaching with 3 to 10 students in the classroom. It is a simple form of teaching where a prospective teacher and learners are in a limited and controlled environment. The teacher only teaches one concept by using one or two teaching skills (Hamalik, 2009).

Historically, micro teaching first developed in 1960s to give real opportunity for prospective teacher to be engaged in real situation of teaching. It was designed by Allen and his colleagues at Stanford University to enhance teaching performance through open collegial discussion. The model has been adapted to college and teacher training programs where it has been used most often to elicit a concentrated, focused form of peer feedback. The rationale of micro teaching is to apply collegial constructive criticisms to improve one's own teaching/learning strategies and, through assuming the student role, to sharpen one's insight into students' teaching/learning needs and expectations. This gives university students to practice specific teaching skills to acquire positive reinforcement (Kurdi, 2015).

2. Aim of Micro Teaching

The main purpose of micro teaching is to provide opportunities for prospective teachers to practice practicing some teaching skills in front of their peers in a constructive atmosphere. Thus, they have integrated mental readiness,

skills and performance skills for the provision of actual teaching practices in the classroom.

According to Allen (1969) in Hasibuan and Moedjiono (2010) states that aims of micro teaching as follow:

- 1) For prospective teachers
 - a) To provide real work experience and practice the basic skills of teaching separately.
 - b) To develop basic teaching skill of prospective teacher before they are involved in real teaching classroom.
 - c) To provide the possibility for prospective teachers to gain a variety of student conditions in the classroom
- 2) For teachers
 - a) To provide refreshment in educational programs.
 - b) To fasilitate, teachers to gain an individualized teaching experience for their professional development.
 - c) to develop an open attitude for teachers to the reformation that take place in the educational curriculum.

In the same vein, Sakirman (2012) adds that micro teaching aims at giving opportunity for prospective teachers to self-evaluate their strenghts and weeknesses in the basic teaching skills. Therefore, it aims to fasilitate the prospective teachers to train the stenghts and the weeknesses of the basic teaching skills while implementing the micro teaching class.

3. The Significance of Micro Teaching

Micro teaching plays a vital role in constructing the basic teaching skills of prospective teachers. Due to its significance, it is not only implemented as preservice training for student teachers in universities , but also as inservice training for teachers to develop their advance teaching skills. Kilic (2010) mentions that micro teaching gives several benefits for preservice teacher to acquire skills to prepare lesson plans, to choose teaching goals, to take students' attention, to increase self-confident to speak in front of students, to ask questions, to manage time effectively and to assess the techniques used in teaching. Popovich (2009) adds that micro teaching helps not only in developing teaching skills of prospective teachers, but also assist in comparing the effectiveness of variation of micro teaching with another.

In other words, Subramanlam (2006, as cited in in Sabor and Coklar, 2013) categorizes the micro teaching's benefits for prospective teaches as follow:

- a) It exposes prospective teachers to realities of teaching.
- b) It introduces prospective teachers as their roles as teachers.
- c) It helps them to understand the importance of planning, decision-making, and the implementation of instruction.
- d) It enables them to develop and improve teaching skills.
- e) It helps them to build their confident in teaching.

Moreover, Sakirman (2012) explains further the benefits of micro teaching. The first, prospective teachers can partially train every teaching skill that must be mastered controllably. The second, prospective teachers can identify the extent of

their strengths and weaknesses of each teaching skill. The third, prospective teachers can receive complete, objective and accurate information from observations of the training process that has been done. The last one is prospective teachers can undertake retraining process to remedy deficiencies or to increase the strengths of their teaching skills.

B. Teaching skills

Teaching is an effort to create an enabling environment for learning. While teaching skills are the abilities of educators in creating an atmosphere of educational communication between teachers and students that include cognitive, affective and psychomotor aspects as an effort to learn something based on planning until the stage of evaluation and feedback in order to achieve the purpose of teaching (Hasibuan and Moedjiono, 2010). In the same vein, Mahmud and Rawshon (2013) explain that a teaching skill is a set of teaching behaviors of the teacher which is especially effective in bringing about desired changes in pupils behavior. The skill must be fitted to the basic capabilities a prospective teacher must possess before he/she is assigned as a teacher. One of which is the ability to implement the teaching program which is one of the criteria of teacher's pre-service success in the presence of general and special teaching skills.

While Kyriacou (2009) defines a teaching skill as a discrete and coherent activity by teachers which foster students learning. To improve the teaching skills Kyriacou focuses on three elements of teaching skills; they are *knowledge*, *decision making* and *action* as the keys of successful teaching skills that prospective teachers need in the classroom. *Knowledge* covers comprising the teacher's knowledge

about the subject, pupils, curriculum, teaching methods, the influence on teaching and learning of other factors, and knowledge about one's own teaching skills. *Decision-making* covers comprising the thinking and decision-making that occurs before, during and after a lesson, concerning how best to achieve the educational outcomes intended. *Action* covers comprising the overt behaviour by teachers undertaken to foster pupil learning.

A study conducted by Wragg (2015) found that in developing teaching skills prospective teachers tend to focus on how beginning teachers carry on teaching in the classroom then judge the process is being skills. He believes that a class management, questioning and explaining are particular teaching skills in relation to the broad activity in teaching.

Furthermore, Allen in Saad, Sabo and Abdullahi (2015) categorizes teaching skills into following categories:

- 1) Fluency in asking question

Questioning skills are utterances or statements made by teachers that demand responses or answers from students. The focus of this skill is the teacher asks as many as question during the lesson. This skill is needed to develop the new teaching pattern in the classroom for the teacher who tends to depend heavily on the lecture method. This is an activity in a teaching process to improve students' thinking skills and gain more knowledge.

Asking question to students aims at several aspects as stated by Mufarrokah (2009):

- a) To stimulate and improve students' thinking ability.

- b) To motivate students to engage in learning.
- c) To stimulate and improve students' thinking ability.
- d) To train students' ability to express their opinions.
- e) To achieve the learning's goals

2) Reinforcement skill

Reinforcement is strengthening the connection between a stimulus and a response, either in a positive or in negative way. Positive reinforcement provides pleasant experience or a feeling of satisfaction which contributes towards strengthening of desirable responses or behaviours. The negative reinforcement results in unpleasant experiences, which help in weakening the occurrence of undesirable responses or behaviours (Thiyagu, 2014).

The provision of a reinforcement in learning if done in the appropriate way and principles can streamline the achievement of learning. As for the purpose of reinforcement according to Sumantri and Permana (2010) is as follows:

- a) To build students' motivation in learning
- b) To stimulate the students think better
- c) To increase students' attention
- d) To grow students' abilities to take the initiative personally.
- e) To control and change the negative attitude of learners in learning toward behaviors that support learning.

3) Hold a variety of teaching

Holding a variety of teaching is a teacher's ability to create new things in teaching, which can excite students, engage students, to keep students from feeling bored and bored. Thus, students do not perceive the school environment as a heavy burden, but become a pleasant environment (Mufarrokah, 2009). Furthermore, she explains that the implementation of this skill aims as follows:

- a) Attracting students' attention to the learning materials being taught.
- b) Maintaining the stability of the learning process both physically and mentally.
- c) Increasing students' motivation during the learning process.
- d) Overcoming the bored and saturated atmosphere during learning.
- e) Providing the possibility of individualized learning services

4) Beginning and ending a lesson

The two most important aspects concerning the beginning of the lesson are punctuality and mental set. The skill of beginning the lesson is the effort of the teacher to set the learners' mental to be ready to receive the lesson. In starting lessons learners should know the goals to be achieved and the steps to be taken during the learning takes place so then this can establish a positive mental set of students at the beginning of the lesson (Kyriacou, 2009).

While ending skill is the ability of teachers to end the core activities of the lesson. In closing the lesson, the teacher can conclude the subject matter, know the level of student achievement, and the success level of the teacher in the learning process. According to Kyriacou (2009) there are three key aspects of the skill to end a lesson. First, the lesson should end on time. If the teacher ends the lesson early it can imply that she or he has a lack concern about precious time available, while if the teacher end a lesson late it implies a lack of instructional and organisational management to draw up activities in students' learning.

Second, the procedure to make students ready to end the lesson includes collecting books and equipment, giving feedback, and setting homework or other actions need before the next lesson. The last, the exit of the classroom should be well-orderd. The teacher should control students rather than allowing a rushed exit.

Moreover, Mufarrokah (2009) explains that beginning and ending a lesson aim at several factors as follow:

- a) Establish a positive mental of studenst to be ready to learn the topic taught.
- b) Attract students' attention and interests in learning the lesson
- c) Enable Students to relate between the experience mastered with new things to be learned.
- d) Allows students to know the level of success in the lesson.

5) Classroom management

Classroom management is a teacher's skill to take actions to create a supportive environment for the academic and emotional learning of students (Evertson and Weinstein, 2006). Moreover, they divide the classroom management skills into five types of action:

- a) Developing caring, the teacher develops supportive relationships with and among students in the classroom.
- b) Organizing and implementing instruction that can optimize students' access to learning.
- c) Encouraging students' engagement in academic tasks, which can be done by using group management methods.
- d) Promoting the development of students' social skills and self-regulation toward their own learning.
- e) Using appropriate interventions to assist students with behaviour problems.

In the same vein, Kratochwill, DeRoss and Blair (n.d) say that classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. These two definitions indicate that the actions taken by teacher in facilitating students' learning is a vital skill in managing a classroom. The purpose of implementing classroom management is to increase student engagement in academic and enrich their prosocial behaviors (Ermer & Sabornie, 2015).

C. Preservice Teaching

1. Definition of Preservice Teaching

Preservice teaching is a teaching activity undertaken by students in the field (school) to integrate theoretical knowledge gained on campus with practice experience in the field, so that specific targets of study program competencies can be achieved. The activities include learning and administrative management in the training schools. In Indonesia, this is well-known as PPL (*Praktik Pengalaman Lapangan*).

Teaching practice is an exercise to carry out learning activities at school by final grade students in the classroom, starting from designing a lesson plan, implementing learning activities and assessing students' achievement. While administrative management practices are exercises to carry out administrative tasks, guidance and others (FTK, 2013). Furthermore, Hamalik (2009) defines preservice teaching or PPL as a series of activities that are implemented for students of the faculty of education, which includes both teaching practice and non-teaching practice. This is an activity to form and foster the professional competencies required by the work of teachers or other educational institutions.

Hamalik also adds that PPL should be oriented towards competence, directed towards the formation of professional skills of prospective teachers, and implemented directly and integratedly. While Parkay and Standford (2011) add that teaching practice provides a realistic evaluation of their strengths and weaknesses as prospective teachers and helps them develop competencies in the field of classroom management.

Preservice teaching or PPL is an academic program of Education and Teacher Training Faculty with 4 credits, which each student of the faculty must take as a compulsory subject. Generally, the program aims to provide real experience and expand the knowledge of students in order to build professional, personal and social competences for prospective teachers and educational personnel so as to be able to carry out educational tasks at schools, either in terms of administrative duties, educative tasks, guidance service, religious guidance and student affairs.

In order for students (prospective teachers) to carry out their duties properly, they need to know the government's general policy and basic policy on education, and to know the educational tradition that has been able to make a valuable contribution in the intellectual life of the nation. In addition, they also need to know the main areas of education that is students' socio-psychology so that they can communicate with students closely without having to eliminate their existence as educators. As described above, it shows that it is important for prospective teachers to be able to guide, encourage, and excite the spirit and motivation of students in learning and overcoming their life problems.

2. Aims of Preservice Teaching

There are four aims that will be achieved from the application of preservice teaching or PPL for prospective teachers (FTK, 2013):

- a) To guide students (prospective teachers) to form the personality possessing the necessary knowledge, skills and attitudes in the

establishment of potential as English Teachers, Arabic Teachers, Islamic Teachers, Islamic Education Teachers, Mathematic Teachers, Biology Teachers, Chemical Teachers, Physics Teachers and other teachers.

- b) To train and develop students' teachers competency to be skilled in carrying out educational tasks that are both educational, administrative, religious guidance services and student affairs.
- c) To provide experience to prospective teachers to be able to understand the existence of educational institutions with various problems both related to the problem of learning and management of schools in general.
- d) To establish and enhance institutional cooperation between education faculty and training schools.

In the same vein, Lynch (2017) explains that the experience from preservice teaching enabling the prospective teachers to identify which subject they enjoy teaching and the age group of students they're comfortable teaching. Furthermore, Lynch adds that there are eight main aims of preservice teaching for prospective teachers:

- a) Assists potential teachers in determining the ages/ grades that they would like to work with.
- b) Helps potential teachers decide if they have been "called to teach".
- c) Allows potential teachers to apply what they learned in the classroom to the real world of teaching.

- d) Assists potential teachers in gaining valuable practical knowledge and other critical skills.
- e) Helps potential teachers obtain valuable insight into the teaching and learning process, pupils, and parents.
- f) Allows potential teachers to hone their skills under the tutelage of professionals.
- g) Assists potential teachers in obtaining invaluable knowledge about school culture.
- h) Gives potential teachers a first-hand account of what teachers do on a day-to-day basis.

3. Advantages of Preservice Teaching

The advantages of preservice teaching can be categorized into three categories, they are for students or prospective teachers, for schools and for faculties (FTK, 2013):

- 1) For students or prospective teacher
 - a) To deepen understanding of students or prospective teachers about the process of education in schools with various problems.
 - b) To provide field experience to students or prospective teachers about the process of learning and administration in schools.
- 2) For schools
 - a) To gain the opportunity to participate in preparing and forming competent teacher candidates.
 - b) To get teachers, knowledge and thinking for school development.

3) For faculties of education

- a) To feedback from the experience of students who have taken preservice teaching towards the development and adjustment of academic programs of the faculty of education.
- b) To increase cooperation with school of practice for the development of *Tri Darma Perguruan Tinggi*.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology deals with how the research questions proposed in the first chapter are processed with a particular method. Therefore, in this chapter the writer discusses about, research method, research design, sampling technique, technique of data collection and technique of data analysis.

A. Research Method

Investigating the relationship between two variables or more is considered as quantitative research. This is correlational research design in which the writer used quantitative research by employing statistical analysis of statistical data. According to Creswell (2012), correlational research is used to predict scores and explain the relationship among the variables. In conducting this study, the two variables used are students' micro teaching scores and teaching practice during preservice teaching (PPL) scores.

Furthermore, Hatch and Farhady (1982) explain that correlational research in terms of the numbers of variables is divided into two models, they are *bivariate* and *multivariate*.

Considering this research tried to investigate the relationship between the two variables, however, it is used *bivariate correlation* (scores from micro teaching and teaching practice).

B. Research Design

The correlational research design has taken two primary forms; they are explanatory design and prediction design. In explanatory design, “the writer is interested in the extent to which two variables (or more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory designs consist of a simple association between two variables or more than two” (Creswell, 2012, p.340). He adds that the major characteristics of this design are the data are collecting in same point in time and the researcher obtains at least two scores for each individual in the group - one for each variable.

While the second one, prediction design, aims to identify the variables that will give predictions on the research results. In prediction design, researchers use one or more variables called predictors that positively predict the outcome or criterion. However, In this correlational research the writer used explanatory design considering the two variables used and the research characteristics.

C. Sampling Technique

Based on the data from IDC (Instructional Development Center) Faculty of Education and Teacher Training UIN Ar-raniry, there were 247 students who conducted micro teaching course in the second semester of 2015, and only 141 students that took preservice teaching (PPL) in the phase I of 2016. Furthermore, the population of this research were 141 students who completed micro teaching course and preservice teaching (PPL), their micro teaching scores as the independent variables and their teaching practice scores as the dependent variables.

In determining the sample of the total population, the writer took 30 percent of the total population; they were 43 students. In this step, the writer embedded stratified sampling technique; it is a type of probability sampling. Stratified sampling is a procedure in which the writer stratifies the population on some specific characteristics of groups, then he chose the participants as the sample randomly from each groups (Creswell, 2012). Thus, the writer chose two or three students of each micro teaching group who had completed preservice teaching (PPL) as the samples of this research.

D. Technique of Data Collection

The sources of the data in this study were taken from the report of student scores derived from IDC (Instructional Development Center) Faculty of Education and Teacher Training, Islamic States University of Ar-Raniry. The collected scores were from micro teaching course in 2015 and the PPL scores phase 1 of 2016.

After determining the number of samples as mentioned above, the writer determined the participant randomly and selected the participants who have completed micro teaching and PPL. Then, the writer used the scores of those participants to be analyzed.

E. Technique of Data Analysis

To test the hypothesis that has been proposed in the first chapter, the writer performed statistical analytical calculations of the data that has been collected from two variables; those are the scores of students from micro teaching as independent

variables (X) and scores of students from teaching practice during preservice teaching (PPL) as dependent variable (Y).

Fenton and Neil (2012, P. 56) mentions that “the correlation is not only measure with the correlation coefficient but also with the significant value (p value). The p value determine the correlation is significant or not”.

Thus, to confirm that teory of the correlational study, the first step is to test both variables to. The statistical formula of Product Moment in SPSS 16.0 application is used to find the significant correlation value sig. (2- tailed) or p . The significant correlation value of p was set 0,05 by the writer for this research. This means that the p value of calculation from the the two variables was compared to the 0,05. If the p value is equal or less than 0,05, H_0 is rejected and H_a accepted.

At the second step after p value identified, the writer did another statistical calculation to interpret the correlation coefficient or r value between the two variables. The r value was used to identify the correlational strenght between the variables. The following is the formula of correlation coefficient.

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Notes:

r_{xy} : correlation coefficient variable X and Y

X : micro teaching scores

Y : teaching practice (PPL) scores

N : number of sample (Hatch & Farhady, 1982)

After correlation coefficient or r value was identified, the writer compared the value with the table of correlation coefficient (see table 4.5). At the end, the writer determined the the strength of the correlation between the variables in scales of very strong to very weak, either it is positive or negative.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

In this current chapter, the data from the students in forms of micro teaching scores and teaching practice scores during preservice teaching are displayed and then analyzed using Person correlation method. The data analysis covers two results namely significant correlation (p value) and correlation coefficient (r values). The findings of the two values are going to be discussed further as an attempt to answer the research questions that have been proposed in the first chapter.

A. The Result of Data Analysis

To answer the research question proposed in the first chapter, the writer employed the statistical analysis to analyze the quantitative data of this study. because this is a correlational research, the two data are used as the variables of this research; they are students' scores in micro teaching as the independent variable (x) and students' scores in preservice teaching (PPL) as the dependent variable (y). The two variables were analyzed to find the correlation between micro teaching scores and the ability of preservice teaching.

The following table highlights the number of students as sample of this study and their scores in micro teaching (X) and PPL (Y).

Table 4.1. Students' scores in micro teaching and preservice teaching

NO	Initials	X	Y
1	AA	85,15	95
2	CDH	75,8	92,33
3	CIH	80	92
4	DS	87,15	91,65

5	DUP	83,3	94
6	DS	87,65	89,7
7	DP	87	91
8	DZ	89	85
9	DMI	87,5	90,65
10	ED	89	96,7
11	EA	92,5	90
12	FR	82	92,5
13	FH	88,05	87,7
14	ID	84,15	97,3
15	IR	86	93,85
16	MH	78	91,5
17	MFS	90	94,41
18	MA	84	86
19	MJ	84,25	89,3
20	MFH	87,3	85
21	MHM	86,25	88
22	MU	86,05	91
23	MN	81,25	92,7
24	NAK	88	90,9
25	NA	88,75	94
26	NRH	80	94
27	NZ	93,25	88
28	NK	92,5	91
29	NAJ	89,1	90
30	NM	86	93,8
31	PH	91	90
32	PHS	86,25	89
33	PY	88	91
34	RI	86,5	91,03
35	RDR	87	88
36	RDI	84,1	91
37	RR	88,05	95
38	SL	86	88,7
39	SBN	85,25	94,2
40	TSF	87,95	96
41	WS	86	95
42	ZR	87,53	90
43	ZA	88	92,5

After determining the sample of this study and presenting students' scores in the table, the writer analyzed the two variables to find the significant correlation. In this step, the writer used SPSS 16.00 to analyze those statistical data. However, Pearson Product Moment was used as the technique of data analysis to find the significant correlation of the two variables. The writer used the significant level of correlation is < 0.05 .

Furthermore, to make the reader easily understand the statistical calculation, the writer presents the following table as follows:

Table 4.2. Descriptive Statistics Result

	Mean	Std. Deviation	N
Micro_Score	86.2926	3.61129	43
PPL_Score	91.4051	2.95473	43

Table 4.3. Pearson Correlation Result

		Micro teaching (X)	Preservice teaching(Y)
Micro teaching (X)	Pearson Correlation	1	-.201
	Sig. (2-tailed)		.196
	N	8	43
Preservice teaching(Y)	Pearson Correlation	-.201	1
	Sig. (2-tailed)	.196	
	N	43	43

*Correlation is significant at the 0.05 level (2-tailed).

According the above table, the statistical data calculation of two variables using Pearson Product Moment revealed that sig. (2- tailed) or p value was 0.196 and pearson correlation (r) was -0.201. The first interpretation was the value of p is higher than 0,05 ($p > 0.05$). Statistically, this means there was no significant correlation between students' micro teaching scores and the ability of preservice teaching.

The second interpretation was on the Pearson correlation or r (-0.201), in which the writer compared r with correlation coefficient to find the strenght level of correlation between the two variables. However, the writer in this step tried to prove the Pearson correlation in the above table by highlighting the result of manual calculating as follows:

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

$$r_{xy} = \frac{43(339057,81) - (3710,58)(3930,42)}{\sqrt{[43(320743,17) - (3710,58)^2][43(359627,17) - (3930,42)^2]}}$$

$$r_{xy} = \frac{339057,81 - \frac{(3710,58)(3930,42)}{43}}{\sqrt{[320743,17 - \frac{(3710,58)^2}{43}] [359627,17 - \frac{(3930,42)^2}{43}]}}$$

$$r_{xy} = \frac{339057,81 - \frac{14584138}{43}}{\sqrt{[320743,17 - \frac{13768404}{43}] [359627,17 - \frac{15448201}{43}]}}$$

$$r_{xy} = \frac{339057,81 - 339166}{\sqrt{[320743,17 - 320195,44] [359627,17 - 359260,5]}}$$

$$r_{xy} = \frac{-90,17}{\sqrt{(547,73)(366,67)}}$$

$$r_{xy} = \frac{-90,17}{\sqrt{200843,6}}$$

$$r_{xy} = \frac{-90,17}{448,15}$$

$$r_{xy} = -0,201$$

This following table shows the linear correlation coefficient. The writer compared the r value (r_{xy}) to the below table to find the strength scales of the two variable:

Table 4.4. Correlation Coefficient Table

Correlation Coefficient (r)	Interpretation*
0,80 – 1,00	Very Strong
0,60 – 0,79	Strong
0,40 – 0,59	Moderate
0,20 – 0,39	Weak
0,00 – 0,19	Very Weak (or no correlation)

**This is also used for negative correlation with opposite interpretation*

The table describes that the value close to 0 means the correlation is weak, while the r value close to +1 means there is a strong correlaton between the variables (Collidge, 20120. However, the r value mentioned above was -0,201 which took the position at level of weak correlation in negative side. The interpration of this result was the two variables had a weak negative correlation.

B. Discussion

After analyzing the statistical data from the two variables of this research in order to answer the research question proposed in the first chapter, the writer intended to discuss the result of the data analysis and how it answered the research question along with the hypotheses of this research.

Based on the result of data analysis between students' micro teaching scores and preservice teaching scores, it was found that p value was 0.192, which means that p value was higher than 0.05 ($p > 0.05$). These data indicated that there was no significant relationship between students' micro teaching scores and the ability of preservice teaching. Thus, this result has answered the question of research proposed in the first chapter.

Then, the result was also supported by a second statistical analysis of the r value compared to the correlation coefficient table, where the r value is -0.201. The r value in this analysis indicated a negative result and occupied a weak position based on the table correlation coefficient scale. Thus, this analysis showed that the relationship between variables X and Y was negative and weak.

Furthermore, the result of the data analysis proved that hypothesis proposed in the first chapter which stated that there is a significant correlation between micro teaching scores and the ability of preservice teaching at English Language Department students Faculty Education and Teacher Training of UIN Ar-Raniry is rejected.

Based on the above discussion, it can be concluded that there was no significant relationship between students' micro teaching scores and the ability of

preservice teaching (PPL). Through the correlation coefficient analysis also found that the correlation between the two variables were declared negative and weak. Thus, the writer concluded further that these results implied the scores of micro teaching is not the only factor affecting the students' teaching skills in preservice teaching.

According to Barizi and Idris (2009) teachers' beliefs have a great influence on teaching skills and professionalism in teaching. Meanwhile, Widiastusi (2011) mentions that the educational background, teaching experience and work ethic are the main factors affecting on a teacher's teaching competence.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and discussing the findings in the previous chapter, the writer would like to draw conclusion of this study in this current chapter. Afterward, he also has several suggestions to offer herewith in the light of the results of this study.

A. Conclusion

The writer has analyzed the correlation between micro teaching scores and the ability to teach during preservice teaching (PPL). To analyze the quantitative data, the writer used statistical analysis by employing Pearson Product Moment to find the correlational results between the two variables; they are students' micro teaching scores and their teaching practice scores during preservice teaching. However, several conclusion can be drawn based on the result of this correlational study:

1. There is no significant correlation between micro teaching scores and the ability of teaching during preservice teaching of English Language Department students Faculty Education and Teacher Training of UIN Ar-Raniry. This finding can be interpreted from the result of data analysis which revealed that p value was 0.192 ($p > 0.05$) while the correlation is significant at the 0.05 level.
2. The level of correlation coefficient between two variables is negative and weak. It is revealed by the value or r is -0.201, while the strong positive

correlation occurs when r is close to +1. This results also implies that micro teaching scores is not the only factor that influences students' teaching skill when carrying out preservice teaching program in schools.

B. Suggestion

After finding the result of this study and discussing that result in the previous chapter, the writer intends to provide some suggestion related to his research. First, due to this research tested two variables for finding correlation between the two variables, the writer suggests that other researchers examined the same case using more variables, not just micro teaching scores.

The second, the writer suggests that universities give more time to students for the micro teaching class. The writer considers that the practice of micro teaching has little time to gain a number of teaching skills. In addition, in the micro teaching class is not only taught the technical skills of teaching, but the supervisor should also instill an teacher belief into each student teacher as their basic skills before being involved in preservice teaching at schools.

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Appendix I



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-1161 / Un.08/ TU-FTK /TL.00/ 02 / 2017 Banda Aceh, 6 Februari 2017
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

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

N a m a : Ardiansyah
NIM : 231 324 316
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
A l a m a t : Ds. Lam Asan - Aceh Besar

Untuk Mengumpulkan data pada:

IDC dan Prodi Pendidikan Bahasa Inggris PBI

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

**The Correlation Between The Students' Micro Teaching Gröde and Their Teaching
Ability During The Preservice Teaching**

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, S.Pd.I., MM
NIP. 19680703200212001



Appendix II



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

SURAT KETERANGAN

No: B-210/Un.08/KJ.PBI/TL.00/07/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-1161/Un.08/TU-FTK/TL.00/02/2017 tanggal 6 Februari 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Ardiansyah
NIM : 231 324 316
Prodi /Jurusan : Pendidikan Bahasa Inggris


Telah melakukan penelitian dan pengumpulan data terhadap mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

The Correlation between The Students' Micro Teaching Score and Their Teaching Ability during The Pre-Service Teaching

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 13 Juli 2018

Ketua Prodi Pendidikan Bahasa Inggris


T. Zulfiqar

NO	NAME	MIKRO SCORE	PPL SCORE
1	Aqmarina Asarah	85,15	95,00
2	Cut Della Humaira	75,80	92,33
3	Cut Intan Hesty	80,00	92,00
4	Darayani Sabrina	87,15	91,65
5	Dea Utami Permatasari	83,30	94,00
6	Dessi Safitri	87,65	89,70
7	Deviana Putri	87,00	91,00
8	Devy Zuhrayana	89,00	85,00
9	Ditia Muara Intan	87,50	90,65
10	Edwar	89,00	96,70
11	Elly Aryanti	92,50	90,00
12	Fajarur Rizqi	82,00	92,50
13	Farah Hanum	88,05	87,70
14	Ikhwana Dhivah	84,15	97,30
15	Irsanti	86,00	93,85
16	Maulidia Humairah	78,00	91,50
17	Maya Fitria Rais	90,00	94,41
18	Miftahul Aura	84,00	86,00
19	Miftahul Jannah	84,25	89,30
20	Muhammad Febriansyah Hanan	87,30	85,00
21	Muhammad haris Mustaqim	86,25	88,00
22	Muhazir	86,05	91,00
23	Munira	81,25	92,70
24	Nanda Afra Kusturi	88,00	90,90
25	Nanda Aspuri	88,75	94,00
26	Nanda Rahmi Hidayati	80,00	94,00
27	Nia Zahara	93,25	88,00
28	Nurkhalis	92,50	91,00
29	Nurul Aflah Julana	89,10	90,00
30	Nurul Masyitah	86,00	93,80
31	Puteri Handika	91,00	90,00
32	Putri Hajarul Sabrina	86,25	89,00
33	Putri Yunisari	88,00	91,00
34	Raja Iqbal	86,50	91,03
35	Ratna Dewi Ratnadi	87,00	88,00
36	Ridha Iksan	84,10	91,00
37	Ridha Rahmayanti	88,05	95,00
38	Selvia Lestari	86,00	88,70

39	Siti Sabikha Nabila	85,25	94,20
40	T Syukran Fadhillah	87,95	96,00
41	Wilza Setiana	86,00	95,00
42	Zahriani	87,53	90,00
43	Zuhratul aini	88,00	92,50
	Total	3710,58	3930,42

AUTOBIOGRAPHY

1. Full Name : Ardiansyah
2. Place/ Date of Birth : Banda Aceh, September 26th 1995
3. Address : Jl. Tgk. Nek, Lam Asan, Darussalam,
Aceh Besar.
4. Sex : Male
5. Religion : Islam
6. Nationality : Indonesia
7. Marital Status : Single
8. Occupation : Student
9. Student's Reg. Number : 231324316
10. Educational Background
 - a. Elementary School : MIN Tungkop (2001-2007)
 - b. Junior High School : MTsS Al-Manar (2007-2010)
 - c. Senior High School : MAS Al-Manar (2010-2013)
 - d. University : UIN Ar-Raniry Banda Aceh (2013-2018)
11. Parents
 - a. Father's Name : Azhar Putra
 - b. Mother's Name : Kurnia Ilahi

Banda Aceh, July 05th 2018

Ardiansyah