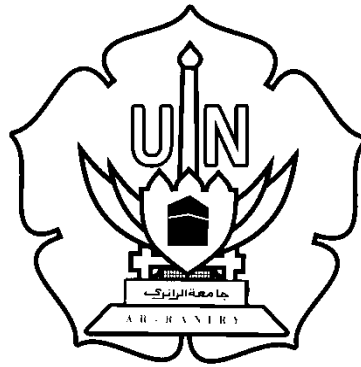# THE CONTRIBUTION OF TEACHING PRACTICE PROGRAM (PPL) TO SUPPORT STUDENTS' PERFORMANCE IN ENGLISH COURSE TEACHING

THESIS

Submitted by:

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AR-RANIRY STATE ISLAMIC UNIVERSITY

BANDA ACEH

2019 M/ 1440 H

THESIS

Submitted to Faculty of Education Teacher Training of UIN Ar-Raniry

Darussalam Banda Aceh as a Partial Fulfillment

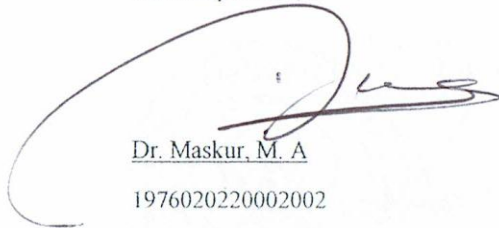Of the Requirement for Sarjana Degree (S-1)

On Teacher Education

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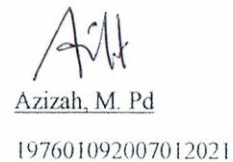
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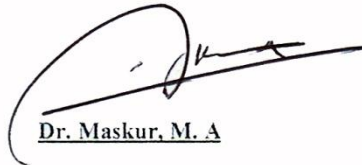1976020220002002   197601092007012021

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On:

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Tuesday, ————————————————

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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Banda Aceh, 28 Desember 2018
Saya yang membuat surat pernyataan,

Ayu Shalihah

ABSTRACT

This study involved 30 students of English Education Department (PBI) of UIN Ar-Raniry from 2014 academic year who have already taken the teaching practice program (PPL) and also are currently teaching at English courses. A five-point Likert scale questionnaire was distributed to the participants to investigate the contributions of PPL in supporting the students' performance in English course teaching and also to investigate the aspect that is most affected of teaching English after taking the PPL. It consisted of 24 close-ended items modified from Ismail (2011). The results of this study were PPL contribute the students' performances in English course teaching included four aspects: language and communication improvement, teaching competence and awareness, preparation and management, and attitude and personal sense. Overall, from those all aspects, the most affected by PPL toward the English course teaching was teaching competence and awareness of 79.6%.

Key Words: *Teaching Practice Program (PPL), Teaching Performance, Teaching Competency, English Course Teaching*

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May Allah bless and reward them for all the good things they have done

Banda Aceh, December 13th 2018

Ayu Shalihah

TABLE OF CONTENT

CHAPTER III: RESEARCH METODOLOGY

CHAPTER IV: FINDINGS AND DISCUSSIONS

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

I.   Appointment Letter of Supervisors

II.   Recomendation Letter for Conducting Reasearch in Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry

III.   Research Confirmation Letter from the Head of English Language Education Department of Tarbiyah and Teacher Training Faculty of UIN Ar-Raniry

IV.   Questionnaire

V.   Data Transcipt of the Questionnaire

VI.   Documentation

VII.   Curriculum Vitae

CHAPTER I
INTRODUCTION

A. Background of Study

Teaching is a process of interaction between a teacher and students in transferring knowledge. This process will run well if the students get a professional and competent teacher. In producing a professional teacher, Faculty of Education and Teacher Training of Ar-Raniry State Islamic University (UIN Ar-Raniry) plays a role in preparing its students to be educated and trained both in the theory and practice of education. Theoretically, the students are educated at the university while practically they are placed in schools to implement their knowledge through the Teaching Practice Program (PPL).

PPL aims to train and develop the students' teaching skills in carrying out learning (Buku Panduan Pelaksanan Praktek Pengalaman Lapangan (PPL) {Guidebook for the implementation of field experience practices}, 2017). It emphasizes the students' performances in teacher training such as teaching and learning activities and school management activities. Therefore, it is hoped that after going directly to the field as the implementation, the students will gain experience on how to teach professionally, on the implementation of the planned program, on how to interact well with the school environment, increase their practical teaching performances and also soft skills such as improve disciplinary, reduce nervousness, and organize good time management in teaching.

Before the PPL is implemented, the students should take a micro teaching class as a course in serving their teaching skill before entering the actual classroom. Different with micro teaching, PPL allows the students to face the real situation in teaching learning process. There may be some inconsistencies between what the students have learned at the university and in the actual classroom. However, as a matter of fact some of the students are still unconfident and confused when they teach in front of the real classroom situation. It may come from some obstacles like unpredicted classroom circumstances, for example, they cannot manage their students (less of classroom management and teaching preparation). Related to this problem, the researcher sought to investigate the contribution of the teaching practice program (PPL) in supporting the students' performance in English course teaching.

Generally, some of the students at English department teach at English courses. In addition, some of them volunteer at community learnt centers and give English private tutorials at home or at school. On the other hand, after having the PPL, some choose to teach at the English courses.

Teaching in PPL and English course are different. PPL is a formal education while the English course is a non-formal education. According to Dib (1988), formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms. Whereas, non-formal education is educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students (Dib,

1988). The number of the students are limited in English course teaching than those at school and the students are more interested in learning English at the course than at school (Rahmayanti, personal communication, August 08, 2018). Besides, teaching at school is more complicated than at English courses because the teachers need to give extra effort in building the students' motivation to learn English (Faradita, personal communication, August 12, 2018).

In line with this issue, there have been some relevant studies conducted. Sari (2016) in her thesis "Students' Perception on the Impact of Micro Teaching Class to their Teaching Practice Ability" found that the students' perceived that micro teaching class positively affected to their teaching practice ability. They viewed micro teaching as a valuable instrument that could help them develop not only their teaching methods, but also their awareness of being an effective teacher.

Another study by Ranjan (2013), entitled "A Study of Practice Teaching Programme: A Transitional Phase for Student Teachers" found that Practice Teaching program was an integral component of teacher training at Waymade College of Education because the program provided benefits to the students teachers by giving the opportunity to integrate the theory of education and to experience the first hand of teaching.

Further, Andabay's (2013) study titled "The Impact of Teaching Practice on Trainee Teachers in the Nigerian Tertiary Institutions: The Niger Delta University Experience" showed that trainee teachers benefited greatly in participating in teaching practice because they were able proper confidence and

competence in lesson preparation, develop skills and attitudes of a teacher during the exercise. It was also revealed that teaching practice helped the trainee teachers to learn how to keep records of assignment and also participate in school activities.

Departing from above discussions, the researcher was interested in conducting this study in order to investigate the teaching practice program (PPL) itself. The focus of this study is want to know the contribution of Teaching Practice Program (PPL) in supporting the students' performance in English course teaching.

B. Research Questions

The research questions of this study are:

1. What are the contributions of the teaching practice program (PPL) in supporting students' performance in English course?
2. What aspect of English course teaching that is most affected by taking the PPL?

C. Research Aims

The aims of this research are:

1. To find out the contributions of the teaching practice program (PPL) in supporting students' performance in English course teaching.
2. To find out the most affected aspect of English course teaching by taking the PPL.

D. Research Significances

 1. For researchers

   It is hoped that this study can be useful to support further research on the similar topics.

 2. For lecturers

   The lecturers can have insights about the contribution of teaching practice program (PPL) based on the students' views in supporting their performance in English course teaching.

 3. For institution

   This study is expected to be a good reference for the English Education Department of UIN Ar-Raniry to increase its quality in improving the students' teaching performances and also to create professional teachers.

E. Terminologies

   There are some terms used in this thesis which need further description in order to avoid the readers' confusion.

  a. Contribution

   Contribution is the act of contributing or something contributed (Harper, 2010). The researcher defines the contribution for this study based on the students' views of the teaching practice program (PPL) that is contributing or giving benefit to support the students' performances in English course teaching.

b. Teaching Practice Program

Teaching practice program (PPL) is one curricular component which requires integration between mastery of materials and practice. Related to College of Education at Grand Canyon University (as cited in Sari, 2016) states that teaching practice program (PPL) is an opportunity for teacher candidates to observe and participate in diverse educational settings and to apply the theories and concept learned in program course work.

In this study, PPL is a course that the students should take to practice their knowledge in real teaching situation or schools as a place for their teaching-learning implementation.

c. Teaching Performance

According to Hamalik (2003), teaching is transferring knowledge to students in school. In line with this, Brown (2007, p. 7) states that "teaching is usually guiding and facilitating knowledge, giving instruction, providing with knowledge which is used for causing somebody to know and understand." While, performance is production of actual utterance as a result of certain psychological processes (Hemerka, 2009,)

In this context, the researcher wanted to know the teaching performances of the students who have already had the teaching practice program (PPL) to support them in English course teaching.

d. English Course

English is an international language used to communicate with many people around the world. Whereas, course is a set of classes or a plan of study on a particular subject, usually leading to an exam or qualification (Cambridge Dictionary), so that English course is usually taught at a non-formal institution.

In this study, the researcher means of the English course is a course that the students teach after they got PPL as an implementation to support their teaching skill at English course.

CHAPTER II

LITERATURE REVIEW

A. Teaching Practice Program (PPL)

1. Definition of PPL

Teaching practice, often called *Praktek Pengalaman Lapangan* (PPL) is an important component towards becoming a teacher that provides student-teachers's experiences in the actual teaching and learning environment (Ranjan, 2013). Hence, it is a key element of an teacher training program that ought to be a central of the professional training (Gujjare, et al., 2010, as cited in Endeley, 2014). Similarly, Barry and King as cited in Helmizar (2013, p. 30) also remark that "teaching practice provides the opportunity to apply the principles of teaching and learning that have been studied during the course work."

During the teaching practice, the student-teachers are given the chance to teach based on their capability before they really get into the real world of the teaching profession itself. They additionally recognize the value of teaching practice and they perceive it as the important aspect of their preparation for the teaching profession since it provides for the important interface between student hood and membership of the profession (Ranjan, 2013). Fagbulu (1984) also states that "teaching practice is also a kind of apprenticeship stage during which the students are sent out to schools as a media to gain their practical and professional experience by translating all the educational theories they have acquired or learnt during training into practice" (as cited in Endeley, 2014, p.

148). It is a practical teaching activity by which the student-teachers are given an opportunity in actual school situations to demonstrate and improve their training in pedagogical skill over a period of time (Salawu & Adeoye, as cited in Endeley, 2014).

Marais and Meier (2012, p. 221) assert that "the term of teaching practice represents the range of experiences to which student teachers are exposed when they work in classrooms and schools". In addition, National Open University of Nigeria (NOUN) (2008) as cited in Endeley (2014) notes that there is no teacher education program that can be said to be complete without an effective student teaching practice program. Therefore, the students-teachers are not yet a teacher until they are induced into the teaching profession through the teaching practice because it is an essential aspect that provides them a chance to learn from experience in work place (Mkhasibe, 2014).

According to Stones & Morris (1997) as cited in Endeley (2014, p. 148), "the term practice teaching has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools; and the practical aspects of the course as distinct from theoretical studies." They further point out that teaching practice enables the student teachers to practice all the theoretical teachings they gain from their institutions of higher learning. In addition, the student-teachers also have to understand teaching methods before they teach their students. Its purpose is to create an effective teaching-learning.

Toward the teaching practice, the student teachers were gained the experiences and also challanges during the program which may have affected to their teaching ability (Kiggundu & Nayimuli, 2009). On the other hand, the students teachers could have doubts about their ability to cope unfamiliar situations, controlling and managing learners or establishing a working relationship with their mentor or supervisor. In this situation, the role of mentor and supervision is very necessary in building the student teachers' confident in the practice teaching.

2. Scopes of PPL

English Education Department of UIN Ar-Raniry trains its students to be a proffesional English teacher. In being a proffesional English teacher, the department collaborates with Instructional Development Center (IDC) to send its students to carry out teaching practice. The teaching practice (PPL) is an academic activity that must be implemented by students to improve and learn more about the teaching. Before the PPL is implemented, the students should take a micro teaching class as a course in serving their teaching skill before entering the actual classroom (Buku Panduan Pelaksanan Praktek Pengalaman Lapangan (PPL) {Guidebook for the implementation of field experience practices}, 2017).

Furthermore, PPL is not only focusing on teaching process, but also on non-teaching process. According to Yuliastuti in Helmizar (2013), there are some main tasks of PPL's students;

a. Designing lesson plans

b. Choosing and applying teaching strategies

c. Choose, create, and use the media in teaching

d. Make an assessment and evaluation of student learning outcomes

e. Make observations reported in the Education Field activities with the guidance of faculty mentors

f. Implement non-teaching duties; Participation in class, participation in school, participation in extra-curricular activities, and help their teacher service in solving learning problems.

3. Aims of PPL

Teaching practice is could be a skilled exercise that is concentrated on serving to the student-teachers to bridge the gap between theory and observe in education and develop ability further (Endeley, 2014). Endeley (2014) also states that in the process of bridging the gap between educational theories and apply, the student-teachers, through a program of cooperative and interactive guidance, acquire valuable skills in teaching and also the management of teaching from experienced teachers thus improving their quality. In the same vein, Bell (2004) states that the aim of teaching practice is to develop higher teaching skills among the student-teachers that have the chance to use their teaching practice experiences to frequently apply pedagogical theory and course learning to help them to develop as a skillful, knowledgeable and reflective teacher.

Furthermore, Ogonor and Badmus (2006) in Onyebukwa and Nwanoro (2017) notes some aims of teaching practice. There are:

a. To provide the teacher trainee some types of preservis training with serves as an opportunity to be exposed to the realities of teaching and performance of professional activities.
b. To provide opportunities for students to test theories learnt and ideas in the classroom as they come in contact for the first time with real life situations.
c. To provides trainees the opportunity to utilize the various teaching methods in actual classroom/school conditions under the constant supervision of competent and experienced teachers.
d. To expose students teachers to professional activities, which are part of the teacher roles in schools. Also the teaching practice enables the students to be more familiar with variety of instructional materials and recources, evaluate and select those materials appropriate for the objectives in a teching unit or lesson.

4. Contributions of PPL

Onyebukwa and Nwanoro (2017) opine that after accomplishing teaching practice, the student-teachers learn to require responsibility, gain confidence and improve upon their classroom management skills. In addition, teaching practice also contributes student-teachers to take active part in teaching which is by equipping them with necessary knowledge, attitude and skills to the teaching profession. In the same vein, Eze (2003) as cited in Onyebukwa and Nwanoro (2017) outlines that teaching practice facilitates an opportunity for the student-teachers to participate in activities involve in actual teaching situation. Teaching practice additionally provides chance and guidance in a school setting for the student-teachers in practice developing professional competencies, personal characteristics, understanding knowledge of the student-teachers.

B. Teaching Performance

According to Shah (2011), performance is considered a function of ability, opportunities, and motivation. Thus, teachers' performance is the ability of the teacher to impart the relevant skills, knowledge using appropriate methods consistently over time to enhance students' learning and achievements. In addition, Bos (2013) as cited in Hassan et al. (2017) state that performance is a behaviour associated with actions, either directly or indirectly, achievement and the fundamental elements of effective performance are skilled and motivated.

In teaching, quality of teachers is the most dominating factors that affect the learning achievement at large scale (Corcoran et al., 2014). Hassan et al. (2017) state that teachers performance denotes teachers' ability to functions effectively in performing their teaching process with high skills and effort of using a pedagogical content that leads to student's understanding and effective learning. Thus, to achieve these in teaching performance, teachers should master their subject contents, know the characteristics of good teaching, have the knowledge of different and appropriate methods, learning styles of learners and perceive their own strengths and weaknesses in teaching in order to perform their teaching responsibilities effectively.

C. Teaching Competency

According to Amidon (1967) as cited in Ratnadi (2017, p. 18), "teaching is an effective action in the learning process like discussion and others as activities which are done by teacher and students in certain time". In addition, Tamura (2006) defines that teaching is related to someone analysis regarding their work in long time with the knowledge from others people through their teaching before and invention the new ways in teaching to extend teacher task within the classroom.

However, Singh (2010) as cited in Ratnadi (2017, p. 18) states that "teaching competency can be defined as identifiable effective teaching behavior or composite skills that are required for the transaction of the content and can be specified in behavior term, which is aimed to bring about desired pupil outcomes and which are fairly demonstrable". Bhowmik (2013) also states that effective teaching is when the students perceive the lesson like the teacher expectation fom the learning. Hence, Anboucarassy (2015) as cited in Ratnadi (2018) defines teaching effectiveness as a competence produce good results.

There are three components of teaching competencies that refer to the activities of the teacher in and outside the classroom, there are:

1. Knowledge competency includes the content of the subject matter and the knowledge of the teacher over the subjects.
2. Performance competency refers to the report and the personality of the teacher.

3. Behaviour competency refers to the rapport and the personality of the teacher.
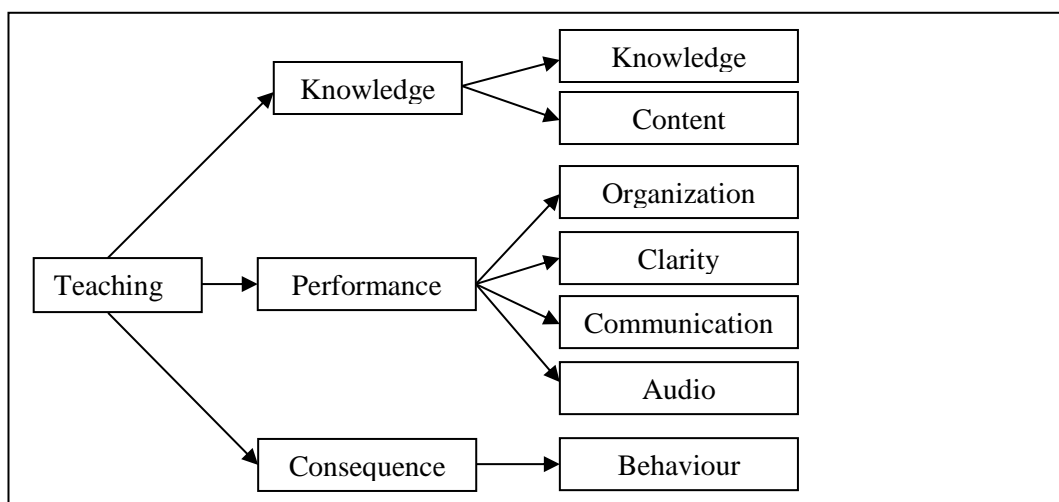
Figure 2.1 Representation of the component of teaching competency (Anboucarassy, 2015, in Ratnadi, 2018, p. 20).

Meanwhile, teaching skills have typically focused on how such skills are developed and displayed by beginning teachers and how beginning teachers differ from experienced teachers (Wragg, 2005, as cited in Kyriacou, 2007 p. 2). Wragg (2005) identifies teaching skills as teachers' strategies which can be used to assist students' learning and related to wide-ranging areas of activity such as "class management, questioning and explaining" (as cited in Kyriacou, 2007). Therefore, Kyriacou (2007) states that teaching skills can usefully be considered in terms of three key features;

a. The taching skills involve purposeful and goal-directed behavior

b. The skills' level of expertise is evidenced by the display of precision, smoothness and sensitivity to context

c. The skills can be improved by training and practice.

Furthermore, teaching skills are related to the way in which the teacher has carried out the activities and what results have been achieved. It is essential to make a distinction between teaching activities and teaching skills. Hence, improving one's teaching is additionally a need for development and continous change of knowledge and skills in teaching. Kyriacou (2007, p.12) states several essential in teaching, they are: "Planning and preparation, lesson presentation, lesson management, classroom climate, dicipline, assessing pupils' progress, reflection and evaluation." Related to this study, there are four categories in teaching skills are discussed:

1. **Language and Communication**

Communication is a very crucial aspect of the teaching process. Rubio (2009, p. 39) states that "effective teachers are always effective communicators". Therefore, as a teacher who transfers knowledge to the students, their communication should be clear not only non-verbal communication but also verbal communication (Prozesky, 2000). Oral communication skill is used by the teachers to deliver the content of their lesson and also the course objective.

The Australian Second Language Proficiency Ratings (ASLPR) designates four separate skills for language proficiency, which are reading, writing, speaking and listening. Bachman and Palmer (1996), state in its relation to the communication skills used in the classroom, the main aspect of the language competence is for communicative goals (as cited in Sari (2016). Therefore, it is very important for the teacher in giving classroom instruction and lesson presentation briefly.

2. Planning and Preparation

According to Kryriacou (2007), teachers have to prepare materials and organize a variety of methods in learning outcomes for their students. In the same vein, Rubio (2009, p. 37) states that "good planning facilitates clear explanations and provides a wide range of resources suitable to students' need". Rubio (2009) also defines that a well-planned lesson makes the learning process becomes not only interesting but also comprising. Whereas, Kryriacou (2007) explains the purposes and functions of planning:

- It enables the teacher to think clearly and specifically about the type of learning that occur in a particular lesson and relate to educational objectives.
- It enables the teacher to think about the structure and content of the lesson, judging how much time should be spent on each activity in a lesson.
- It cites considerably reduces how much thinking that the teachers have to do during the lesson.
- It leads on to the preparation of all the materials and resources in general that will be needed.
- It provides a useful record for future planning, particularly in relation to giving a similar lesson to another group of pupils.

3. Classroom Management

According to Cooper (2011), classroom management refers to the actions that the teacher take to create an environment that is respectful, caring, orderly, and productive. In addition, Shah (2009) also argues that classroom management is concerned with a set of teacher behaviors and activities that are primarily intended to foster students' learning activities in the classroom. An efficient teacher is one who knows how to handle the students in class for maximum

learning of students and hence the need to possess certain information and skills (Wanjala, 2017).

Furthermore, Cooper (2011, p. 217) also state that "effective classroom managers not only create an environment to foster academic achievement, but also to enhance the students' social skills (including empathy, communication skills, anger management, and conflict resolution) and their capacity for self-regulation". However, effective teachers should be able to predict the classroom problems while preparing for the teaching-learning process.

4. Attitude and Behaviour

According to Rashid (2018), the teacher has a key role to play in providing an encouraging learning environment for their students academically. He also states that a major aspect of quality learning is in the personality and attitude of the teacher. Hence, the attitude of the teacher can play a major role in enhancing the learning abilities and performance of the students.

Furthermore, Caprara et. al (2006) also highlight that behavioural capacity of the teacher not only help the teacher to acquire right teaching attitude but also impact to learning abilities and academic performance of the students that are taught.

In conclusion from those all supporting theories of the teaching competence, an effective teacher should be proficient in transferring knowledge that is planned well in order to convey the students about the topic or subject, and also should be able to set up the learning activities skilfully, organize the lessons become interesting, and set up challenging activities effectively.

D. **Types of Education**

Education has some types in delivering knowledge, there are:

1. **Formal education**

According to Dib (1988, p. 1), "formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology". The intermediate and final assessments are needed in order to advance students to the next learning stage.

2. **Non-formal education**

It is educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace, certainly do not correspond to those comprised by formal education, but fit into the so (Dib, 1988).

3. **Informal education**

Dib (1988) states that informal education does not correspond to an organized and systematic view of education; informal education does not necessarily include the objectives and subjects usually encompassed by the traditional curricula. For instance, informal education comprises the following activities: (a) visits to museums or to scientific and other fairs and exhibits, etc.; (b) listening to radio broadcasting or watching TV programmes on educational or scientific themes; (c) reading texts on sciences, education, technology, etc. in

journals and magazines; (d) participating in scientific contests, etc.; (e) attending lectures and conferences.

In Indonesia's education context, in term of the curricula, formal education has a standard curriculum provided by the national government. On the other hand, non-formal education has a flexible curriculum, while informal education uses a conventional curriculum. In this study, the non-formal education that is English course will be explained in the next discussion.

E. English Course Teaching

English language is an important communication tool. Nowadays, English language is required to be studied in public and private schools, colleges and universities even though in other organizations. In addition, English is one of the compulsory subjects in the public schools that must be started from the first year of lower secondary until upper secondary educational levels. However, the English syllabus at universities, college levels in both public and private are not standardized because each university or college has their different set of requirement (Anson & Lau, 2003, as cited in Souriyawongsa, et al., 2012).

Literally, we have been considering English as a second language in some countries but the rest used English as a foreign language. English is also the language of official institutions – of law courts, local and central government – and education. It is also the language of large commercial and industrial organisations (Broughton, et al., 2003). So that English becomes most widely used and now we called English as an international language.

English language learning has always been one of the activities that are interesting for many people without any limitation from the children until adult. Every year, the learners increase rapidly from enrolment in both public and private sections. Although English is a foreign language and may be difficult to study, some people try to find out the ways in order to enhance English knowledge and now many English course offer the interesting treatment to make the leaning English becomes easier. The Australian Second Language Proficiency Ratings (ASLPR) designates four separate skills for language proficiency, which are reading, writing, speaking and listening (Norris, 1999, as cited in Sari, 2016).

In the English learning process, people of different ages have different needs, competences, and cognitive skills. According to Harmer (2007), in teaching children, the teachers have to provide various style of learning which encourages their students to get information from a variety of sources. They need to plan a range of activities for a given time period and be flexible enough to move on to the next exercise when they see their students getting bored. Harmer (2007) also adds for teaching adult, the teachers should recognize the need to minimize the bad effect of past learning experiences. In many cases, the teachers need to listen to the students' concern in order to modify what teachers do to suit their learning tastes.

According to Haynes & Zacarian (2010), the teacher should also provide a list of the key activities that students will do in class that will require them to listen, speak, read, and write. For successful teaching, teachers are required several initiatives, they have to:

a. To awaken and develop the potentiality and competence of students for studying English

b. To help students develop habits through frequent repetition

c. To inspire the interest of the students in studying English.

In addition, Haynes & Zacarian (2010, p. 3) organize some strategies for working with English Language Learners (ELLs) in a content area class. These strategies include:

- Developing classroom learning environments that enhance learning for ELLs
- Writing lesson plans that ensure optimal engagement of ELLs
- Planning small-group configurations that include ELLs in mainstream instruction
- Teaching vocabulary in a way that helps ELLs understand content area information
- Designing reading and writing instruction that is at the appropriate English language level for ELLs
- Assigning homework and developing assessments that are linked to instruction
- Learning to effectively communicate with the parents of ELLs.

Whereas, educational researchers states that teachers should describe correct learner expectations and motivations about how to learn English language and also give the reasons outside the classroom methods in order to decrease any gaps between learners and teachers beliefs (Anson & Lau, 2003, as cited in Souriyawongs, 2012). Therefore, the teachers have to offer specific qualities for students of a certain mother tongue to interest them in learning the foreign language. The teachers also need to provide the best aid comprehension, simplify the language of instruction, and deliver instruction that is targeted to both the English proficiency levels of students and their grade-level content.

Generally, English course has no formal curricula but laid on a module (self-created by its institute) and usually used a flexible method that based on teacher's willing (Siska, personal communication, september 30, 2018). Siska also adds that the classroom situation in teaching practice is different with English course. Not only from the curricula that the teacher used for teaching but also from the quantity and the quality of the students in the classroom.

F. Previous Study

Before the PPL is implemented, the students should take a micro teaching class as a course in serving their teaching skill before entering the actual classroom situation. The researcher had found some previous studies related to this study. The first previous study entitled "Student Teachers' Microteaching Experiences in a Preservice English Teacher Education Program" conducted by Ismail (2011). The objective of this study was to investigate the impact of microteaching experiences based on teachers' view in an English as a Second Language (ESL) pre-service education program. He used mixed method, quantitative and qualitative approaches to collect relevant data from two groups of ESL teacher trainees who were taking two different courses in teaching methods of English. The overall results of this study demonstrated that microteaching in teacher training programs have a positive impact on ESL student teachers' awareness and views regarding their language and teaching competencies.

Second, Sari (2016) in her thesis "Students' Perception on the Impact of Micro Teaching Class to their Teaching Practice Ability" found that the students' perceived of micro teaching class positively affected to their teaching practice ability. They viewed micro teaching as a valuable instrument that could help them in developing their teaching methods, developing their awareness of being an effective teacher, and also enhancing their classroom managerial ability.

Furthermore, those are some researcher who investigated the study after micro teaching class program, there is Teaching Practice Program (PPL), where the students can get the teaching experiences in the actual teaching and learning environment. Ranjan (2013), entitled "A Study of Practice Teaching Programme: A Transitional Phase for Student Teachers" found that Practice Teaching program was an integral component of teacher training at Waymade College of Education because the program provided benefits to the students teachers by giving the opportunity to integrate the theory of education and to experience the first hand of teaching.

Last but not least, Andabay's (2013) study titled "The Impact of Teaching Practice on Trainee Teachers in the Nigerian Tertiary Institutions: The Niger Delta University Experience" showed that trainee teachers benefited greatly in participating in teaching practice because they were able proper confidence and competence in lesson preparation, develop skills and attitudes of a teacher during the exercise. It was also revealed that teaching practice helped the trainee teachers to learn how to keep records of assignment and also participate in school activities.

In this study, the researcher focuses on the teaching practice program (PPL) itself. The researcher would like to find out the contribution of Teaching Practice Program (PPL) in supporting the students' performance in English course teaching and to find out the most affected aspect toward the students' performance in English course teaching after taking the PPL.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a quantitative method. According to Johnson & Onwuegbuzie (2004), quantitative method focuses on hypothesis testing, confirmation and explanation of phenomena, finding out about cause and effect, and using statistical analysis (as cited in Muijs, 2004). According to Heppner and Heppner (2004, p. 139) "a quantitative approach 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).

B. Population and Sample

1. The Population

According to Sugiyono (2010, p. 117) "population is a general area of an object/subject that has specific quality and characteristic decided by the researcher to be studied." The population of this study was students of English Education Department (PBI) of UIN Ar-Raniry from academic year 2014 who have already taken the teaching practice program (PPL) and teach at English courses.

2. The Sample

Brockop and Tolsma (2013) state that sampling is a procedure that uses a small number of elements of a given population as a basis for drawing a conclusion about the whole population. In this case, the sample of this study consisted of 30 PBI students who have taken the teaching practice program (PPL) and also are now teaching at English courses that spread in different levels from the beginner, intermediate, through advanced. The sample was taken by using stratified random sampling. According to Lohr (1999), a stratified sample is defined as one resulting from classification of a population into mutually exclusive groups, called strata, and choosing a simple random sample from each stratum. Therefore, for this study the researcher decided to choose the sample with classifications: a) They were PBI students of academic year 2014; b) Already took Teaching Practice Program (PPL); c) They have activity in teaching, specifically at English courses.

C. Research Instruments

In this study, the researcher employed a questionnaire to collect the data. The reason of using questionnaire because it is convenient and can cover wide population (Ismail, 2011). The questionnaire consisted of 24 close-ended items that were asked to the students to rate the items in a five-point Likert scale. Some of those items modified from Ismail (2011) and the rests was from PPL's scopes. Likert scale has agreement levels between strongly disagree (SD) to strongly

agree (SA). It provides independence to a participant to choose any response in a balanced and symmetric way in either directions (Joshi et al., 2015).

Table 3.1 Scoring of level agreement

Score	Agreement level
0	Strongly Disagree (SD)
1	Disagree (D)
2	Neutral (N)
3	Agree (A)
4	Strongly Agree (SA)

D. Data Collection

To collect the data, the researcher disseminated the 24 close-ended questionnaires to the respondents with two ways that are by direct and indirect. The direct way conducted by face to face meeting while the indirect one conducted by sending soft file of the questionnaire to the respondents via email.

E. Data Analysis

Data from the questionnaire was analyzed using Ms. Excel program and explained through descriptive statistic. Descriptive statistic deals with the presentation of numerical facts, or data, in either tables or graphs form, and with the methodology of analysing the data. Thus, the questionnaire was calculated and presented in percentage through formula to find the level of PPL's contributions toward the students' teaching performance at their English courses.

According to Sudjono (2008), the formula below is for calculating the total percentage of each item's frequency:

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

P   = Percentage

F   = Frequency

N   = Number of sample

100% = Constant value

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with research findings of the result from the questionnaire and also discussion based on the data gained from the questionnaire.

A. Result of Questionnaire

This study involved 30 students of English Education Department (PBI) of UIN Ar-Raniry from 2014 academic year who have already taken the teaching practice program, called PPL, and also are currently teaching at English courses. A five-point Likert scale questionnaire was distributed to the participants to investigate the contributions of PPL in supporting their teaching performance at English courses and the aspect most affected by PPL in English teaching. The questionnaire consisted of 24 close-ended items modified from Ismail (2011). The results of the questionnaire were analyzed under the four categories in teaching as shown in the following tables.

1. Language and Communication Improvement

Language and communication improvement category involves improving the confidence in communication, helping to become more fluent in speaking English, helping to give classroom instruction and lesson presentation better, developing the vocabulary, and discovering language problems. The results of this category shown in the following table:

Table 4.1 The descriptive statistics of the partcipants' responses on language and communication improvement category.

Category	Statement	Mean	Percentage (%)
Language and Communication Improvement	Teaching Practice Program (PPL): Helped me to improve my confidence in communication.	3.3	83.3
	Helped me to become more fluent in speaking English.	3.0	74.2
	Helped me better to give classroom instruction and lesson presentation.	3.3	82.2
	Encouraged me to develop my vocabulary	3.1	76.7
	Helped me to discover and to fix my language problems.	2.7	68.3
Average		3.1	77.0

The results indicated that the participants felt the PPL experience helped them in improving their language proficiency when teaching at English courses, as shown from the highest percentage 83.3% in the statement "PPL helped me to develop my confidence in communication". On the other hand, the lowest percentage was the statement "PPL helped me to discover and to fix my language problems" with 68.3%.

2. Teaching Competence and Awareness

Teaching competence and awareness category involves developing awareness in teaching competence, helping to choose, create, and use suitable media in English teaching, helping to better understand different teaching methods, increasing awareness to be a good English teacher, giving opportunity to apply the teaching performance, forcing to think evaluation criteria while lesson planning, and discovering teaching strengths and weaknesses. The results of this category shown in the following table:

Table 4.2 The descriptive statistics of the partcipants' responses on teaching competence and awareness category.

Category	Statement	Mean	Percentage (%)
Teaching Competence and Awareness	Teaching Practice Program (PPL): Helped me to develop awareness of my teaching competence.	3.3	82.5
	Helped me to choose, create, and use the suitable media in English teaching.	3.4	84.2
	Helped me to better understand different teaching methods.	3.1	78.3
	Made me aware of how to be a good English teacher.	3.3	82.5
	Gave me a valuable opportunity to apply my teaching performance.	3.2	79.2
	Forced me to think evaluation criteria while lesson planning.	2.8	69.2
	Helped me to discover my teaching strengths and weaknesses.	3.3	81.7

	Average	3.2	79.6

As can be seen from the table 4.2, the participants believed that teaching practice program (PPL) played a key role in promoting their teaching competence and making them aware of their teaching performances. From the table above, the highest percentage of 84.2% was the statement "PPL helped me to choose, create, and use the suitable media in English teaching." Whereas, the lowest percentage was the statement "PPL forced me to think evaluation criteria while lesson planning" of 69.2%.

3. Preparation and Management

Preparation and management category involves helping to organize teaching time, managing the classroom, offering opportunity to teach the English lesson, improving the lesson planning, choosing the suitable learning objective, developing teaching activities and materials, understanding students' problems in learning English, and solving the classroom problems. The results of this category shown in the following table:

Table 4.3 The descriptive statistics of the partcipants' responses on preparation and management category.

Category	Statements	Mean	Percentage (%)
Preparation and Management	Teaching Practice Program (PPL): Helped me to learn to organize my teaching time.	3.1	77.5
	Helped me to manage the class.	3.2	80.8
	Offered me to have a practical opportunity	3.1	76.7

to teach the English lesson.		
Gave me an opportunity to improve the lesson planning.	3.1	76.7
Helped me to choose the suitable learning objectives.	3.1	77.5
Encouraged me to develop teaching activities and materials.	3.2	79.2
Helped me to learn how to understand students' problems in learning English.	3.2	79.2
Helped me learn how to solve the classroom's problems.	3.1	78.3
Average	3.1	78.2

Table 4.3 shows that some statements had the same percentages. The highest percentage was 80.8% in the statement "PPL helped me to manage the class", meaning that there was a positive impact after taking PPL that contributed to their teaching management at English courses. In contrast, there were two statements which "PPL offered me to have a practical opportunity to teach the English lesson" and "PPL gave me an opportunity to improve the lesson planning" had the lowest percentage 76.7%.

4. Attitude and Personal Sense

Attitude and personal sense category involves reflecting the real learning situation, reducing nervousness in English teaching, being a creative English teacher, and improving the disciplinary. The results of this category shown in the following table:

Table 4.4 The descriptive statistics of the partcipants' responses on attitude and personal sense category.

Category	Statements	Mean	Percentage (%)
Attitude and Personal Sense	Teaching Practice Program (PPL): Was carried out a reflexive situation.	2.6	65.8
	Got me less nervous in English teaching.	2.7	67.5
	Made me an English creative teacher.	3.1	76.7
	Improved my disciplinary.	3.0	74.2
	Average	2.8	71.0

The last category shows that more than half of the participants agreed that PPL helped them to improve their attitude and personal sense. The highest percentage was "PPL made me an English creative teacher" of 76.7%. While the statement "PPL was carried out a reflexive situation" had the lowest percentage of 65.8%.

Overall, from those all categories, the most affected category in teaching was the category of teaching competence and awareness with the average percentage 79.6%, as shown in below table:

Table 4.5 The average result of the participants' responses in each category.

Category	Percentage (%)
Language Improvement and Course Satisfaction	77.0
Teaching Competence and Awareness	79.6
Preparation and Management	78.2
Attitude and Personal Sense	71.0

B. Discussion

This section is provided to answer the research questions, those are "what are the contributions of PPL in supporting the students' performance in English course teaching?" and "what aspect of English course teaching that is most affected by taking the PPL?".

More than half of the participants agreed that the contributions of PPL in supporting the students' performance in English course teaching included four aspects: 1) language and communication improvement, 2) teaching competence and awareness, 3) preparation and management, and 4) attitude and personal sense.

Based on the result of the first aspect, language and communication improvement, PPL has helped the student teachers in developing the confidence in communication, helping to become more fluent in speaking English, helping to give classroom instruction and lesson presentation better, developing the vocabulary, and discovering language problems. This aspect indicated that PPL improved the student teachers' language proficiency that can be used in their English course teaching, especially in speaking confidently while presenting the lesson. Bachman and Palmer (1996) as cited in Sari (2016) also state that the communication skills used in the classroom are the main aspect of language competence toward communicative goals. Therefore, it is very important for the teacher in giving classroom instruction and lesson presentation briefly.

The second aspect, teaching competence and awareness, PPL has helped the student teachers in developing awareness in teaching competence, helping to choose, create, and use suitable media in English teaching, helping to better understand different teaching methods, increasing awareness to be a good English teacher, giving opportunity to apply the teaching performance, forcing to think evaluation criteria while lesson planning, and discovering teaching strengths and weaknesses. The results have shown that the participants believed PPL played a key role in promoting their teaching competence and make them aware of their teaching performances. According to Kyriacou (2007), during the teaching practice, the student teachers will spend the time to observe the experienced teachers that can stimulate their own ideas about teaching and enhanced their teaching professional development. It can be said that the student teachers viewed

the teaching practice as a highly beneficial activity, preparing them for the real classroom practice and affect their teaching competency. In addition, Ogonor and Badmus (2006) as cited in Onyebukwa and Nwanoro (2017) state teaching practice aims to expose the student teachers of professional activities and enables them to be more familiar with a variety of instructional materials and resources, evaluate and select those materials appropriate for the objectives in a teaching lesson.

The third aspect, preparation and management, PPL has helped the student teachers in helping to organize teaching time, managing the classroom, offering opportunity to teach the English lesson, improving the lesson planning, choosing the suitable learning objective, developing teaching activities and materials, understanding students' problems in learning English, and solving the classroom problems. Thus, this result indicated that the participants felt PPL assisted them to enhance both managerial and preparation skills that they can use in English course teaching. In the same vein, Onyebukwa and Nwanoro (2017) opine that teaching practice makes the student-teachers learn to require responsibility, gain confidence and improve upon their classroom management skills.

The last aspect, attitudes and personal senses, PPL has helped the student teachers in being a creative English teacher, improving the disciplinary, reducing nervousness in English teaching, and reflecting the real learning situation. According to the NOUN (2008) as cited in Endeley (2014), the goals of teaching practice focus on providing students the opportunity to learn the actual classroom situations, being guided by an experienced cooperating teacher, providing

students the opportunity to demonstrate in real classroom situations, mastering the teaching methodology, providing students with professional development, and fostering a positive attitude.

Overall, the most affected aspect of English course teaching after taking PPL was teaching competence and awareness. Bell (2004) states that the aim of teaching practice is to develop higher teaching skills among the student-teachers that have the chance to use their teaching practice experiences to frequently apply pedagogical theory and course learning to help them to develop as a skillful, knowledgeable and reflective teacher. In the same vein, Endeley (2014) also states that in the process of bridging the gap between educational theories and apply, the student-teachers, acquire valuable skills in teaching and also the management of teaching from experienced teachers thus improving their quality.

To sum up, despite teaching implementation of PPL and English course are different in some aspects such as the use of curricula in delivering the lesson but more than half of the participants agreed that PPL contribute them to take an active part in teaching which is by equipping them with necessary knowledge, attitude, and increase their performance toward their teaching profession.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting the study and analyzing the data shown in the previous chapter, the following conclusions of this study were PPL contribute the student teachers' performance in English course teaching included four aspects: language and communication improvement, teaching competence and awareness, preparation and management, and also attitude and personal sense.

Overall, from those all aspects, the most affected by PPL toward the English course teaching was teaching competence and awareness of 79.6%.

B. Suggestions

After completing this study, the researcher would like to present some suggestions as an improvement in the future as follows:

1. First, the researcher suggests for the student teachers should be able to implement and apply their knowledge from PPL experiences to their future carrier as a professional English teacher and also should be more aware of the students' needs to create an effective teaching-learning process.

2. Second, the researcher hopes that the result in this study gives positive information for the lecturers to support and motivate the student teachers in conducting the PPL in order to improve their teaching performances.

3. Third, the researcher hopes that the Instructional Development Center (IDC) could increase management system and quality of PPL program to build the student teachers' ability in teaching awareness. In addition, IDC also should help and prepare the student teachers to have good qualification as future teachers.

4. Last but not least, the researcher expects that the next researcher will further investigate this issue deeply. In addition, since this study only focuses on the contribution of PPL in support the students' performance in English course teaching, so it would be better to conduct a further study about the different impact between PPL students and non-PPL students toward their teaching ability.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 9660/UN.08/FTK/KP.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH 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-undangNomor 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, Pemindahan 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 12 Desember 2017

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-560/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

Menunjuk Saudara:
1. Dr. Maskur, M.A   Sebagai Pembimbing Pertama
2. Azizah, M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Ayu Shalihah**
NIM	:	**140203135**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Contribution of Teaching Practice Program (PPL) to Support Students' Ability in English Course Teaching**

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: 26 September 2018
An. Rektor
Dekan,

Muslim Razali

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

Nomor : B- 11313 /Un.08/TU-FTK/ TL.00/10 /2018   30 Oktober 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	: Ayu Shalihah
N I M	: 140 203 135
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Teuku Diblang I, Tanjung Selamat, Aceh Besar

Untuk mengumpulkan data pada:

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 Contribution of Teaching Practice Program (PPL) to Suport Students' Ability in English Course
Teaching**

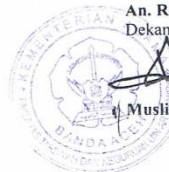Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan
terima kasih.

                                                An Dekan,
                                                Kepala Bagian Tata Usaha,

                                                M. Said Farzah Ali

Kode 8600

Surat Keterangan
Nomor: B-479/Un.08/KP.PBI/TL.00/12/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-11313/Un.08/ TU. FTK/TL.00/10/2018 tanggal 30 Oktober 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	: Ayu Shalihah
NIM	: 140203135
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 Contribution of Teaching Practice Program (PPL) to Suport Students' Ability in English Course Teaching.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 03 Desember 2018
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

Instrument (Questionnaire)

**The Contribution of Teaching Practice Program (PPL) to Support Students'
Performance in English Course Teaching**

Name   **:**

NIM   **:**

Mobile Number   **:**

This study aims to find out the students' agreement toward the contributions of
Teaching Practice Program (PPL) in supporting the students' teaching perfomance
at English course. Please tick (√) the most appropriate scale of each statement
which corresponds most closely to your desire response!

Nb:

SD   : Strongly Disagree   N : Neutral   A   : Agree

D   : Disagree   SA : Strongly Agree

Category	Teaching Practice Program (PPL):	0	1	2	3	4
		SD	D	N	A	SA
Language and Communication Improvement	Helped me to improve my confidence in communication.					
	Helped me to become more fluent in speaking English.					
	Helped me better to give classroom instruction and lesson presentation.					
	Encouraged me to develop my vocabulary.					
	Helped me to discover and to fix my language problems.					
Teaching Competence and Awareness	Helped me to develop awareness of my teaching competence.					
	Helped me to choose, create, and use the suitable media in English teaching.					
	Helped me to better understand different teaching methods.					
	Made me aware of how to be a					

	good English teacher.					
	Gave me a valuable opportunity to apply my teaching performance.					
	Forced me to think evaluation criteria while lesson planning.					
	Helped me to discover my teaching strengths and weaknesses.					
Preparation and Management	Helped me to learn to organize my teaching time.					
	Helped me to manage the class.					
	Helped me able to attract students' attention and interest to the subject.					
	Gave me an opportunity to improve the lesson planning.					
	Helped me to choose the suitable learning objectives.					
	Encouraged me to develop teaching activities and materials.					
	Helped me to learn how to understand students' problems in learning English.					
	Helped me learn how to solve the classroom's problems.					
Attitude and Personal Sense	Was carried out a reflexive situation.					
	Got me less nervous in English teaching.					
	Made me an English creative teacher.					
	Improved my disciplinary.					

Modified by Ismail (2011)

Thank You

DATA TRANSCRIPT OF QUESTIONNAIRE

CATEGORY	STATEMENT	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15
C1	C1.1	4	4	4	4	4	3	4	3	3	4	4	3	2	3	4
	C1.2	2	4	4	3	2	3	3	3	3	4	3	4	2	4	3
	C1.3	3	3	4	2	4	2	2	3	3	4	4	4	3	3	3
	C1.4	4	3	3	4	3	4	4	3	3	4	4	2	2	2	3
	C1.5	4	3	1	4	3	2	2	3	2	4	3	2	2	4	1
C2	C2.1	3	3	2	4	4	4	2	3	3	4	4	4	4	3	3
	C2.2	4	3	3	3	4	4	4	4	3	3	4	3	4	3	4
	C2.3	3	3	3	4	3	4	3	3	3	4	3	4	4	3	2
	C2.4	3	4	3	4	4	4	3	3	3	3	4	3	3	3	4
	C2.5	4	4	2	3	4	4	3	3	3	3	4	3	2	3	4
	C2.6	2	2	3	2	4	4	1	3	3	4	2	3	4	3	3
	C2.7	4	4	4	4	4	4	4	3	3	3	3	4	4	3	2
C3	C3.1	4	3	2	3	3	3	2	4	3	4	3	2	3	3	3
	C3.2	4	3	2	3	4	4	2	4	3	4	2	3	4	4	2
	C3.3	3	4	4	3	3	2	3	3	3	4	3	3	4	4	2
	C3.4	3	4	4	3	4	2	2	3	3	3	3	4	3	3	2
	C3.5	4	3	2	3	4	2	2	3	3	4	4	4	2	3	4
	C3.6	3	4	3	3	4	2	3	3	3	4	3	3	3	2	4
	C3.7	4	3	4	4	4	4	3	3	3	4	3	3	4	2	3
	C3.8	4	3	1	3	3	4	3	3	3	4	3	4	4	3	2
C4	C4.1	3	2	3	3	3	2	2	3	3	4	3	3	2	2	4
	C4.2	4	4	3	3	4	3	3	3	3	4	3	4	2	3	1
	C4.3	4	4	4	2	4	3	2	3	3	4	3	3	3	2	2
	C4.4	3	3	2	3	3	4	2	3	3	4	4	4	3	2	2

P16	P17	P18	P19	P20	P21	P22	P23	P24	P25	P26	P27	P28	P29	P30	TOTAL	MEAN	%
4	2	4	4	2	4	3	4	2	3	2	3	3	3	3	100	3,3	83,3
3	2	3	4	3	4	3	4	3	2	3	3	3	3	3	89	3,0	74,2
4	3	4	3	3	4	3	4	4	3	2	3	3	3	3	99	3,3	82,5
4	3	4	4	4	4	4	3	4	3	3	3	3	3	2	92	3,1	76,7
3	3	4	4	2	4	2	4	2	3	2	3	1	3	2	82	2,7	68,3
														AVERAGE	92,4	3,1	77,0
4	3	4	3	3	4	3	3	4	3	2	3	2	3	3	99	3,3	82,5
4	3	4	4	3	4	3	3	4	3	3	3	2	3	2	101	3,4	84,2
3	3	4	3	2	4	3	3	4	2	3	3	2	3	2	94	3,1	78,3
3	4	4	4	3	4	3	3	4	4	2	3	3	3	3	99	3,3	82,5
4	3	3	4	2	4	3	3	4	2	3	3	2	3	3	95	3,2	79,2
3	2	2	1	4	4	2	3	4	4	3	3	2	3	2	83	2,8	69,2
4	4	3	4	3	4	3	3	4	3	2	3	2	3	2	98	3,3	81,7
														AVERAGE	95,6	3,2	79,6
4	3	4	2	2	4	3	2	4	3	2	3	3	3	3	93	3,1	77,5
3	4	4	4	3	4	3	3	4	2	2	3	3	3	3	97	3,2	80,8
3	3	3	3	2	4	3	3	4	2	2	3	2	3	3	92	3,1	76,7
4	3	2	4	3	4	2	2	4	3	2	3	1	3	3	93	3,1	77,5
4	3	3	4	3	4	3	3	4	3	2	3	1	3	4	95	3,2	79,2
4	4	3	4	3	4	3	3	4	3	2	3	1	3	3	95	3,2	79,2
4	4	4	4	2	3	3	3	3	2	2	3	3	3	4	94	3,1	78,3
														AVERAGE	93,9	3,1	78,2
2	2	0	4	2	4	3	3	4	2	2	3	2	2	2	79	2,6	65,8
3	3	0	4	0	3	3	3	2	2	3	3	2	3	1	81	2,7	67,5
3	4	4	4	2	4	3	3	4	2	3	3	2	3	2	92	3,1	76,7
4	4	4	4	1	4	3	3	4	1	3	3	2	3	1	89	3,0	74,2
														AVERAGE	85,3	2,8	71,0

Documentation

(a) The researcher gave instructions to complete the questionnaires

(b) The researcher monitored the questionnaires' completion process

CURRICULUM VITAE

Name/NIM : Ayu Shalihah / 140203135

Date/Place of Birth : Meunasah Sukon / July 10th, 1996

Gender : Female

Address : Jl. T. Diblang 1, No. 2, Tanjung Selamat, Darussalam, Aceh Besar.

Email : ayushalihah.as@gmail.com

Phone Number : 082165647877

Religion : Islam

Status : Single

Occupation : Student

Nationality : Indonesian

Parents

Name of Father : Jasman

Name of Mother : Siti Layani

Father's Occupation : Retired PNS

Mother's Occupation : House Wife

Address : Lembah Sabil, Aceh Barat Daya.

Education

Elementary : SDN. 1 Meunasah Sukon, Aceh Barat Daya

Junior High School : MTsN. Manggeng, Aceh Barat Daya

Senior High School : SMA Harapan Persada, Aceh Barat Daya

University : Department of English Language Education, Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh.