

CORRELATION BETWEEN STUDENTS' PERFORMANCE IN MICRO TEACHING AND FIELD PRACTICE TEACHING OF THE SEVENTH SEMESTER ENGLISH STUDENTS AT FKIP UIR

(Korelasi Antara Kinerja Mahasiswa dalam Pengajaran Mikro dan Praktek Pengalaman Lapangan Semester Tujuh di FKIP UIR)

Oleh: Andi Idayani *)

*) Dosen Prodi Bahasa Inggris Universitas Islam Riau

ABSTRACT

Micro teaching is a teacher training technique for learning teaching skill. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. However, the teachers may give necessary background for the observation of a model or demonstration lesson on the selected teaching skill. Hence, Interest of becoming teacher is a person desire for something related to his future or aims. It becomes an interest for a profession. Indeed, emerging the interest, one should be aware of his potency and capabilities he possesses. This study focuses on students' performance in micro teaching and field practice teaching at the seventh semester of English Students of FKIP UIR which consists of 23 students as sample of this research. The researchers used descriptive method and have used score from micro teaching and field practice teaching and questionnaires as a collecting data of research. After collecting data from questionnaires and calculated the correlation between micro teaching score and field practice teaching score, the researchers have found that r_{obs} was higher than r_{table} ($0,713 > 0,413$) at level significant 5% and it was the same at level significant 1% the r_{obs} was higher than r_{table} ($0,713 > 0,525$), from the result it can be concluded that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. Then, the coefficient correlation of $r_{observed}$ was 0,713, it means that there was a high correlation between students' performance in micro teaching and their performance in field practice teaching.

Keywords: *Micro Teaching, Field Practice Teaching*

INTRODUCTION

There are many efforts in improving the quality of education due to its significant rule in human's life to develop and survive. One of the efforts is by paying attention to the educators, to be particular teachers as one of the main components in education. Being a teacher, one has to be trained and certified so that he is qualified. It is very important since he is regarded as the key player in the entire educational process and the transporter of knowledge in school that is considered as human factory.

Teaching is not only about transferring knowledge or a major a word of becoming a teacher, but also multi

dimensional. It is diverse and a complex activity. A teacher is demanded to be a professional and effective in his performance. Therefore, he is demanded to have an intelligent based activity because draws a multiplicity of cognitive, affective, and interpersonal elements.

Teachers must be well informed and highly resourceful to meet the demand of teaching profession. There is a need or even a necessity of a quality training that can enhance the effectiveness, which can only be enquired trough teaching educational program. Teacher education or preparation is not only as the policies an but also some procedures that are designed to equip teacher trainees with the

knowledge, skills, values, habits, attitudes, behaviors, and skills they need for effective performance of their duties.

In addition, teacher education provides teachers with knowledge, skills, and aptitude to be familiar with the art of science of teaching that in term give confident to carry out their tests. It can also be said that the contents of teaching and management of teaching make provision for success in the classroom practice.

In a nutshell, teacher's training is an embodiment of professional development because teachers learn rigorous professional development course in education through teacher education. And to implement teaching principles in the classroom, acquisition of certain teaching skill is inevitable which can only be achieved through effective training and education.

However, many innovations are put up in teacher education for improvement. The innovations include microteaching, simulated teaching, programmed interruption and computer- assisted instruction. Based on the syllabus of the microteaching subject in Islamic Riau University at teacher training and education faculty, students, in the end of the course, should met the standard competence of the subject; students are expected to apply the teaching skill in classroom using English.

In education process at educational institution, students are given micro-teaching as one of the subject before taking field practice (PPL). It functions as teaching practice in small scale. The scale means that the components in teaching, such as the students, time, or any teaching skills are in small scale based on the procedure of micro-teaching. Correlation between micro-teaching and teaching practice is high. It means that teacher training with good performance in micro-teaching, will also duel in his real teaching practice.

Field practice (PPL/ program pengalamanlanpangan) is not only as one professional training and activities in education program, but also as one the subjects that the students have to pass. The objective of the training is to make the teacher trainee ready or well-prepared to become a good quality teacher. Field practice is a guided and training for a professional teacher to be. The implementation is coordinated by UPT PPL UIR (Unit PelaksanaTeknis PPL) Universitas Islam Riau and supervised by each faculty in the university.

After observing some of the upper semester students, especially the seventh semester through an interview. The writer found some obstacles faced by them. Most of them feel stressed for making teaching plan for the whole semester, the obligation makes them hard to sleep at night just to think about it or some of them also feel this stressful when they have to face the trouble makers of the class. Consequently, they become unconfident and uninterested to be teachers after the field is done. Some of them think to be teachers after finishing their study is not their final aim, they prepare to be something else.

Students who enter teacher training and education faculty are students who are educated and trained to become skilled and qualified teachers after finishing their study. But in fact, the problem found by the writer does not fulfill the expectation. The objective of this research is to find out: the relationship between students' peformance in micro-teaching and Field Practice (PPL) of the seventh semester English students at FKIP UIR.

Micro teaching is a teacher training technique for learning teaching skill. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. The technique involved the steps of "plan, teach, observe, re-plan, re-teach and re-observe" and has evolved as the core component (Ambili, 2013).

2.1. Micro Teaching Setting

The micro teaching deals with certain variables like number of people, type of pupils in micro class, time duration of micro teaching cycle, types of feedback and physical facilities required. The investigator used in the following micro teaching setting:

- a) Size of micro class
The size of the class is reduced in order to produce environment for 'learning to teach'. Since reduction in class size reduces the complexities for normal classroom, which helps trainee to focus on skill and its various components.
- b) Types of pupils
The micro class consisting of real pupil is used for the students teacher's training. Using real pupils in micro is helpful in the way that the stating being more near to reality, the training is more meaningful, and transferability of training to real situation is increased.
- c) Micro Teaching Cycle
Five steps in micro teaching cycle are: teach, feed-back, re-plan, re-teach, and re-feedback. While practicing a teaching skill, the student teacher completes many micro teaching cycles. What needs to be noted here is that except the re-plan step, the student teacher is allowed equal in each step, whereas in the re-plan, he is allowed double the time.
- d) Types of feedback
The types of feedback:
Supervisor feedback, an experienced, competent, qualified and mature teacher educator provides feedback. In peer feedback, a fellow students pupils provides information about the effectiveness of their teacher's teaching in the classroom situation.
- e) Physical Facilities
The essential facilities needed for the successful introduction of micro-

teaching include teaching room, feedback room, re-planning room and equipment for microteaching.

Teaching room: it is a place for teaching the micro lesson to the pupils

Feedback room: it is a place for providing feedback to the student teacher.

Re-planning room: it is the place for re-planning the micro lesson in the light of the suggestion received in the feedback session.

Equipment for micro teaching: the equipment required for micro teaching largely depend upon the type of the feedback, which is to be the provided the student teacher.

2.2. Practices Field Program

Practice field experience (PPL) is a medium of a student to apply basic professional. The program is usually provided in the faculty of teacher training and education. It also provides other education activities in the institution.

METHOD OF THE RESEARCH

This research is a descriptive quantitative research. The purpose of descriptive research is to gain information about current phenomenon in order to describe the existing condition in that field. Gay (2000:275) said that descriptive research determines and describes the way things are and they also that kind of study involves collecting data through questionnaire, interview or observations for research questions concerning with the status of the subject of the study.

The populations of this study were the seventh semester students at English Study Program of FKIP UIR Pekanbaru. The population divided into seven classes and the total population consists of 138 students. Because of the limited time and cost, purposive sampling was used in taking the sample. Purposive sampling means the process of

selecting a sample in such a way that all individuals in the defined population had an equal and independent chance of being selected for the sample.

Moreover, Babbie, cited in Creswell (2009:148) also mentions selecting a purposive sample in which each individual in the population has an equal probability of being selected as sample. In determining the sample size, it was taken from the (Gay and Airasian , 2000: 123). In this research, researcher chooses 7A class as the sample of the research with the total students 23 participants.

The data were collected through some sources and informations from the respondents of this research. The primary data of this research was document which directly gained from the English Department to get the data of the respondents' score of micro-teaching and Field Practice Program.

To make easy in calculating the data, the researcher used SPSS version 2.3 application in processing the data to get the correlation both of the variable. A t-table was applied to answer the research question about the differences on students' score in micro teaching with students' score in field teaching practice. Then, the data

had been converted to coefficient of correlation.

I. RESEARCH FINDINGS

4.1. Data Description

This chapter addressed the calculated data of students' micro teaching score and field practice program score of seventh semester students at English Study Program of FKIP UIR Pekanbaru.

To know the correlation between students' students' micro teaching score and field practice program score at the seventh semester students at English Study Program of FKIP UIR Pekanbaru, the researcher used SPSS application persons' formula.

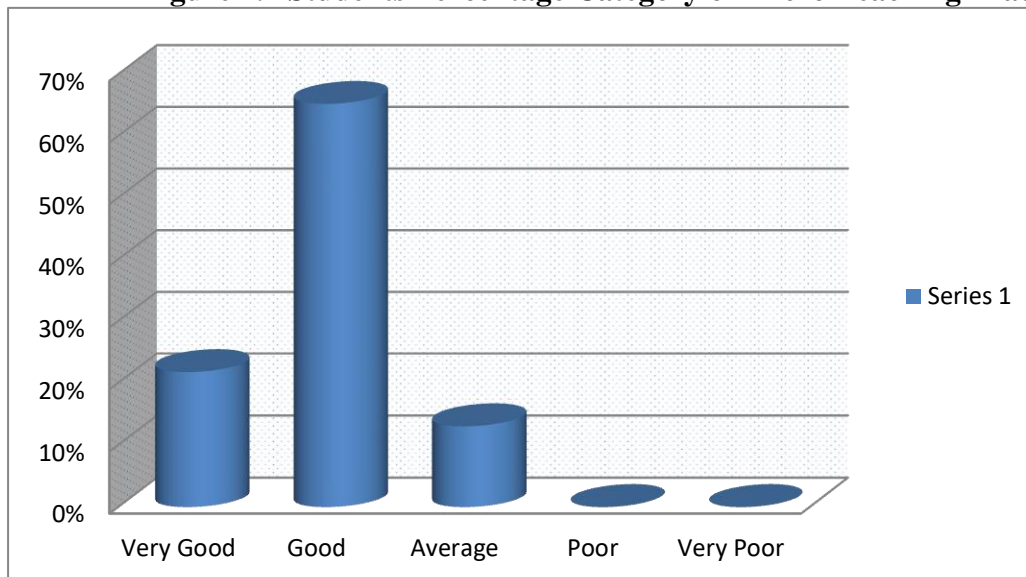
4.2. The Result of Students' Performance in Micro Teaching

The researcher presented the result of the students' performance in micro teaching. This was the following result of students' score in micro teaching of the seventh semester students at 7 A class at English Study Program at FKIP UIR.

Table 4.1 Students Percentage Category of Micro Teaching Practice

NO	Classification		Frequency (Students)	Percentage(%)
	Score	Ability		
1	85 – 100	Very Good	5	21.74%
2	71 – 84	Good	15	65.22%
3	61 – 70	Average	3	13.04%
4	51 – 60	Poor	0	0%
5	< 50	Very Poor	0	0%
TOTAL				100%

Figure 4.1 Students Percentage Category of Micro Teaching Practice



Based on data from the diagram above, it was shown that 21.74% students categorized into Very Good, 65.22% categorized into Good, 13.04% categorized into Average, 0% categorized into Poor and Very Poor in their achievement in micro teaching practice.

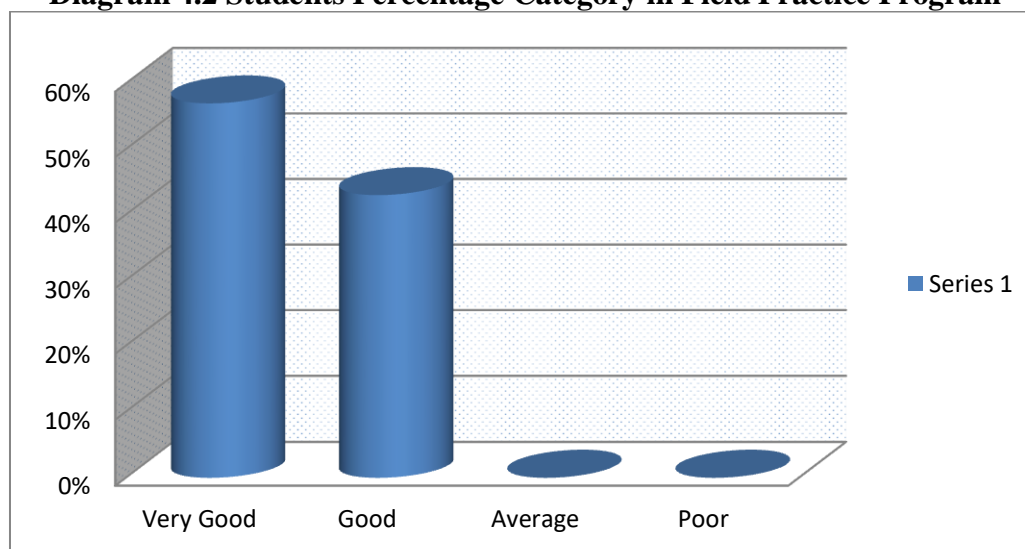
4.3. The Result of Students' Performance in Field Practice Program

The researcher presented the result of students' performance in field practice program (PPL). This was the following result of students' performance in field practice program of the seventh semester students at 7A class at English Study Program at FKIP UIR.

Table 4.2 Students Percentage Category in Field Practice Program

NO	Score	Classification	Ability	Frequency (Students)	Percentage(%)
1	85 -100		Very Good	13	56.52%
2	70 - 84		Good	10	43.48%
3	55 - 69		Average	0	0%
4	30 -54		Poor	0	0%
TOTAL					100%

Diagram 4.2 Students Percentage Category in Field Practice Program



Based on data from the diagram above, it was shown that 56.52% students categorized into Very Good, 43.48% categorized into Good, 0% categorized into Average and Poor in their achievement in field practice program.

4.4. Data Analysis

To found correlation between those two data, it could be drawn as follow: Students' score in micro teaching was symbolized X and Students' score in field practice program was symbolized Y. It could be seen in table below:

The formula of Pearson product moment was used to found whether or not any significant correlation between variable X (students' micro teaching score) and variable Y (students' field practice program score), to calculated the researcher used SPSS application to facilitate the calculation. Calculating of coefficient correlation between variable person method used SPSS version 2.3 application.

By looking at the data on the table 4.3, we could see that the respondents' accumulative score in micro teaching and field practice program were 23 students. Micro teaching score mean value was 79.91, then standard deviation value was 6.728. In other hand, field practice program mean value was 87.22, with value in standard deviation was 6.980.

From the data calculation on the table 4.4, the coefficient correlation of r_{observed} was 0,882. Based on Bungin (2004), it means that there was a high correlation between students' score in micro teaching and their performance in field practice teaching.

From the result of data analysis, it found that null hypotheis (H_0) was rejected and alternative hypothesis (H_a) was accepted. There was correlation between students' score in micro teaching and their performance in field practice program of seventh semester students at English Study Program of FKIP UIR.

CONCLUSION AND SUGGESTION

Based on the data described above, the correlation between students' score in micro teaching and their score in field practice program were obtained that the value of r_{obs} was 0,713 the degree of freedom (df) is 21. In the table of the degree of significant of 5% and 1% the value of the degree of significant was 0.413 and 0.525. It means that H_0 was rejected and H_a was accepted, and it could be concluded that a correlation between the students' score in micro teaching (X) and field practice program score (Y) of the seventh semester students at English Study Program of FKIP UIR was significant.

English teacher was a motivator and stimulator. The teacher should support the students' expectation about the way of teaching English and arouse their interest to increase their competence in English. A teacher should know and able to implement a good method in teaching English, because it was quite complicated to learn all skills in English. Then the teacher should encourage the students to have and use dictionary as a tool to help to improve their vocabulary. And the teacher should also give a high motivation to the students to learn English and teaching English.

Students should realize that English was a very important language in the world. They should be aware that they must master English. Because with master English will help them to find out good job. There were many ways to learn English as long as they want to study hard. Students should realize that they have potentials in learning English. They should be usual to do self-correction and self-reflection to get improvement their English.

For other researchers, they should do the researches which were the closest with this research and be extended to other variables in order to reveal any aspect that support, enhance, and develop the quality of the researches of teaching English.

REFERENCES

Abdurrahmat. 2005. *Approach of research Method*. Bandung: Remaja Rosdakarya

Arikunto. S. 2006. *Practical Approach of a research Procedure*. Jakarta: PT. Rineka Cipta.

Abror. A. R. (1993). *Education psychology*. Yogyakarta: PT Tiara Wacana Yogya.

Ambili. R. (2013). Micro Teaching: An Effective Technique for Learning Effective Teaching. *Journal of Research in Medical Sciences*, 18 (2) 158-163.

Djaali. (2008). *Educational Psychology*. Jakarta: PT Bumi Aksara

Gay. L. R. 2000. *Educational Research: Competencies for analysis and Application*. New Jersey: Prentice Hall, Inc.

Netter & Wasserman. 1974. *Applied Linear Statistical Models: Regression, analysis of variance, and experiment design*. Michigan: Michigan University

Nurlatifah. D. 2014. *"The Effectiveness of Self Concept toward Interest for Becoming Teacher on Social Science Student in Teacher Training and Education Faculty of UIN Syarif Hidayatullah Jakarta. "A Thesis*. Jakarta: UIN Syarif Hidayatullah.

Nurhayati. L. (2008). *Child's Psychology*. Klaten: PT Macana Jaya Cemerlang

Syah. M. 1999. *Learning Psychology*. Jakarta: Logos

Uno. H. B. (2010). *Theory of Motivation and Its Measurement*. Jakarta: PT Bumi Aksara

