

**An Analysis of the Contribution of Microteaching Course to the Teaching Skills of Students Teachers of English Language Education Study Program Batanghari University**

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**Abstract**

This research used 40 students of English Language Education Study Program of Faculty of Teachers Training and Education of Batanghari University Jambi year 2014 as the sample. Their Microteaching score and their supervisors' assessment of their teaching performance in teaching practice in the form of 40 questions questionnaire were analyzed using statistical method. The result of correlation test showed that there is a positive influence of Microteaching score to the teaching skills of the students. The result of the coefficient of determination is 0.419, which means that variable Microteaching influenced the teaching skills of the students by 41.9% while the other 58.1% was influenced by other factors outside the scope of the research.

**Keywords:** Microteaching, Student teacher, Teaching skills

**Introduction**

The quality of education depends on a lot of factors like teacher, curriculum, infrastructure, tools, cost, work climate, and the students itself. Among those factors, teacher is considered to be the key factor in achieving quality education. Ronald Brandt (Supriadi, 1999:178) says that almost all off the education reformation efforts like curriculum reform and implementation of new education method ended up depending on the teacher itself.

For schools, professional teachers is the key for successful education process. Goodlad (1976) once conducted a research which showed that the role of teachers is very significant to achieve successful education process in class. During the learning process, professional teachers can appear as an interesting figure who appears interesting to the students,

therefore motivating the students to study better. In class, teachers can become someone who encourages the students to think by giving them questions that require creativity, imagination, and synthesis to answer.

To become a professional educator, student teachers must be educated and trained properly so that their teaching skills may develop optimally. Becoming a good teacher is not all about comprehension of teaching material, but also about having good teaching abilities.

Faculty of Teacher's Training and Education of Batanghari University Jambi is one of many Institute of Teacher's Education which is under direct guidance from Indonesia's Ministry of Research, Technology and Higher Education. Institute of Teacher's Education is a Higher Education Institution which specializes in producing high-quality teachers.

This is accomplished by giving these institutions authority to conduct learning process in a certain education level. Academic process that is held is intended to give teaching authority through professional competence development which is needed in each study program.

English Education study program is one of study programs under Faculty of Teacher's Training and Education of Batanghari University Jambi. The aim of this study program is to educate the students to become educators and teachers who are capable in both academic abilities and teaching abilities.

To accomplish that aim, students are given subjects in both academic and teacher training, both theories and practical trainings. One of the most important courses is Microteaching. This course discuss about the purpose of English learning planning, teaching principles, methods, syllabus, RPP, and also teaching simulation. Theoretically, final-year students are supposed to already possess all of the aforementioned skills. Nevertheless, their actual implementation of those skills in accordance to theories still needs to be tested through teaching practice in the form of microteaching.

Even though researches concerning good teaching and successful teaching haven't concluded a single universal way on how to conduct a perfect teaching process, it doesn't mean that there were no attempts made to approach this. There are some basic skills that are absolutely needed by a professional teacher which can be trained and given a chance to develop their own skills.

Asril Zainal (2010: 45) says that based on observation and

information, the skills and abilities of student teachers in their teaching practice are still pretty low. Besides, a lot of students and even lecturers consider microteaching course as not too important. This makes this course is often conducted without proper preparation, by both students and lecturers. Moreover, some students says that they're afraid of standing in front of the class to teach even though it is already the time for them to go through Field Experience Practice in schools.

The illustration above is an intriguing thing for this writer who is a lecturer in English Language Education Study Program of Faculty of Teacher's Training and Education of Batanghari University Jambi. This made this researcher interested in creating a research titled "An Analysis of the Contribution of Microteaching Course to the Teaching Skills of Student Teachers of English Language Education Study Program in Batanghari University Jambi".

### **Basic Description of Microteaching Learning**

Microteaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session in order to get constructive feedback from students about what has worked and what improvements can be made to their teaching technique. A. Remesta (2013) states that Microteaching is a teacher training techniques for learning teaching skills. It employs real teaching situation for developing skills.

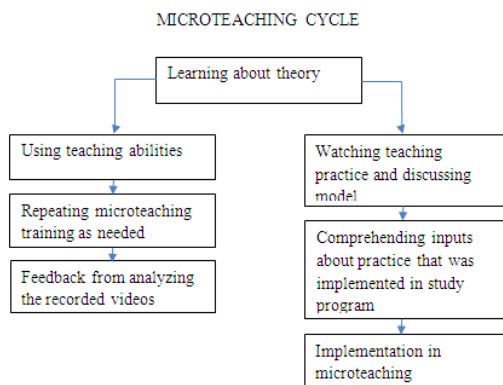
Microteaching can be defined as a way for practicing teaching abilities or practical teaching in a small scope. MC, Knight (1979) says that Microteaching has been described as a scaled down teaching encounter

designated to develop new skills and refine old ones. Allen and Ryan (1969) says Microteaching is teaching model made smaller or can also be called real teaching.

From the descriptions above, it could be seen that microteaching is a small scope teaching in which the number of participants are between 5 to 10 people, using small class and limited timeframe. The duration is between 10 to 20 minutes, focused on specific teaching skills and simplified teaching material.

### Microteaching Procedure

The implementation of microteaching is intended to provide student teachers with some teaching skills which will then be practiced in front of the class. Microteaching cycle could be seen in the diagram below.



#### Descriptions:

1. Grasping theory of teaching skills
2. Discussing principles and skills that must be implemented
3. Practice with fellow student teachers for 10-15 minutes
4. Recording the practice to be watched later as an input for skills that have been practiced

The microteaching course is conducted in class and in micro laboratory, guided by a lecturer who fulfills educational criteria and helped by a technician who operates electronic equipment in laboratory. Microteaching course procedure consists of:

- a. Student teachers must compile a lesson plan which has a duration of 10-15 minutes which is written orderly. Then they must submit it to the lecturer before they come forward. Then, their performance is compared to their lesson plan, whether it is in line with their plan or not.
- b. Student teachers who haven't gotten the chance to come forward will function as both observers and students who sit in class.

Steps that must be followed in microteaching session:

1. Introduction (comprehending the concepts of microteaching)
2. Model presentation and discussion
3. Planning and preparation of learning session
4. Teaching practice
5. Discussion of feedbacks

### Role of Supervisors (Course Lecturer) in Microteaching

The role of supervisor and guide is one of the key aspect of microteaching. Their function is as the superintendent of the teaching and learning program and giving guidance to the student teachers. Besides helping student teachers in choosing the

appropriate learning model, they can also help the student teachers by giving them feedbacks.

The function of objective feedback is to become an input to improve the next teaching and learning session. Supervisors must be capable and thorough in analyzing the learning process, skilled in using evaluation tools, and are able to explain the various teaching abilities that are needed.

### **Basic Components of Teaching Skills for Microteaching**

This part will explain the basic teaching skills that can be implemented in form of practice in microteaching process. These skills must be mastered by student teachers before they go to an actual teaching practice.

According to Allen and Ryan (1969) in their book, *Microteaching*, there are 14 components of teaching skills while experts from Stamford University say that there are around 22 form of teaching skills. All these skills vary a lot. Some of the most important skills that must be learned are:

#### **1. Skill in Introduction and Closure of the Learning Session**

The teacher must able to give good introduction to the material that will soon be taught to the students. This is important to raise the students' interest in the material which will help in maintaining their focus throughout the class. The strategy to set the introduction and closure of the learning session is a combination of two teaching skills that must be trained in microteaching.

The skill in introducing and closing the learning session in the key for all learning process that the teacher must go through. If a teacher is unable to attract the interest of students in the

beginning of the learning session, the purposes of teaching and learning process won't be achieved properly. Wardani (1984) says that the core aspect of opening the learning session is preparing the mentality of the students so that they're prepared to get into the problems that will be discussed and evoking their interest and attention.

The skill in closing the learning session is an ability in concluding the core aspects of the learning material at the end of the learning session. The result of researches conducted by education experts shows that the largest learning progress happens at the end of the learning session by providing the students with the main points of the material that has been discussed.

#### **2. Skill in Classroom Management**

Optimal learning condition in class can be achieved if the teacher could manage the learning participants properly. The teacher must be able to control the atmosphere of the class so that it stays pleasant to achieve the purposes of the learning session. In the teacher is incapable of doing so, it will result in disturbance to the learning session.

Some components of the classroom management skill are:

1. Warmth and enthusiasm of the teacher
2. Choosing the learning material that can evoke the interest of the students
3. The usage of variation in teaching, variation in media usage, and interaction pattern
4. The swift conducts of the teachers in changing their teaching strategy, to anticipate disturbances that might arise

The skill in classroom can be separated into two, they are:

1. Skills that are related to the creation and preservation of optimal learning condition.
  - i. Showing Responsive Attitude  
This can be done by observing the class thoroughly, properly approaching students, and giving off proper reaction to the possible disturbance and chaos made by students.
  - ii. Bestowing Attention  
Proper class management can be seen from effective attention allocation.
  - iii. Giving Proper Guidance
  - iv. Giving Proper Scolding  
Giving verbal scolding to students that is effective and satisfy some requirements like being firm, devoid of rude remarks, and does not become a prolonged prattle.
2. Skills that are related to the restoration of the optimal learning condition. Teachers can do this by doing some things, which are:
  - i. Modifying the behavior.
  - ii. Finding out the way to fix the problem with the behavior.
3. Skill in Giving Motivation

In the teaching and learning process, the teacher must be able to give motivation to the students. Rewards that are given to the students are not in material form, but instead in form of words, smiles, nods, and pats in their shoulders. In principle, skill in giving motivation can be separated into two, which are:

- i. Verbal motivation, in form of words or sentences like saying “good job”, “great work”, etc.
  - ii. Non-verbal motivation, in form of expressions and body languages like nods, thumbs up, etc.
4. Skill in Guiding Group Discussion  

There are a few components that must be considered in group discussion, they are:

    - i. Focusing the attention of the learning participants to the purpose and topic of the discussion.
    - ii. Clarifying the problem.
    - iii. Analyzing the opinions of the students by listening to their reasoning.
    - iv. Giving the students a chance to participate.

- v. Closing the discussion by creating a conclusion of the discussion and rating the discussion.

#### 5. Skill in Questioning

Components of skills in questioning include:

- i. Expressing questions in a clear and concise way.
- ii. Giving a reference so that students can answer correctly.
- iii. Focusing to the answer that is intended by the teacher.
- iv. Shifting the chance to answer among students so that a lot of students get a chance to answer.
- v. Spreading the question, giving the question to the entire class.
- vi. Giving students a chance to think before answering the question.
- vii. Giving guidance to students that face difficulty in answering the questions, the guidance strategy must be implemented.

#### 6. Skill in Explaining the Material

Skill in giving explanation is an ability in presenting information orally which is controlled systematically to show the relations between one point and another. The main characteristic of explanation skill is information delivery that is well-planned, presented properly in correct order. Giving explanation is a very important aspect in teaching. Some reasons for this are:

- i. In general, communication interactions in class are dominated by teachers.
- ii. The majority of teacher's activity is delivering information. Therefore, the effectiveness of conversations must be increased.
- iii. Explanations in books are often not easily comprehended by students, which means the teacher need to help them.
- iv. Information that is obtained by students is limited.

Some components that must be taken care of when explaining material to students are:

- i. Planning the explanation that will be given.
- ii. Using examples.
- iii. Delivering the most important explanations.
- iv. Present questions to students about material that they haven't understood.

T. Gilarso says that explanation component is related to orientation, simple language, a lot of relevant examples, and clear structure.

#### 7. Skill in Providing Variety of Stimulus

Boredom and saturation often afflict students in the teaching and learning process. This can be happen due to uncomfortable room condition, teacher's performance that does not meet the wish of the students, or uninteresting course material. In such conditions, the teacher must do some variations in conducting teaching and learning process.

Variety of stimulus is a teacher's effort in the context of learning process interaction that is intended to overcome students' boredom.

The benefits of this skill learning process are:

- i. Evoke the attention of learning participants.
- ii. More involving to students, this can encourage them to be more participative in many learning activities.
- iii. Raising positive attitude of students to the teacher.
- iv. Fulfilling the different wishes and learning patterns of the students.

### **Research Methodology**

Research method that was used in this research is descriptive model. This is a research model that can help in solving problems that may arise these days. Characteristics of descriptive method according to Surakhmad (2011:205) are:

1. Focusing on solving the currently existing problems or actual problems.
2. Data that are collected will be sorted, explained, and then analyzed.

#### **1. Subject of the Research**

Subject of this research were supervisors who took care of 40 students of English Language Education Study Program of Faculty of Teacher's Training and Education of Batanghari University Jambi year 2014 who were placed in various partner schools of Batanghari University.

#### **2. Techniques of Data Collection**

Data collection technique that was used in this research is by

analyzing score reports of 40 students of English Language Education Study Program of Faculty of Teacher's Training and Education of Batanghari University Jambi year 2014. The steps of data processing are as follows:

#### **Observation and Scoring of Microteaching Class**

Observation is a data collection technique that is conducted by doing direct observation to the location of the research object. Observation in this research is conducted to get various information and factual data and also to grasp the situation and dynamic condition of the research object. The information format is provided to determine the teaching ability of the students.

The scoring of the students' microteaching planning and performance was obtained from observation. The scores that were received by students were expressed using the following numbers, letters, and criteria:

Numerical Grade	Alphabetical Grade	Criteria
80-100	A	Excellent
70-79	B	Good
60-69	C	Adequate
50-59	D	Poor
<50	E	Very Poor

#### **Questionnaire**

Sugiyono says that questionnaire is a data collection technique that is conducted by giving respondents a set of questions or written statements to answer. While

according to SuharsimiArikunto (2002), questionnaire is a list of questions that are given to people with the intention for them to agree to give proper response to the questioner. The questionnaire in this research is in form of 40 questions which were addressed to the supervisors of 40 students of English Language Education Study Program of Faculty of Teacher's Training and Education of Batanghari University Jambi year 2014 who took part in teaching practice.

### **Research Instruments**

Sugiyono (2009: 102) says that research instrument is a tool that is used to measure natural and social phenomenon that are observed, this phenomenon is specifically called research variable. SuharsimiArikunto (2002: 135) also states that research instruments are helping tools for researchers in the process of collecting data. According to the description above, research instrument is a tool that is used to measure and collect data regarding natural or social phenomenon that can be observed and with interpretable result.

Research instrument which was used in this research to determine the contribution of microteaching to the teaching ability of students is a questionnaire with 5 (five) choices of answer. This questionnaire is given weight according to the Likert scale, in which the respondents are expected to express their response about the questions in 5 (five) categories, which are:

No.	Answer Choices	Code	Weight
1	Very Good	VR	5
2	Good	R	4
3	Average	LR	3
4	Below Average	NPR	2
5	Poor	ANR	1

Questionnaire instrument was used in this research because this can aid in obtaining opinion, perception, outlook, and response of respondents concerning certain problem. This also helps in maintaining the objectivity of the respondents even in large numbers. In this research, questionnaire is used to measure the level of contribution of microteaching course to the teaching readiness of student teachers of English Education Study Program of Batanghari University.

### **Findings and Discussion**

#### **1. Data of Microteaching Score (X)**

Microteachings scores of English study program students can be seen on the table below: Table 1

**MICROTEACHING SCORES  
STUDENTS OF 2014**

No	Respondent	Score	No	Respondent	Score
1	R1	76	21	R21	85
2	R2	83	22	R22	83
3	R3	74	23	R23	83
4	R4	69	24	R24	81
5	R5	71	25	R25	85
6	R6	67	26	R26	78
7	R7	62	27	R27	74
8	R8	74	28	R28	64
9	R9	78	29	R29	83
10	R10	76	30	R30	62
11	R11	76	31	R31	67
12	R12	83	32	R32	76
13	R13	64	33	R33	76
14	R14	64	34	R34	76
15	R15	67	35	R35	81
16	R16	83	36	R36	83
17	R17	81	37	R37	83
18	R18	81	38	R38	69
19	R19	83	39	R39	71

Batanghari University manual stated that students are considered to have passed their course with a certain grade according to the following table<sup>1</sup>:

**Table2**  
Score Variable  
Interval(X)

Interval	Category
80-100	A
75-79.99	B+
70-74.99	B
65-69.99	C+
60-64.99	C
55-59.99	D+
50-54.99	D
0-49.99	E

## 2. Observation Data of Teaching Skills of the Students

Teaching skills of student teacher undergraduate students of English Study Program of Batanghari University were assessed using 40 questions that were included in a questionnaire. These questionnaires were later distributed to supervisors in schools where student teachers were

placed. All these questions have 5 possible answers which are:

- a. Answer 1 :Poor
- b. Answer 2 :Below Average
- c. Answer 3 :Average
- d. Answer 4 :Good
- e. Answer 5 :Very Good

Quantitative score of the teaching skills of student teachers undergraduate students from English Study Program of Batanghari University was determined by summing the scores gotten from the questionnaire according to the frequency of the answers. This can be seen clearly in the following table:

**Table3**  
Student Teachers' Teaching Skills  
Observation Data  
English Study Program Faculty of  
Teacher Training and Education  
Batanghari University of Jambi

OBSERVATION RESULT OF STUDENTS					
No	Respondent	Score	No	Respondent	Score
1	R1	4.4	21	R21	4.3
2	R2	4.3	22	R22	4.6
3	R3	4.3	23	R23	4.2
4	R4	4.6	24	R24	4
5	R5	3.8	25	R25	4.1
6	R6	4.2	26	R26	3.9
7	R7	3.9	27	R27	3.9
8	R8	4.6	28	R28	4.2
9	R9	4.5	29	R29	4.4
10	R10	4.5	30	R30	4.3
11	R11	4.6	31	R31	4.7
12	R12	4.2	32	R32	4.6
13	R13	4.6	33	R33	4.6
14	R14	4.2	34	R34	4.5
15	R15	3.9	35	R35	4.7
16	R16	4.3	36	R36	4.4
17	R17	4.3	37	R37	4.2
18	R18	4.3	38	R38	3.8
19	R19	4.5	39	R39	4.6
20	R20	4.6	40	R40	4.4

## Data Analysis

### 1. Microteaching Score

Microteaching scores which was received from microteaching scores variable of students of English Study Program, Faculty of Teacher Training

and Education of Batanghari University Jambi are as follow:

Table 4  
Frequency Distribution of Microteaching Scores  
**Statistics**

N	Valid	40
	Missing	0
Mean		75.3750
Median		76.0000
Mode		83.00
Minimum		62.00
Maximum		85.00

Descriptive analysis results show mean value of 75.375, median value of 76.00, minimum value of 62.00, and maximum value of 85.00

**2. Observation Data of Teaching Skills of the Students**

After questionnaires data were scored, frequency distribution analysis were conducted as follows:

Table5  
Frequency Distribution Observation of Teaching Skills of English Study Program Students  
**Statistics**

N	Valid	40
	Missing	0
Mean		3.9250
Median		3.9200
Mode		3.96
Minimum		2.97
Maximum		5.00

From Table 5, which is the table of Frequency Distribution Observation of Teaching Skills of English Study Program Students, Faculty of Teacher Training and Education of Batanghari

University, the following values can be read:

Mean value of 3.925, Median value of 3.92, minimum value of 2.97 and maximum value of 5.00.

**3. Normality Test**

To continue doing correlation analysis, data with normal distribution were needed, therefore data normality test was needed. From the normality test, the following data were obtained:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		40
Normal Parameters <sup>a,b</sup>	Mean	.0E-7
	Std. Deviation	5.42335800
Most Extreme Differences	Absolute	.101
	Positive	.076
	Negative	-.101
Kolmogorov-Smirnov Z		.640
Asymp. Sig. (2-tailed)		.807

a. Test distribution is Normal.

b. Calculated from data.

**A . Hypothesis Test**

The hypothesis test would test the validity in determining the influence of microteaching score (X) to the teaching skills of student teachers (Y).

Regression analysis using this deviation score can be simplified by making a regression working table of Microteaching score and teaching skills of English Study Program students, Faculty of Teacher Training and Education of Batanghari University in the form of Table 6:

Table 6

CORRELATION TABLE BETWEEN MICROTEACHING SCORE AND TEACHING SKILLS

NO	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	76	3.96	5760.8	15.7	300.6
2	83	4.32	6855.8	18.7	357.7
3	74	3.84	5417.0	14.7	282.6
4	69	3.6	4761.0	13.0	248.4
5	71	3.72	5083.7	13.8	265.2
6	67	3.48	4448.9	12.1	232.1
7	62	3.24	3856.4	10.5	201.2
8	74	3.84	5417.0	14.7	282.6
9	78	4.08	6115.2	16.6	319.1
10	76	3.96	5760.8	15.7	300.6
11	76	4.62	5760.8	21.3	350.7
12	83	5.04	6855.8	25.4	417.3
13	64	3.92	4147.4	15.4	252.4
14	64	3.92	4147.4	15.4	252.4
15	67	4.06	4448.9	16.5	270.8
16	83	5.04	6855.8	25.4	417.3
17	81	4.9	6480.3	24.0	394.5
18	81	4.9	6480.3	24.0	394.5
19	83	5.04	6855.8	25.4	417.3
20	74	4.48	5417.0	20.1	329.7
21	85	4.07	7242.0	16.6	346.4
22	83	3.96	6855.8	15.7	327.9
23	83	3.96	6855.8	15.7	327.9
24	81	3.85	6480.3	14.8	309.9
25	85	4.07	7242.0	16.6	346.4
26	78	3.74	6115.2	14.0	292.5
27	74	3.52	5417.0	12.4	259.1
28	64	3.08	4147.4	9.5	198.4
29	83	3.96	6855.8	15.7	327.9
30	62	2.97	3856.4	8.8	184.4
31	67	3.19	4448.9	10.2	212.8
32	76	3.63	5760.8	13.2	275.5
33	76	3.63	5760.8	13.2	275.5
34	76	3.63	5760.8	13.2	275.5
35	81	3.85	6480.3	14.8	309.9
36	83	3.96	6855.8	15.7	327.9
37	83	3.96	6855.8	15.7	327.9
38	69	3.3	4761.0	10.9	227.7
39	71	3.41	5083.7	11.6	243.1
40	69	3.3	4761.0	10.9	227.7
JML	3010.7	157	228522.7	627.4	11911.2

These following values can be obtained from the table above:

These following values can be obtained from the table above:

$$\begin{aligned}
 N &= 40 \\
 \sum X &= 3010.7 \\
 \sum Y &= 157 \\
 \sum X^2 &= 228522.7 \\
 \sum Y^2 &= 627.4 \quad \sum XY = 11911.2
 \end{aligned}$$

After the aforementioned data were obtained, correlation analysis was conducted. Correlation analysis was conducted using Product Moment Correlation in SPSS 20. The result of the analysis is as follows:

Correlations

		X	Y
X	Pearson	1	.648**
	Correlation		
	Sig. (2-tailed)		.000
Y	N	40	40
	Pearson	.648**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	40	40

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the analysis result, obtained correlation coefficient of 0.648 and significance correlation of  $0.000 < 0.05$  which mean there are significant correlation between microteaching score and teaching skills of English Study Program students, Faculty of Teacher Training and Education of Batanghari University year 2014.

After the correlation was found, the data was further used for simple regression analysis.

$$\begin{aligned}
 a &= \frac{(\sum Y_1)(\sum X_1^2) - (\sum X_1)(\sum X_1 Y_1)}{n \sum X_1^2 - (\sum X_1)^2} \\
 a &= \frac{(157)(228522.7) - (3010.7)(11911.2)}{35878063.9 - 35561049.8} \\
 a &= \frac{9140908 - 472679.9}{8668228.1} \\
 a &= 0.037 \\
 b &= \frac{\sum X_1 Y_1 - (\sum X_1)(\sum Y_1)}{n \sum X_1^2 - (\sum X_1)^2} \\
 b &= \frac{11911.2 - 472679.9}{9140908 - 228522.7} \\
 b &= 2.016
 \end{aligned}$$

therefore, the simple regression formula is:

$$\begin{aligned}
 Y &= a + bx \\
 Y &= 0.037 + 2.016 X
 \end{aligned}$$

To determine how much microteaching score influences the teaching abilities of the students, coefficient of determination test ( $r^2$ ) was conducted.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.648 <sup>a</sup>	.419	.404	.41340

a. Predictors: (Constant), X

From coefficient of determination test (R)<sup>2</sup>, the value of 0.419 was obtained, meaning that Microteaching variable influenced the teaching skills of students by 41.9% while 58.1% was influenced by other things.

From the result of the analyses, Ho was rejected while H1 was confirmed because there is a correlation between Microteaching score and students' teaching skills.

**Discussion**

From the research, after statistical analyses were conducted, the results can be described as follows:

1. Correlation test gave the score of 0,648. This result showed that dependent variable (y) which is microteaching has significance positive correlation towards independent variable which are teaching skills (x). This showed that the higher the students' ability in microteaching which is determined by their microteaching score, the better the teaching skills of those students. On the contrary, the lower the students' ability in microteaching which is determined by their microteaching score, the

lower the teaching skills of those students.

2. Coefficient of determination test concluded that there is a positive influence of microteaching score to the teaching skills of English Study Program students from Faculty of Teacher Training and Education of Batanghari University year 2014. This is shown with the result value of 0.419, meaning that microteaching variable influenced students teaching skills by 41.9% while the other 58.1% was influenced by other factors. There are many factors that influence the buildup of a professional performance. Including, a teacher's performance where there are a lot of factors contained in it, both internal and external.

Therefore, initial hypothesis which stated that there is a positive influence of microteaching score to the teaching skills of English Study Program students from Faculty of Teacher Training and Education of Batanghari University year 2014 can be confirmed and accepted because the correlation was indeed found.

**Conclusion**

According to the research result that has been described in the discussion segment, these conclusions can be made:

1. Correlation test showed positive influence from Microteaching score to the teaching skills of the students.

2. The result of coefficient of determination analysis (adjusted R Square) is 0.419, meaning microteaching variable influenced teaching skills of the students by 41.9% while 58.1% was influenced by other things outside the scope of the research.

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