

**THE CORRELATION BETWEEN THE SCORES
OF MICRO TEACHING AND PLP II SUBJECT
STUDENTS' OF ENGLISH DEPARTMENT
UIN SYAHADA PADANGSIDIMPUAN**



A THESIS

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd.) in English Department*

Written By:

ANGGI SETIA PANGGABEAN
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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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Assalamu 'alaikum warohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Anggi Setia Panggabean**, entitled "**The Correlation Between The Scores of *Micro Teaching* and *PLP II* Subject Students' of English Department UIN Syahada Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfil the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan.

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ABSTRACT

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JudulSkripsi : The Correlation Between the Scores of *Micro Teaching* and *PLP II*
Subject Students' of English Department UIN Syahada

Education for prospective teachers requires many things, including providing opportunities for prospective teachers to teach directly. One of the programs prepared to prepare competent and professional teacher candidates is the Introduction to Schooling Fields (PLP). However, before the PLP was carried out, students had gone through the micro teaching course and had to complete it with a minimum grade C. The title of this study is "The Correlation between Micro Teaching scores and *PLP II* subject". This study aimed at investigating the correlation between micro teaching scores and *PLP II* subject of English language Education Department students Faculty of Education and Teacher Training UIN SYAHADA Padangsidempuan. This research have a quantitative study in form of correlational research. The Micro teaching scores and teaching practice scores from 31 English Department in academic years 2018 from TBI-3 students that were selected using stratified sampling technique is used to be analyzed using Pearson's Correlation Product-Moment. The result of statistical data analysis showed The level of correlation coefficient between two variables is negative and weak. It is revealed by the value or r is -0.106 , while the strong positive correlation occurs when r is close to $+1$. which means there was no significant correlation between micro teaching scores and *PLP II subject*. In addition, the data analysis proved that correlational correlation or r value between the two variables was negative and weak ($r = -0.106$). Thus, the writer concluded that these results implied the scores of micro teaching is not the only factor affecting the students' teaching skills in *PLP II subject* at schools.

Keywords : *Scores of Micro Teaching, PLP II, education, prospective teachers, competent*

ABSTRAK

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Judul Skripsi : Hubungan Antara Nilai dari *Micro Teaching* dan Mata Kuliah
PLP II dari Mahasiswa Tadris Bahasa Inggris UIN Syahada
Padangsidempuan

Pendidikan bagi calon guru membutuhkan banyak hal, diantaranya memberikan kesempatan kepada calon guru untuk mengajar secara langsung. Salah satu program yang disiapkan dalam mempersiapkan calon guru yang kompeten dan profesional adalah Pengenalan Lapangan Persekolahan (PLP). Namun, sebelum Pengenalan Lapangan Persekolahan (PLP) dilaksanakan, mahasiswa telah melalui mata kuliah *micro teaching* dan wajib tuntas dengan minimal grade C. Judul penelitian ini adalah “Hubungan Nilai *Micro Teaching* dengan Mata Pelajaran PLP II”. Penelitian ini bertujuan untuk mengetahui hubungan nilai *micro teaching* dengan mata pelajaran PLP II mahasiswa Jurusan Tadris Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan UIN SYAHADA Padangsidempuan. Penelitian ini merupakan penelitian kuantitatif dalam bentuk penelitian korelasional. Nilai *micro teaching* dan nilai praktik mengajar dari 31 mahasiswa Jurusan Bahasa Inggris yang dipilih dengan menggunakan teknik stratified sampling digunakan untuk dianalisis menggunakan Pearson’s Correlation Product-Moment. Hasil analisis data statistik menunjukkan tingkat koefisien korelasi antara dua variabel adalah negatif dan lemah. Hal ini ditunjukkan dengan nilai r sebesar -0.106 , sedangkan korelasi positif yang kuat terjadi ketika r mendekati $+1$. Yang berarti tidak ada hubungan yang signifikan antara nilai *micro teaching* dengan mata pelajaran PLP II. Dengan demikian, analisis data membuktikan bahwa korelasi korelasional atau nilai r antara kedua variabel adalah negatif dan lemah ($r = -0.106$). Dengan demikian, penulis berkesimpulan bahwa hasil tersebut menunjukkan bahwa nilai *micro teaching* bukan satu-satunya faktor yang mempengaruhi keterampilan mengajar siswa pada mata pelajaran PLP II di sekolah.

Kata Kunci: *Nilai Micro Teaching, Nilai PLP II, pendidikan, calon guru, kompeten*

ملخص البحث

اسم : أنجيسيتيا بانغابيان

رقم القيد : ١٨٢٠٣٠٠٠٧٠ :

موضوع البحث : ارتباط درجات التدريس المصغر مع مقررات PLP في Tbi-3 طلاب قسم اللغة الإنجليزية جامعة شيخ على حسن أحمد الداري الإسلامية الحكومية بادانج سيدمبوان للعام الدراسي ٢٠١٨

عنوان هذه الدراسة هو "علاقة قيم التدريس الجزئي بموضوعات مقدمة ميدانية للمدرسة." تهدف هذه الدراسة إلى تحديد العلاقة بين درجات التدريس المصغر ومواد مقدمة ميدانية للمدرسة لطلاب قسم تعليم اللغة الإنجليزية، كلية تدريب المعلمين والتعليم جامعة شيخ على حسن أحمد الداري الإسلامية الحكومية بادانج سيدمبوان. هذا البحث هو بحث كمي في شكل بحث ارتباطي. تم استخدام درجات التدريس المصغر ودرجات ممارسة التدريس من ٣١ طالبا في قسم اللغة الإنجليزية تم اختيارهم باستخدام تقنيات أخذ العينات الطبقية لتحليلها باستخدام ارتباط بيرسون بلحظة المنتج. أظهرت نتائج تحليل البيانات الإحصائية أن درجة معامل الارتباط بين المتغيرين سالبة وضعيفة. يشار إلى ذلك بقيمة $r = -0.106$ ، بينما يحدث ارتباط إيجابي قوي عندما تكون تقترب من $+1$. مما يعني أنه لا توجد علاقة ذات دلالة إحصائية بين درجات التدريس المصغر ومواد مقدمة ميدانية للمدرسة وهكذا، أثبت تحليل البيانات أن الارتباط أو قيمة r بين المتغيرين كانت سلبية وضعيفة ($r = -0.106$). وهكذا، خلص المؤلفون إلى أن هذه النتائج تظهر أن قيمة التدريس المصغر ليست العامل الوحيد الذي يؤثر على مهارات التدريس لدى الطلاب في مواد مقدمة ميدانية للمدرسة في المدارس.

الكلمات أسايبية : قيمة التدريس الجزئي ، قيمة مقدمة ميدانية للمدرسة

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Irealizesthat there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidimpuan, June 2023

Researcher



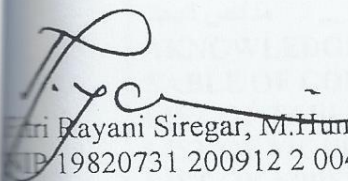
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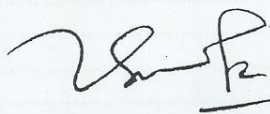
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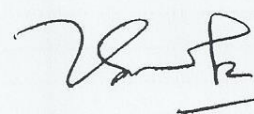
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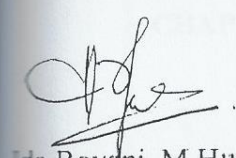

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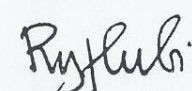

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Education is something that is needed for every individual. Humans as individuals need education in order to be able to develop along with the times. The aim of education is an effort to advance and improve Human Resources (HR) in improving life, both from the scope individuals, communities and nations.

Law of the Republic of Indonesia Number 20 of 2003 Chapter 1 Article 1 concerning the National Education System states, "Education is a conscious and planned effort to create an atmosphere of learning processes and learning processes so that students actively develop his potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

Thus, it can be concluded that education is a process of maturing individuals with certain steps, so that individuals gain knowledge, understanding, and how to behave according to their needs. The process of developing the potential potential possessed by these individuals in carrying out their lives in line with the changing conditions of the times in the education they get, both in formal and non-formal education formal.

One of the factors that affect the success of the implementation education is a teacher, in this case a professional teacher. Therefore, a teacher must have competency standards in carry out their educational

duties. Teacher competence is a combination of personal, scientific, technological, social and spiritual which as a whole forms the competence of professional standards teacher, which includes mastery of the discussion material for participants education, educational learning, personality development, and professionalism¹. One of the government's efforts to make teachers as professionals, namely by establishing regulations Government Number 19 of 2005 concerning National Education Standards. Chapter VI Article 28 Paragraph 3 states that: a teacher must have four competencies, namely (1) pedagogic competence, (2) competence personality (3) professional competence, and (4) social competence.²

It is stated in government regulation of Indonesian education that all teachers and lecturers must have 4 competences in teaching.¹ This is discussed in the government regulation number 74 year 2008 about teachers and number 16 year 2007 about the teachers' academic and competences. Four basic competences are points that need to be taken into account by all teachers as well as lecturers. They are called as pedagogy competence, social competences, and professional competences. In relation to pedagogic competences, the teachers have to master all materials of teaching and able to use techniques and methods in order to make students understand easier toward the lesson. Based on the previous

¹ E. Mulyasa, "Competency Standards and Teacher Certification," *Bandung: Rosdakarya*, 2007.

² Government Regulation, "Government Regulation Number 19 of 2005 Concerning National Standards for Bab Education VI Article 28 Paragraph 3," *Sekretariat Negara Indonesia*, no. 1 (2005): 1-95.

government law, it is mentioned that pedagogy competence of teachers' performance have five indicators, they are: (1) comprehending the characteristics of students; (2) planning of learning-teaching process; (3) implementing of the teaching-learning process; (4) evaluating the result of learning; and (5) developing students potency. It means that teachers and lecturers must know students' characters, plan the lesson well, and implement the method creatively, finally able to improve students' competences³

Education for prospective teachers' requires many things, including Provide opportunities for prospective teachers to teach direct. One of the program prepared, in preparing candidates competent and professional teachers is Experience Practice Field (PLP). However, (PPL: Introduction to the School Field is a medium for students to apply the basics of the teaching profession) and later known as PLP. prior to the PLP implemented, students have gone through theoretical preparations and practice so that students do not feel stiff in front of students, because before entering the field (school) first had do learning exercises.

Micro Teaching can be interpreted as a way of training teacher skills or teaching practice in scope small/limited. stated that Micro Teaching has been described as scaled own teaching encounter designed to develop new skills and refine old ones. defines that micro teaching is a

³Sokhira Linda Vinde, "Fostering Lecturers' Teaching Creativity through Games," *English Education : English Journal for Teaching and Learning* 7, no. 01 (2019): 95.

performance training method designed to isolate the component parts of the teaching process, so that the trainee can master each component one by one in a simplified teaching situation ⁴

Micro Teaching is carried out in the *Micro Teaching* laboratory contained in the Faculty environment with the guidance of lecturers from each english department in the Faculty. Not only that, the *Micro Teaching* Laboratory must also have tools to enhance this learning such as projectors digital video cameras, TV monitors, and others. However, based on observations of researchers in participating in *Micro Teaching* lectures the device is not operating properly.

Completeness of *Micro Teaching* subject is one of the requirements for prospective teacher students to take part in the PLP. not just a condition but, through, *Micro Teaching* is actually a student teacher candidate preparing themselves and get real experience in practicing teaching. If the implementation of *Micro Teaching* can go well, then it will provide many benefits for prospective teachers.

After the *Micro Teaching* course is declared to have passed, then students carry out PLP. PLP is an academic activity carried out by Teaching Training Faculty students in apply and develop personal, social, and professional, pedagogic tangible in the scope of student performance

⁴ Zainal Arifin, "Arifin, Zainal. 2012. *Penelitian Pendidikan Metode Dan Paradigma Baru*. Bandung: Remaja Rosda Karya.," *Metode Penelitian* (2012): 22–34.

practitioners in the aspects of knowledge, skills, attitudes, and behavior teacher experience that is actually experienced in madrasas/school.

PLP is an activity intracurricular which includes teaching practice activities, research education, management, personality in schools as subjects, PLP weighs 4 credits which is fully implemented in schools. Program This is also done to prepare students to have the ability and skills in the learning process, so that through the program In this case, students will achieve the four competencies of a teacher.

Through this PLP, students can train themselves to acquire the theories and knowledge and skills that have been obtained during college. the PLP program. Will give you an idea and students' practice of real conditions to become workers educator or teacher. This PLP activity is carried out by students Teaching Training Faculty in order to implement and develop the four competencies teachers, namely professional, pedagogic, personal, and social competencies. In implementation of PLP can also become teacher practice activities, research, and education processing.

PLP students lack are confidence to appear in front, nervous in speaking or explaining material brought, and the lack of mental readiness to face the actual behavior of students because each participant students

have different behavior.⁵ When conducting practice some students were not the same in *Micro Teaching* practice as the lesson plan they had made because they did not understand it and what the purpose of the lesson plan was, because the lesson plan was very useful for students or prospective teachers⁶

Students can hold various learning skills while carrying out PLP and there are also students issuing ideas, skills, and various other skills to attract the attention of their students when they have plunged into the open to face real students. The use of *Micro Teaching* is an important part because it relates to The appearance of the effectiveness of PLP. This assessment is a form of response from students after taking *Micro Teaching* and PLP courses in carrying out the learning process⁷.

In general, the objectives of classroom management are: maintain effective classroom organization. In particular, Class management aims:

- a) Create and maintain optimal learning conditions.
- b) Restore optimal learning conditions.
- c) Be aware of students' needs.
- d) Respond effectively to student behavior.
- e) Developing students to be responsible to his behavior.

⁵ Siti Asiah Student of TBI UIN SYAHADA Padangsidimpuan Interview on, Friday 04 November 2022

⁶ Okta Mulyani Student of TBI UIN SYAHADA Padangsidimpuan Interview on Monday 07 November 2022

⁷ Radia Anggina of TBI UIN SYAHADA Padangsidimpuan Interview on Sunday 06 November 2022

f) Building students' awareness to behave in accordance with the rules.

g) Developing an obligation to involve oneself in classroom activities.⁸

The Roles of the use of *Micro Teaching* subject activities are implemented whether in accordance with the indicators that have been set or not. Based on the background of the problem, the researcher is interested in conducted research with the title **''The Correlation Between the Scores of *Micro Teaching* and *Plp II* Subject Students' of English Department UIN Syahada Padangsidimpuan.**

B. Identification of the Problem

Based on the background described above, in order to expedite this research so that the discussion does not widen to matters that are inconsistent with the formulation of the problem and research objectives, the researcher will focus on the problem in this research. as for the focus of the problem, it is about The Correlation Between The Scores of *Micro Teaching* and *Plp II* Subject Students' of English Department UIN Syahada Padangsidimpuan

C. Limitation of the Problem

In this study it is necessary to limit the problem so that the focus is not widened, it can be carried out according to the range of capabilities

⁸Barnawi and M. Arifin, *Microteaching*. (Jogjakarta: Ar-Ruzz Media, 2016),p. 153

available time and cost. The present study uses students' micro teaching scores and students' ability PLP scores as the two variables that will be analyzed to investigate the correlation of the variables. Also, this study uses efficiently correlation table to find the strength of correlation between the variables.

D. The Formulation of the Problem

Based on the research question above, the formulation of the problem is “there any: The Correlation Between Micro Teaching Scores and the ability of PLP in English Department UIN Syahada Padangsidimpuan?”

E. The Objectives of the Research

To Know whether there is a correlation between micro teaching scores and the PLPII in English Department UIN Syahada Padangsidimpuan.

F. The Significances of the Research

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

G. Definition of the Operational Variables

To reduce miss understanding between researchers and readers about terms in assuming the title of this research, the researcher defined the following terms.

1. Micro Teaching Subject (Variable X)

Micro Teaching is a learning model minimized or called real teaching. The number of participants is about 5 up to 10 people, the class room is limited, the implementation time between 10 and 15 minutes, focused on skills teach certain things and simplify the basic language.⁹

Another opinion says that *Micro Teaching* is a system that allows a prospective teacher to develop skills teach him in (PLP) in certain teaching techniques. Classroom Action Research begins with the teacher's concern and is carried out with corrective action to overcome the problem. The meaning of Classroom Action Research is not only in the form of a closed classroom but a place of learning where students actively pursue assignments given by the instructor.¹⁰

2. Students ability in PLP (Variable Y)

School Field Introduction (PLP) is an activity in teaching and PLP in the theory learned in the previous semester which was followed by

⁹ Zainal Asril, "Accompanied by Field Experience Guidelines," Jakarta: Rajawali Press, 2013.

¹⁰Wardani et al Igak, "Basic Communication and Basic Teaching Skills," International Journal of Control and Automation 13, no. 1 (2020): 365–383.

students of semester VIII which was carried out regularly scheduled and guided by a lecturer appointed by the rector.¹¹

¹¹ Ibrahim Siregar, et al. *Academic Guide for State Islamic High Schools Padangsidempuan* (Padangsidempuan: STAIN Padangsidempuan, 2013), p. 47.

CHAPTER II

LITERATURE REVIEW AND HYPHOTESIS

A. Theoretical Description

1. *Micro Teaching*

a. Definition of *Micro Teaching*

Micro Teaching is a learning activity where everything is minimized or simplified and carried out in a planned, controlled, laboratory setting. and sustainable to establish or develop teaching skills of teachers or prospective teachers. Simplification These include students, time, materials, learning, and the types of teaching skills being trained. In essence, micro learning is also real teaching, just on a micro scale. Which is a special feature *Micro Teaching* are the components of learning that simplified.¹²

Micro Teaching is a performance training method designed to isolate the componet
prat of teaching processes, so that the trainee can master each component one by one in a simplified teaching situation . (an approach or simplified

¹² Muzakir, “*Micro Teaching Theory and Its PLP Application in Learning,*” Makassar: Alauddin University Pressress 3, no. 1 (2012): 1–10,
<http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:EM+Demystified:+An+Expectation+Maximization+Tutorial#0>.

learning model to train the performance or teaching skills of teachers through part by part of each basic skill).¹³

So the definition of *Micro Teaching* above is that *Micro Teaching* learning activities can train appearance or skills to teach teachers through part by part of each basic skill, such as many students in a room then divided into several groups so that the teacher or lecturer who teaches knows the changes or appearance and skills of these students.

Such models and mechanisms are well developed, because the forum can also be used as a medium for exchanges ideas between practitioners (which may unintentionally have committed shortcomings) with supervisors. By exchanging ideas, you can perform various alternatives to overcome some which shortcomings have been made by the practitioner for the next time the prospective teacher does not make the same mistake same.¹⁴

In learning *Micro Teaching* this is very important for as prospective teachers or students to know whether understanding and reality in studying *Micro Teaching* so that as can understand and easy to follow the learning learning process of *Micro Teaching* subjects.

¹³ Asril, "Zainal Asril Microteaching Is Accompanied by Field Experience Guidelines."

¹⁴ Sardiman, *Teaching and Learning Interaction and Motivation*, (Jakarta: Raja Grafindo Persada, 2011), p. 186.

b. *Micro Teaching Learning Objectives*

The general purpose of *Micro Teaching* is to prepare prospective teachers for the job teach fully in front of a knowledgeable class, skills, abilities, and attitudes as a professional teacher. While the specific instructional objectives of *Micro Teaching* after following this program prospective teachers expect:

1. Analyzing the teaching behavior of his friends and himself.
2. Carrying out special skills in teaching.
3. Practicing various teaching techniques appropriately and right.
4. Creating an effective teaching and learning situation, productive, and efficient.
5. Be able to act professionally as a teacher.¹⁵

The purpose of studying *Micro Teaching* is to help students or prospective teachers, to find out how to teach and improve the problem in teaching when practicing if something is not good and mutual exchange ideas with other friends.

¹⁵ Ahmad Sabri, "Micro Teaching Learning and Teaching Strategy, (Jakarta: Quantum Teaching, 2005)," *Jakarta: Quantum Teaching* (2005): 150.

c. *Micro Teaching* Stages and Procedures

In the implementation of *Micro Teaching*, the first level and both teacher candidates are instructed to understand the vision and theoretical basis on the basic teaching skills to be mastered. In addition, prospective teachers observe and imitate the PLP application of the model model of teaching skills according to the field of study. The third stage is the preparation of program planning learning by referring to the required format when carrying out teaching practices in training schools. However I see, he can add a teaching skill contract which will be used.

The fourth stage is for each prospective teacher in the group each will practice one teaching session with different isolated skill contracts. Fifth stage is after the presentation the teacher candidate gives a comment (debriefing) on what has been going on. While the members others (as students and observers) provide performance feedback This first one is used as input and as improvement in preparing preparations and re practice.¹⁶

In the stages and procedures of *Micro Teaching*, it can be concluded during the implementation of *Micro Teaching* learning there is several stages that must be passed by students, so that students understand insight and master the theoretical basis of basic teaching skills, materials, media,

¹⁶Ahmad Sabri Ibid, p. 41-42

and model PLP application model skills according to their respective situations.

d. Basic Teaching Skills

The teacher should make learning more effective and efficient. They have to use other alternative way to attract students' attention while learning teaching process. To solve this problem, of course, the creativity of teachers in choosing method or media is suitable. Students learn best when they have an equal opportunity to share with each other and apply concepts through using media. In this case, media is an exact tool of studying to be implemented because it is an instructional methodology that promotes both. The teachers or lectures as the source of knowledge need media to explain the lesson material. During learning teaching process is done, the students have to focus the main of knowledge. Sometimes, the students are bored in learning. Because the teacher just explained in the subject matter. Its maked bored for students, so that they are less attention to study. It can be cause of low students learning outcomes. To overcome this problem, Power Point is choosen as media to attract students' attention in learning teaching process, because the media is attractive and can be used to facilitate delivering course material. Media are tools; here in this case media means a tool of transferring learning materials from the techers to the students that can make them easier and more interest in the process of teaching ang learning. These are several

experts' terms about definition of media, such as: first, Association for Education and Communication Technology (AETC) said that media is all things that used as medium of information. Second, National Education Association (NEA) interprets media as printed and media visual forms of accompanying technology. Third, according to Sadiman, media is a tool to deliver messages include of educational attitude, which make into the symbols or verbal and visual communication. Fourthly, Gagne and Briggs said that media are an aids which are used physically to convey the content of material that includes a books, tape recorder, cassette, video recorder, film, photo, picture, graph, television and computer.¹⁷

Skill is the ability to complete task, capable and agile. Skills or skills can also connoted as a collection of knowledge and abilities which must be mastered. It can be studied, described and defined.¹⁸ While teaching is a teacher's effort to create conditions or regulate the environment, including teachers, learning tools and so on which is called the learning process until the goal that has been determined is achieved.

¹⁷Rayendriani Fahmei Lubis, *using power point in teaching to attract students' attention* (scholar.archive.org Vol. 07 No.02 Juli 2015)

¹⁸Ali Imron, *Teacher Development in Indonesia*, (Jakarta: Pustaka Jaya, 1995), p. 85

To create creative and learning fun it requires a variety of skills, such as:

1. Questioning skills.

Questioning skills play an important role because well-structured questions and throwing techniques can have a positive impact on students. In addition to increasing interest and curiosity, the positive impact asking questions is to increase student participation in teaching and learning activities, developing patterns and methods active learning of students because he will think about the problem being faced or discussed¹⁹.

2. Reinforcement skills

Giving reinforcement (reinforcement) is a positive response to a behavior that occurs again. There is some things that the teacher must pay attention to in giving reinforcement, including:

- a. Strengthening must be given seriously.
- b. The reinforcement given must have a meaning that is in accordance with the competence given the reinforcement.
- c. Avoid negative responses to student answers

¹⁹Jumanta Hamdayama, *Metodologi Pengajaran, Jakarta: Bumi Aksara* (Jakarta: Bumi Aksara, 2016)..

d. Strengthening must be done immediately after a competency is displayed.

e. The reinforcement given should be varied.²⁰

3. Variation skills

Variation is a teacher activity in recognizing context teaching and learning interactions that are shown to overcome boredom of students so that in a teaching and learning situation that aimed at overcoming student boredom so that the students' teaching and learning situations always show an attitude enthusiasm and perseverance passionate and active participation in every step of the learning activity. The purpose of holding variations in learning is:

a. Increase students' attention to relevant standard material.

b. Provide opportunities for the development of students' talents to new things in learning.

c. Foster positive behavior of students towards learning.

d. Provide opportunities for students to learn according to their level of development and ability.²¹

²⁰ Buchari Alm et al, *Professional Teachers: Mastering Teaching Methods and Skills*, (Bandung: Alfabeta, 2010), p. 40.

that kinesthetic is the dominant style that students have in learning which means they like learning by doing direct actions and practices in context of real life. Then, they also like moving around from their seats, and like learning together with their groups rather than individual learning. In fact, games are the most favorable activity chosen by these learners. In contrast, there are only a few students who are regarded as verbal which means that the students prefer to learn by lots of reading and writing. In matching the students' learning styles, it is seen that the teacher tries hard to match them by applying various types of teaching styles such as becoming a good facilitator, role model, delegator, and experts. In fact, the teachers tend to match the kinesthetic learning styles in which they like to provide the learning with lots of authentic task related to students' real life context.²²

4. Ability to explain

The ability to explain in learning is delivery of information orally organized verbally systematic way to show that there is a one-to-one relationship with the others. For example, between cause and

²¹Ahmad Sabri, *Micro Teaching Learning and Teaching Strategies...*, p. 98

²² Sokhira Linda Vinde, "Varying Teaching Styles for Learning Styles Differences," *English Education: English Journal for Teaching and ...* 07, no. 02 (2019): 211–221, <http://194.31.53.129/index.php/EEJ/article/view/2242>.

effect, the definition of with an example or something that is not yet known.²³

5. Skills for guiding small group discussions

group work is a general word that refers to a variety of methods when two or more pupils are given a job that requires teamwork and self-initiated language. Simply put, a group of two people is a pair. Additionally, it's crucial to keep in mind that group work typically entails "small" group work, which refers to groups of six pupils or fewer. Large groups undermine one of the main goals of group work, which is to provide pupils more possibilities According To Johnson, there are three types of group work, as follow:

a) First, there are informal learning groups. In a single class period, for instance, students are brought together by being asked to turn to their neighbor and spend two minutes debating an issue posed to them. To focus students' attention on the topic to be learnt and to foster a positive learning atmosphere, use the informal learning group.

b) The second type is formal learning groups, which are formed to carry out specific tasks like conducting lab experiments, writing reports, finishing projects, or composing presentation papers.

c) The last is Study teams or cooperative based groups, the final type of group work consists of long-term, stable groups whose primary function is to provide students with support, encouragement,

²³Ahmad Sabri, *Micro Teaching Learning and Teaching Strategies...*, p. 100

and assistance in finishing their course obligations and tasks there are five implementation of group work, as follow:

- a) Evaluating classroom language
- b) Selecting appropriate group technique
- c) Planning group d) Monitoring task
- e) Debriefing According to Brown there are four advantages of group work, they are:
 - a) Group work generates interactive language
 - b) Group work offers an embracing affective climate
 - c) Group work promotes learner responsibility and autonomy
 - d) Group work is a step toward individualizing instruction²⁴

6. Skills to open and close learning.

The skill of opening lessons is the act of the teacher to create a metallic attitude and generate attention students to focus on what will be learned. Open learning is carried out by set induction , namely business or activities carried out by teachers in interaction activities educative to create preconditions for students to mental and his attention is focused on the material to be studied so that it has a

²⁴ Sokhira Linda Vinde, “*Making Use of Group Work Interaction Pattern in Learning English,*” proceeding of conference on english language teaching(CELTI 2023), no. 2000 (n.d.): 996–1009.

positive effect on learning activities²⁵. Opening up learning is not an attendance activity students or ask students to pray but it can be done prepare students mentally to accept learning.

7. Class management skills

Classroom management is a teacher's skill to create and maintain optimal learning conditions and return it if there is a disturbance in the learning process teach. an optimal learning condition can be achieved if able to manage students and teaching facilities as well as control it in a pleasant atmosphere for achieve teaching goals. Effective classroom management is an absolute requirement for the learning process to occur effective teaching.²⁶

8. Small group and individual teaching skills

Small group discussion is one of the cooperative gaining knowledge of strategies wherein students works in corporations of 3 or four. According to Barker, the usage of small group discussion strategies in teaching, particularly reading comprehension, will allow the scholars to get the which means of a passage with the aid of using getting data from his friends and teacher. According to Bormann in Rizki, Small Group Discussion (SGD) is something that

²⁵ Saiful Bahri Djamarah, *Teaching and Learning Strategy*, (Jakarta: PT Rineka Cipta, 2006), pp. 138-139

²⁶ Saiful Bahri Djamarah, *Teaching and Learning Strategy*, (Jakarta: PT Rineka Cipta, 2006), page 174

composed 3 or greater humans running collectively to do, in reality, exact hobby or to attain a not unusual place goal (Rizki, 2017). It means a small institution is a small member of humans, work collectively through interplay whose interdependent courting lets in them to attain a mutual goal. Further, small group discussion is effective in enhancing the students' reading comprehension (Setianingsih & Harahap, 2020). It means the usage of small group discussions in teaching reading comprehension is an appropriate alternative. According to Sagala, group discussion group is more powerful if the group includes 3-four college students, allow students to offer their critiques or thoughts to different college students easily (Sari, 2016). It approaches institution dialogue is a conversation wherein humans communicate to at least one another, sharing thoughts and critiques.²⁷

Individual teaching skills are a teacher's skill in teaching students one by one. Therefore, students who can quickly complete their learning slowly, or in other words, students develop as optimally as possible according to their abilities. This teaching occurs when the number of students faced by the teacher is limited,

²⁷ Zamila Fitriani Siregar, Eka Sustris Harida, and Zainuddin Zainuddin, "Small Group Discussion For The Students' Reading Comprehension Of The Senior High School Students," *TAZKIR: Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman* 6, no. 1 (2020): 147–158.

which ranges from 3-8 people for small groups and one for individuals²⁸.

From the explanation above for prospective teachers or students important to understand what the purpose and benefits of studying *Micro Teaching*, so you can prepare yourself, mentally and also master all basic teaching skills before committing the practice process of learning *Micro Teaching* courses .

e. Learning Benefits of *Micro Teaching*

Micro Teaching is an exercise to prepare a teacher who is professional in teaching and this is very useful for prospective teachers. There are several benefits obtained teacher candidates through teaching training in micro learning teaching, among others:

1. Develop basic teaching skills of teachers.
2. Teachers can practice good teaching methods and in accordance with the material being taught.
3. Improving students' teaching skills by making repairs or improvements for students who have not graduated.
4. Re-training for prospective teachers who have not graduated aims to improve their mastery of basic teaching skills.

²⁸ Moch. Uzer Usman, "*Becoming a Professional Teacher*," Bandung: PT Remaja Rosakarya (2009):.p. 109

5. Focusing the attention of prospective teachers, so that learning is directed and objective.
6. Demanding prospective teachers to develop observation patterns which is well organized and objective.
7. Creating an effective and efficient learning situation, so that prospective teachers can use their time properly and appropriately.²⁹

While in the teacher education book based on competence approach by Oemar Hamalik, that The importance of micro learning can be seen from various aspects, that is:

1. *Micro Teaching* is a new technique or model in learning activities and
 2. has become part of the renewal for the better. Micro learning aims to develop the teaching skills of prospective teachers or as an improvement effort to train prospective teachers in using various skills so that the learning process can run effectively and efficiently. Since this is a new technique, it should be studied more carefully, even if possible, research should be carried out beforehand so that it can be implemented efficiently and achieve the target.
2. *Micro Teaching* is very useful for teaching practice, both in pre - service and in-service. Because by holding training before becoming a

²⁹Zainal Asril, *Micro Teaching: accompanied by Field Experience practice* (Jakarta: PT Grafindo Persada, 2012), p. 53.

real teacher and various kinds of capital to become a teacher. This technique is very useful in efforts to foster teacher professional competence. In the future, the teacher's role is very broad, including:

- a. Teachers as a cognitive measure
- b. Teachers as moral and political agents
- c. Teachers as innovators
- d. Teachers as cooperative
- e. as agents of social equality and education.³⁰

Below will be discussed in depth about what only thing that becomes the role of a teacher in educating, teach and guide their students. Where is the role shown by this teacher to develop the potential owned by students, which includes in terms of cognitive, affective and psychomotor, namely:

1. The teacher as a cognitive measure, where one of the teacher's tasks is to teach, namely to convey knowledge and explain it to students. Besides that, the teacher also helps students who are developing to learn something they do not know. For this reason, the teacher must try to be skilled in conveying the material and prepare everything when there is a problem.

³⁰Oemar Hamalik,. p. 144.

2. Teachers as moral and political agents who guide their students both physically and psychologically in the form of mental, emotional, creative, moral and spiritual guidance. For this reason, the teacher is an example and for the sake of implementing it, it must be done from the teacher himself.
3. The teacher as an innovator who is always responsive to the existence of gaps in students. In this case the teacher becomes a reformer towards a better direction for students and with that the teacher must have the competence and knowledge to develop the potential of each child.
4. The teacher acts as a cooperative, which between teachers and other teachers, staff, employees, and also with the principal must work together in an institution so that the potential of children can be developed optimally whether it concerns divine, insaniyah and akliya potentials and this also without the help of parents.
5. The teacher as an agent of social equality and education, which in the life of the teacher is part of the community and lives in the midst of society. For this reason, teachers must be able to adapt to their environment in order to create a peaceful and prosperous society,

because teachers also have similarities with others who need each other.³¹

Micro Teaching learning is very useful for candidates teacher, the main goal is to develop skills teaching principles. For that, prospective teachers who are not really yet mastering good teaching methods will be improved improvement until he passed. It is intended to mature the teaching skills of prospective teachers, so that he does not will be afraid and awkward to teach in the real class.

Teachers are a controller and monitor in the learning process. They are the key success of educational initiatives related to classroom practices because they are not passive accepters of plans created at the upper levels of education systems. Instead, teachers are the final judges of classroom practices. According to Laurillard teachers discover how to make productive connections between themselves, their learners, and their subject. They assume a crucial role in designing classroom environments that encourage students to become active, selfmotivated learners. Therefore, teacher related factors, such as their beliefs and attitudes as well as their competence and skills, are considered essential to the success of educational practices. Efforts to implement initiatives into schools must take factors related to the

³¹ Ibid. p 24

teacher into account as they outweigh factors related to other levels of the education system such as school leadership, educational directorates, and ministry of education³²

2. The Nature of *PLP*

a. Meaning of *PLP*

Basically, the PLP is an effort to increase reinforcement or competence professionals through practical work in an environment that actually. But over the years this PLP has been interpreted by the PLP management unit as a “teaching practice”.³³ PLP is essentially doing or provide learning to someone or several people in the form of knowledge and others. Practice stress field experience is a training activity to implement various knowledge, attitudes, skills in the process complete and integrated learning, so that after they complete micro or PLP learning.

PLP is expected by students or prospective teachers become professional and highly dedicated teachers in devotion, activities in the form of teaching training carried out by someone in a guided manner to

³² Neng Rizki et al., “*Teachers’ Perception of Using Google Classroom in Teaching English At Smkn 1*,” The Second International Conference of TBI (2021): 86–105.

³³ Yusufhadi Miarso, *Sowing the Seeds of Educational Technology*, (Jakarta: Kencana, 2004), p. 17

get skills in giving lessons and taken in a certain time as one of the requirements to fulfill the practice³⁴.

PLP activities have a very important meaning for students because it can increase cooperation between students so that they give and receive experiences learn to break barriers in implementation classroom learning. PLP for students of the Faculty of Education and Teacher Training UIN Padangsidempuan is an activity routines held every year for final year students. And this is an attempt to prepare students as a teacher candidate to be more expert in their respective fields respectively.

b. PLP Purpose

In implementing PLP, there are many goals: every PLP student or teacher candidate, in general the goal is PLP are:

1. Guiding prospective teachers towards the formation of a good personality have values, attitudes, knowledge and skills that education administrator teacher profession is needed and able to capture the meaning of the teacher's situation he faces.
2. Guiding prospective teachers so that their personality is education or some good and loyal teachers profession, mastering and able to

³⁴ Abdul Kadir Mansyuri, et al, *Teaching Guidelines*, (Surabaya; National Business, 2013), p.25

develop sciences in accordance with the field of education and the development of the times as well as providing education at school and outside school.

3. Guiding prospective teachers to appreciate appreciatively prospective teachers know what the PLP is to do and skilled in all teaching activities, so that by thinking about the formation of the candidate's mental attitude in accordance with the teaching profession so that a prospective teacher has skills in providing student learning.³⁵

In particular, the aim of the School Field Introduction is: for a prospective teacher to pass practical field experience can connect and develop their knowledge in accordance with the profession and it has

c. PLP Benefits

Benefits of practical experience for prospective teachers directly as a guide and consideration in teach, so that they are physically and mentally ready deal with problems that arise in the field.

Especially for prospective teachers, teaching practice is useful to train the habituation of prospective teachers in realizing knowledge that have been obtained during the lectures. So that the prospective teachers know what the PLP is to do in lectures.

³⁵ Asril, "Zainal Asril Microteaching Is Accompanied by Field Experience Guidelines." p. 37.

d. PLP Implementation Technical

The implementation of PLP is a means to print candidates professional teacher after completing SI studies. activities PLP lasts for about a month and a half. Students as a PLP student, it is recommended that first make observations in other introductions about school which is used as the location of PLP in order to adapt to specified location.

The fields of study that are practiced from the English Department in UIN Syahada Padangsidempuan who will ready to be deployed to the field, the location has been placed by the rector of the Faculty are:

1. Department of Islamic Religious Education (PAI)
2. Department of Mathematics (TMM)
3. Department of English (TBI)
4. Department of Arabic Tadris (TBA)
5. Department of Primary Teacher Education (PGMI)
6. Department of Early Childhood Islamic Education (PIAUD)
7. Department of Indonesian Language Education
8. Department of Chemistry Education³⁶
9. Department of Biological Education
10. Department of Physics Education.

³⁶ Ibrahim Siregar, et al, *Academic Guide for State Islamic High Schools Padangsidempuan* (Padangsidempuan: STAIN Padangsidempuan, 2013), p. 66

The technical aspects in the implementation of PLP are:

1. Duties and obligations of PLP participants

- a. Carry out the entire series of PLP activities regulated by Department of English UIN Syahada Padangsidempuan (following debriefing, release ceremony, submission and withdrawal),
- b. Carrying out all activities arranged by the school (such as flag ceremonies, religious service activities, etc.),
- c. Submitting a letter from the school explaining that the school accepts students to carry out PLP activities
- d. Carrying out learning practices of at least 16 hours of lessons,
- e. Preparing all documents needed to support PLP activities, and
- f. Making a final report before the PLP activity ends.³⁷

So every PLP student must carry out his duties and obligation to get good grades and get useful and meaningful experience because in activities PLP is a way to train yourself to become an employee beloved and well-liked educator.

PLP has two systems, the first is the examination system, the second is the apprenticeship system. The exam system means a form of practical teaching practice, where after a student prospective teachers have completed practical field experience, held a test in front of an

³⁷ Ahmad Nizar Rangkuti and Yuhanni Yuhanni Yuhanni, "Refleksi Keterampilan Dasar Mengajar Mahasiswa Praktik Pengalaman Lapangan Iain Padangsidempuan," *Forum Paedagogik* 12, no. 2 (2021): 216–230, p. 5

examiner (a teacher designated as tutor at the practice). While the apprenticeship system, where prospective teachers (students) entrusted to the principal and subject teachers who are similar to the subject assigned to prospective teachers to act as appropriate a teacher who already has certification (pedagogic, professional, social, and personal), all tasks performed entirely by prospective teachers. These tasks are in the form of making test questions, fill in report cards, avoid teacher meetings, join manage study tour trips, and so on.³⁸

Before plunging to carry out the PLP directly to the field of students or prospective teachers know the technicalities in the implementation of PLP to prepare their duties and responsibilities as PLP participants.

e. PLP Student Requirements

Students who follow practical field experience must meet the requirements that have been recommended by the Faculty to find out the student that following during lectures and have completed the courses that have been determined, the PLP student requirements include:

- a. Have passed the courses that are required for PLP according to with the curriculum of the study program;

³⁸ Zainal Asri, *Micro Teaching Accompanied by Field Experience Guidelines...*, p. 98

- b. Have taken the minimum number of credits specified, and
- c. Have a Grade Point Average up to with 6th semester minimum 2.00.

The requirements for lecturers who can guide practitioners are permanent lecturers of English Department UIN Padangsidempuan who are in accordance with the practicum study program and have functional positions³⁹.

The explanation above, the researcher concludes that every student who have completed their studies in semester VII then students will carrying out PLP for English Department UIN Padangsidempuan, students must meet the requirements above.

f. PLP Management

As the PLP passes there are tasks assigned to be managed by the Implementation. Description The duties of each component related to PLP activities are as follows:

1. Dean of Tarbiyah Faculty
 - a. Responsible for the implementation of PLP activities,
 - b. Leading the release ceremony of the practitioner, and
 - c. Sign the PLP cooperation letter.

³⁹Ibid., p. 1

2. Deputy Dean I for Academic Affairs

- a. Develop PLP policies,
- b. Coordinate with WD II, WD III, head of study programs, PLP committee
- c. Receive reports on the implementation of PLP, from the committee PLP, and
- d. Evaluating the implementation of PLP.

3. Deputy Dean II for AUPK

- a. Carry out PLP financial administration,

4. Vice dean III for Student Affairs and Cooperation

- a. Coordinate with the PLP committee and related practices collaboration with partner schools,
- b. Coordinate with WD II related to the implementation of PLP activities, and
- c. Coordinate with WD I related to the implementation of the practitioners release ceremony.

5. Head of Study Program

- a. Coordinate with the PLP committee regarding the implementation of PLP,
- b. Determine students who meet the requirements to take part in PLP activities, and

- c. Receive reports on the implementation of PLP from the PLP committee.

6. Committee PLP

- a. Receive a list of names of students who meet the requirements to take part in PLP activities,
- b. Look for schools where PLP is implemented and determine mentor lecturer,
- c. Prepare the administration needed by students, tutor teachers, supervisors,
- d. Provide direction/briefing to practitioners and supervisors,
- e. Preparing the release ceremony for PLP practitioners, and
- f. Summarizes the value of the PLP practitioner and submits it to the Academic Administration section.

7. PLP supervising lecturer

Supervision is a procedure of steering from the advanced to instructors and different college employees who at once deal with the students' gaining knowledge of, to enhance the coaching and gaining knowledge of the situation, so that scholars can research correctly with growing gaining knowledge of achievements. In addition, supervision can be interpreted as an effort to systematically and continuously observe explanations, instructions, and coaching and straighten out various things that need to be corrected. This suggests that supervision is only sometimes a short-term pastime. However, it is a non-stop pastime, so instructors usually broaden their responsibilities and can clear up diverse instructional and studying troubles successfully and

efficiently. For this reason, supervision needs to be carried out by the principal as an educational leader so that work or activities can occur to the established plan and that improvement efforts can be taken if misappropriation or deviation occurs. Effective supervision practices encompass offering comments on plenty of topics, including powerful academic techniques and methods, study room control issues, scholar behavior, and scholar achievement. Additionally, principals must assist instructors within the expert improvement and group-building regions. Principals offer remarks and steering to their instructors to enhance pupil learning. Principals also can assist instructors in broadening lesson plans and strategies, revealing pupil progress, perceiving troubles early on, and creating a supportive painting environment. Principals additionally play a critical function in the instructor assessment process . Principals often have to offer comments and steering to assist instructors in enhancing their coaching skills.⁴⁰

Supervisors usually work on two types of coaching: coaching for success, coaching for performance improvement. Coaching for success is usually done proactively before people handle a situation or task, or when they first do it. Coaching to improve performance and manage a variety of performance problems is done as a reaction to correct problems related to performance. In this study, mentoring and supervision is done as a need to improve and increase performances or skills. The following is the definition of each coaching: - Coaching for success; coaching that are given to people to successfully deal with a new situation or challenging situation, for example:

⁴⁰ Hamka, “*The Role of Principals on Teacher Performance Improvement in a Suburban School,*” *Qalamuna*, 1 UIN Syekh Ali Hasan Ahmad Addary, Padangsidempuan, Indonesia; hamka@uinsyahada.ac.id Received: 15, no. 1 (2023): 371–380, <https://creativecommons.org/licenses/by-sa/4.0/>.P. 372

- a. Obtain new responsibilities, such as preparing cost estimates, and work schedules.
- b. Learn new skills, tasks, and job functions, such as using new computer equipment or programs.
- c. Working with new colleagues, work groups or colleagues.
- d. Deal with new or difficult situations, such as making a presentation or leading a difficult meeting.

Coaching for performance improvement; coaching that are given to people to improve their performance or work habits that are not effective, for example:

- a. Jobs that are not always finished, always come late, talk too much or use the internet for outside work.
- b. Not effective in conducting meetings, impatient and unwilling to cooperate with other colleagues.
- c. Always exceed the prescribed time limit, do not reach the target, or always exceed the planned estimates.
- d. Get bad ratings from other colleagues or from mentors or make too many mistakes.
- e. Coaching to manage various performance issues - Coaching intended to handle performance problems, work habits, or serious negligence, for example:
 - a. Continuously does not reach the target set before.
 - b. Repeatedly arriving late or not coming for sick reasons, violating important rules.
 - c. Threatening or harassing coworkers.⁴¹

8. Feedback at least once,

- a. Doing the handover of practitioners with the school in at the beginning and at the end of the PLP implementation,

⁴¹ Sokhira Linda Vinde, “utilizing ‘mentoring and supervision’ program as a way to increase lecturers’ teaching professionalism,” *English Education: English Journal for Teaching and ...* 06, no. 1 (2018): 39–51.

- b. Assist in the preparation and implementation of teaching practices,
- c. Coordinate with tutors regarding the preparation, implementation, and evaluation of learning practices,
- d. Collect all assessment instruments that have been filled out by the tutor teacher.
- e. Guiding practitioners in compiling PLP reports, and
- f. Determine the final value of each practitioner and submit it to the PLP committee.

9. Principal

Principals often have to offer comments and steering to assist instructors in enhancing their coaching skills. Principals also can assist instructors in broadening lesson plans and strategies, revealing scholarly progress, perceiving issues early on, and creating a supportive painting environment (Linden, 2022). However, a few researchers argue that principals must now no longer be entirely liable for the trainer assessment process. Instead, they must paint with the college district to expand a sound, truthful assessment gadget that displays scholar achievement (Cui & Zhang, 2018). Principals are an important part of the trainer's performance equation. They offer comments and steering to their instructors to enhance pupil learning. Principals can also assist instructors in increasing lesson plans and strategies, screening pupil progress, becoming aware of troubles early on, and creating a supportive painting environment. From this background, researchers want to know more about the role of

principals in improving teacher performance, and how principals' strategies in improving teacher performance in remote schools.⁴²

- a. Determine the tutor teacher for each practitioner and
- b. Responsible for the activities carried out by the practitioner at the school.

10. Co-ordination of Civil Servants

- a. Coordinate the implementation of PLP with all teachers tutor
- b. Assisting civil servant teachers in the management of the PLP process in school

11. Civil Service Teacher

- a. Provide direction in preparing lesson plans,
- b. Helping practitioners recognize the general situation of the school and provide orientation around the learning program of the subjects they are taught.
- c. Provide an explanation to the practitioner about the activity activities carried out at school
- d. Accompanying teaching practice in schools for each practitioner at least 3 (three) times,
- e. Signing or giving initials to the practitioner's PLP diary,
- f. Conduct assessments and provide feedback to practitioners, and

⁴² Hamka, *"The Role of Principals on Teacher Performance Improvement in a Suburban School."* P. 372

g. Submit all evaluation instruments to the supervisor.

12. Practice

- a. Carrying out the entire series of PLP activities regulated by English Department UIN Padangsidempuan (following debriefing, release ceremony, submission and withdrawal)
- b. Carrying out all activities arranged by the school (such as flag ceremonies, community service, religious activities, etc.),
- c. Submitting a letter from the school explaining that it accepts students to carry out PLP activities,
- d. Carrying out learning practices of at least 16 hours of lessons,
- e. Preparing all documents needed to support PLP activities, and
- f. Making a final report before the PLP activity ends⁴³.

From the explanation above, the researcher can conclude that In the implementation of PLP management, one must know the duties his duties in the implementation of PLP, whether he is a supervisor, the implementation committee, the task of the supervising lecturer, the task of the civil servant teacher, and what is the student's task to run smoothly until completion of the (PLP).

B. Hypothesis

By observing at the phenomena that exist in the location of this study, the authors propose the following hypothesis “There is a significant The

⁴³ Ahmad Nizar Rangkut, *Field Experience Practice Guide (PLP) Institute of Religion Padangsidempuan State Islam* (Padangsidempuan: IAIN Padangsidempuan, 2019), p. 3-6

Correlation between Scores of Micro Teaching and PLP II Subject at English Departments UIN Syahada Padangsidempuan”

The statement of the hypothesis of this study is as follows:

1. Hypothesis Alternative (Ha): There is positive and significant correlation between micro teaching score and Students *PLP II* Score English Department UIN Syahada Padangsidempuan.
2. Hypothesis Null (Ho): There is no positive and significant correlation between correlation between micro teaching Score and Students *PLPII* Score English Department UIN Syahada Padangsidempuan.

C. Review Related Finding

The first previous research was conducted The aims of this study were to identify the EFL’s prospective teachers during PPL and find out how they dealt with the difficulties. This study used descriptive qualitative research⁴⁴.

The results were classroom management, students’ evaluation and learning material aspects. Then, difficulties associated with participation in teaching assignments, supervisors and teachers working together were considered as small difficulties. Initiative given by EFL student teachers in

⁴⁴ Tiaz Rahma Tari (2017) from English Department Faculty of Teacher Training and Education Mataram University. This research entitled “*An Analysis on EFL Student Teachers’ Difficulties During Teaching Practice*”

solving difficulties encountered during teaching training program addressed problems and difficulties with friends teachers who worked together and supervisors, learned from books and internet, preparing everything needed before coming to class, making use of the internet and other resources, always communicating with students when problems occur, utilizing several techniques in dealing with students distributing attitudes, such as using silence, punishment, appreciation and threats. Tari's research was almost similar to the researcher's research but, Tari focused on students' difficulties when PPL while the researcher focused on aimed to investigate the correlation between micro teaching scores and students' PLP scores.

The second previous research was done by the result of the study showed that there was a significant correlation between micro teaching and student-teachers readiness. The results show that there is a correlation between micro teaching and student-teacher readiness. The instruments used in the study were questionnaires and interviews.⁴⁵

Despite similarities that this study shares with the previous studies, there are still differences. The present study uses student's micro teaching scores and students' PLP scores as the two variables that will be analyzed

⁴⁵ Ririyatul Munawarah, mahasiswa STAIN FKIP Pamekasan a research entitled "*The Effect of Micro Teaching Regarding the Readiness of Prospective PAI Teachers at STAIN Pamekasan*"

to investigate the correlation of the variables. Also, this study uses coefficient correlation table to find the strength of correlation between the variables.

CHAPTER III

METHODOLOGY

A. Location and Time of Research

The place of this research be carried out at UIN Padangsidempuan Jl. HT. Rizal Nurdin Km. 4.5 Sihitang, Padangsidempuan. the research be conducted from November 2022 until July 2023. My reasons researching at the English Departement UIN Padangsidempuan is because of my curiosity to research about of The Correlation Between The Scores of *Micro Teaching* and *PLP II* Subject English Department UIN Syahada Padangsidempuan

B. Research Method

This research is quantitative research and as the research design used in this study is descriptive using correlation . It used descriptive study which focused in discovering and measuring the degrees of relationship between two or more variables. That correlation research attempted to determine whether, and to what degree, a relationship exists between two or more variables. The correlation was a quantitative measure of the degree of correspondence between two or more variables.⁴⁶

Correlation research involves data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable

⁴⁶ L. R. Gay and Peter, "Educational Research," *New Jersey: Prentice Hall* (2012): 282.p.12

variables, the degree of relationship is expressed as a correlation coefficient. The purpose of a correlation research study is determining relationship between variables or to use these relationships to make prediction.⁴⁷

From the quotation above researcher concluded that the correlation quantitative was a kind of method in this research which had the aim to know the correlation of two or more variables. The correlation research required information about at least two variables obtained from a single group of people. researchers want to know the Correlation between Micro Teaching (micro teaching score) subject and PLP (plp score) Students Department of English UIN Syahada Padangsidimpuan.

C. Population and Sample

1. The Population of the research

In other word, populasi is all of the subject element in a study or research. The population of this research is all TBI students at the English Department of UIN Syahada Padangsidimpuan, and those who had completed micro teaching and PLP for the 2021-2022 period consisted of 1 classes as shown in the table under:

⁴⁷ Ibid.p.321

Table III. 1

The population of the Research:

No	Class	The Number of Population
1	TBI- 1	34
2	TBI- 2	39
3	TBI- 3	31
Total of Number		104

2. The Sample of the research

“A sample is a subgroup of the target population that the researcher plans to study in order to generalize about the target population. Samples for correlation studies using sampling methods such as random sampling can be accepted by 30 participants which are generally considered to be a minimal sample”.

“A sample is a number of individuals for the study in such a way that they represent the larger group from which they were selected”. Thus it can be concluded that the sample is all participants from the population, so researchers for this study only need to take a portion of the population to be used as a sample as explained by Suharsimi's study. In accordance,

the researcher chose a sample from the total population by using random sampling.

Samples were taken using random sampling technique. Arikunto said that random sampling is the most well-known probability sampling procedure which has the basic characteristic that all members of the population have equal and independent opportunities to be included in the sample. Random sampling is the process of selecting a sample in such a way that all individuals in a certain population have an equal and independent chance of being selected for the sample. In other words, each individual has the same opportunity to be selected and the selection of one individual does not affect the selection of other individuals⁴⁸.

It means when subject less than 100, it is better to take all of the subject, and if the subject is more than 100, the sample can be for about 10% - 15% or 20% - 25% or more appropriate with the researchers ability⁴⁹. So sample in this research, researcher will take 30% from the total number of population. Amount of sample is below as below:

$$S = 30\% \times \text{Population}$$

$$S = 30\% \times 104$$

$$S = 31 \text{ Students}$$

31= Students From TBI-3

⁴⁸Suharsimi Arikunto, *“Metode Penelitian Kualitatif Dan Kuantitatif,”* A psicanalise dos contos de fadas. Tradução Arlene Caetano (1980): 466., p.130.

⁴⁹Ibid., p.134.

D. Instruments of the Research

A research might have a good instrument in this research because a good instrument could go guarantee the valid data. Data collection instruments are tools that are selected and used by researchers in their collecting activities so that these activities become systematic and made easier by them".⁵⁰

states that documentation come from the word document that has meaning written things in doing documentation method writer investigate written things such as: books, magazine, document, and laws, diary notes, and so on.⁵¹

The instrument of this research is documents which include as the official documents. The documents are about the score data Micro Teaching and PLP for the 2021-2022 period in english department uin syahada. The data are as a proof of students" learning process.

E. Techniques of Data Collection

Data collection techniques is the method or process execution to obtain the data include: Encountered From the secretary major english and asks the needs of the research materials that need writers, researchers explain that researchers first asked for a list of TBI students of UIN Syahada and requested

⁵⁰Ibid., p.20.

⁵¹Ibid., p.140.

permission to copy micro teaching score used as a data variable independent (X) and PLP Score dependent variable (Y) TBI Students periode 2021-2022.

F. Technique of Data Analysis

To find out describe of The Correlation Between *Micro Teaching* Subjects To Students Ability Plp English Department UIN Syhadada the researcher used a person product moment correlation. The correlation technique to the evaluate hypothesis concerning correlation between two variables that are examined statistically.

In the correlation technique, the variables are compared to know whether the correlation is very significant or it only happen by chance. The formula product moment correlation is in correlation research the most suitable analysis is by using the statistic process. It means that all the data that has been collected will be analyzed by using statistic, the researcher used the formula of “Product Moment” and the formulation is:

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

Where:

r_{xy} : Coefficient Correlation

N : Number of Sample

$\sum x$: The Total Scores of X

Σy : The Total Scores of Y

ΣXY : The Scores in X, Time the Scores in Y, for to Significant test
used the formula⁵²

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

The process of analyzing quantitative data are:

The first step is to prepare the data for analysis. This involves determining how to assign a numerical score to the data, assessing the type of score to use, selecting a statistical program, and entering the data into the program, and then cleaning the database for analysis.

The second step starts with data analysis. Usually research performs descriptive analysis of the data reporting measures of central tendencies and variations

Then perform more sophisticated inferential analysis to test hypotheses and check confidence intervals and effect sizes. The next step is to report the results found using tables, figures, and discussion of key results.

Finally, interpret the results from the data analysis. Consist of summarizing the results, comparing the results with past literature and

⁵²Ibid., p. 146

theories, advancing the limitations of the study, and ending with suggestions for future research.⁵³

After calculating and analyzing the data with the formula above, the calculation results refer to what was stated by Guildford in "Fundamental Statistics in Psychology an Education" cited by Amirman Yosuda and Zainal Arifin, regarding the category of correlation coefficients as follows:

Less than -0.20 = Small relationship, almost negligible

$0.20 - 0.40$ = Low correlation with certainty but small correlation

$0.40 - 0.60$ = Low correlation with substantive relationship

$0.60 - 0.80$ = Correlation high, the relationship is marked

$0.80 - 1.00$ = very high correlation, the relationship is very reliable.⁵⁴

⁵³ John W. Creswell, p.175

⁵⁴ Arifin, "Zainal. *Penelitian Pendidikan Metode Dan Paradigma Baru*. Bandung: Remaja Rosda Karya."2012.

CHAPTER IV

THE RESULT OF THE RESEARCH

A. The Finding of Data Description

1. Scores of *Microteaching*

As has been mentioned in earlier chapter, in order to evaluate the Scores of *Micro teaching* of English Department UIN Syahada the researcher has calculated the data by using descriptive method. Applying the quantitative analysis, the researcher used the formulation of “r” Product Moment. Then, here the researcher presents the result of *Micro Teaching* subject at TBI-3 students’ of English Department UIN Syahada in academic year 2018, as follow:

Table IV. 2

Scores of *Micro teaching* subject at TBI-3 Students’ of English Department UIN Syahada in Academic Year 2018

No	Name	X	X ²
1.	ADM	77	5929
2.	ATK	76	5776
3.	ABP	72	5184
4.	GWD	76	5776
5.	HSW	83	6889
6.	IFH	84	7056
7.	IRT	74	5476
8.	JMY	78	6084
9.	JLR	80	6400
10.	LFY	74	5476
11.	MSR	76	5776
12.	MDW	79	6241
13.	MFS	90	8100

NO	Name	X	X ²
14.	NRH	78	6084
15.	NML	76	5776
16.	NSY	85	7225
17.	OKM	85	7225
18.	RDG	80	6400
19.	RKP	83	6889
20.	RKM	76	5776
21.	RHJ	77	5929
22.	SFA	70	4900
23.	STA	85	7225
24.	STH	75	5625
25.	SRW	74	5476
26.	WDH	90	8100
27.	WDA	73	5329
28.	WTL	76	5776
29.	KRL	79	6241
30.	PTR	75	5625
31.	YSW	76	5776
		2432	191540
$\Sigma N=31$		$\Sigma X=2432$	$\Sigma X^2= 191540$

Where:

N = the number of respondents

ΣX = the total number of scores *Microteaching* subject

ΣX^2 = the total number of square of scores *Microteaching* subject

According to the data which have been collected, it is calculated that statistic analyze of scores *Microteaching* subject are:

Table IV. 3

Summary Description of Score *Microteaching* subject

No	Descriptive	Statistic
1.	High Score	90
2.	Low score	70
3.	Range	20
4.	Total of Classes	6
5.	Interval	4
6.	Mean	78.45
7.	Median	77.07
8.	Modus	75.81
9.	Standar Deviation	4.98

a. to determine many class of scores interval *Microteaching* subject the researcher used :

$$R = \text{Range} = \text{data terbesar} - \text{data terkecil}$$

$$H = \text{Highest score}$$

$$L = \text{Lowest score}$$

$$R = (H - L)$$

$$= 90 - 70$$

$$= 20$$

b. The total of classes = $1 + 3.3 \log N$

Where the writer used Formula:

$$= 1 + 3.3 \log 31$$

$$= 1 + 3.3 (1,491361694)$$

$$= 1 + 4.9214935902$$

$$= 5.9214935902$$

$$= 6$$

$$\text{c. Interval} = \frac{\text{Range}}{\text{Total of Classes}} = \frac{20}{6} = 3.33 = 4$$

d. The classification of scores *Microteaching* subject the mean is:

$$M = \frac{\sum x}{N}$$

$$M = \frac{2432}{31}$$

$$M = 78.45$$

e. Median Score

$$Me = tb + \left(\frac{\frac{1}{2}n - \sum fsMe}{fMe} \right) \cdot P$$

$$tb = bb - 0.5 = 74 - 0.5 = 73.5$$

$$\sum fsMe = 3$$

$$fMe = 14$$

$$P = 4$$

$$Me = tb + \left(\frac{\frac{1}{2}n - \sum fsMe}{fMe} \right) \cdot P$$

$$Me = 73.5 + \left(\frac{15,5 - 3}{14} \right) \cdot 4$$

$$Me = 73.5 + \left(\frac{12,5}{14} \right) \cdot 4$$

$$Me = 73.5 + \left(\frac{50}{14} \right)$$

$$Me = 73.5 + 3.57$$

$$Me = 77.07$$

f. Modus score

$$Mo = tb + \left(\frac{d_1}{d_1 + d_2} \right) \cdot p$$

$$tb = bb - 0.5 = 74 - 0.5 = 73.5$$

$$d_1 = 14 - 3 = 11$$

$$d_2 = 14 - 6 = 8$$

$$p = 4$$

$$Mo = tb + \left(\frac{d_1}{d_1+d_2}\right) \cdot p$$

$$Mo = 73.5 + \left(\frac{11}{11+8}\right) \cdot 4$$

$$Mo = 73.5 + \left(\frac{11}{19}\right) \cdot 4$$

$$Mo = 73.5 + 2.31$$

$$Mo = 75.81$$

g. Standar Deviation

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n-1}}$$

$$SD = \sqrt{\frac{191540 - \frac{(\sum 2432)^2}{31}}{31-1}}$$

$$SD = \sqrt{\frac{191540 - 190794.3226}{30}}$$

$$SD = \sqrt{\frac{7456774}{30}}$$

$$SD = \sqrt{24.85}$$

$$SD = 4.98$$

h. The percentage of scores *Microteaching* subject

to determine the variable according to the respondents were as follow:

Table IV. 4

The percentage of scores *Microteaching* subject

Interval score	F	Percentage
70 – 73	3	9.67%
74 – 77	14	45.18%
78 – 81	6	19.35
82 – 85	6	19.35
86 – 90	2	6.45%
Total	31	100%

The percentage from scores *Microteaching* subject drawn in histogram are:

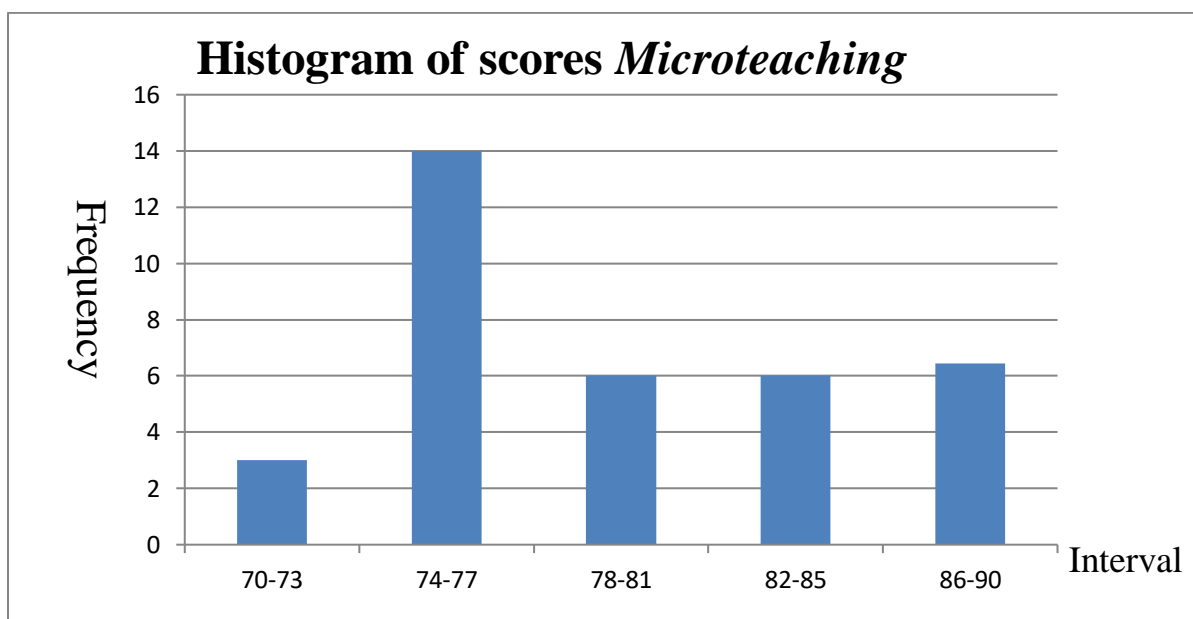


Figure. 1. Histogram of scores *Microteaching* subject

2. Scores of *PLP II*

The scores of microteaching subject was gotten from documents which include as the official documents. The documents are about the score data Micro Teaching and PLP for the 2021-2022 period in English Department UIN Syahada. The data

are as a proof of students' learning process.. Here, the researcher presented the list of the *Microteaching* subject scores as bellow:

Table IV. 5
Scores of *PLP II*

NO	Name	Y	Y²
1.	ADM	95	9025
2.	ATK	87	7569
3.	ABP	95	9025
4.	GWD	85	7225
5.	HSW	93	8649
6.	IFH	94	8836
7.	IRT	96	9216
8.	JMY	94	8836
9.	JLR	94	8836
10.	LFY	88	7744
11.	MSR	97	9409
12.	MDW	89	7921
13.	MFS	96	9216
14.	NRH	95	9025
15.	NML	97	9409
16.	NSY	92	8464
17.	OKM	93	8649
18.	RDG	94	8836
19.	RKP	90	8100
NO	Name	Y	Y²
20.	RKM	93	8649
21.	RHJ	97	9409
22.	SFA	86	7396
23.	STA	97	9409
24.	STH	92	8464
25.	SRW	95	9025
26.	WDH	81	6561

27.	WDA	95	9025
28.	WTL	92	8464
29.	KRL	95	9025
30.	PTR	96	9216
31.	YSW	89	7921
		2876	282140
$\Sigma N = 31$		$\Sigma Y = 2876$	$\Sigma Y^2 = 282140$

Where:

N = the number of respondents

ΣY = the total number of scores *PLP II* subject

ΣY^2 = the total number of square of scores *PLP II* subject

According to the data which have been collected, it is calculated that statistic analyze of scores *PLP II* subject are:

Table IV. 6

Scores of *PLP II*

No	Descriptive	Statistic
1.	High Score	97.6
2.	Low score	81
3.	Range	16.6
No	Descriptive	Statistic
4.	Total of Classes	6
5.	Interval	3
6.	Mean	92.77
7.	Median	93.7
8.	Modus	94.39
9.	Standar Deviation	5.33

a. To determine many class of scores interval *PLP II* subject the researcher used :

R = Range = data terbesar – data terkecil

H = Highest score

L = Lowest score

R = (H – L)

= 97.6-81

= 16.6

b. The total of classes = $1 + 3.3 \log N$

Where the writer used Formula:

= $1 + 3.3 \log 31$

= $1 + 3.3 (1.491361694)$

= $1 + 4.9214935902$

= 5.9214935902

= 6

c. Interval = $\frac{Range}{Total\ of\ Classes} = \frac{16.6}{6} = 2.37 = 3$

d. The classification of scores *PLP II* subject the mean is:

$$M = \frac{\sum Y}{N}$$

$$M = \frac{2876}{31}$$

$$M = 92.77$$

e. Median Score

$$Me = tb + \left(\frac{\frac{1}{2}n - \sum fsMe}{fMe} \right) \cdot P$$

$$tb = bb - 0.5 = 93 - 0.5 = 92.5$$

$$\sum fsMe = 6 + 4 + 1 = 11$$

$$fMe = 15$$

$$P = 4$$

$$Me = tb + \left(\frac{\frac{1}{2}n - \sum fsMe}{fMe} \right) \cdot P$$

$$Me = 92.5 + \left(\frac{15,5 - 11}{15} \right) \cdot 4$$

$$Me = 92.5 + \left(\frac{4,5}{15} \right) \cdot 4$$

$$Me = 92.5 + \left(\frac{18}{15} \right)$$

$$Me = 92.5 + 1,2$$

$$Me = 93.7$$

f. Modus score

$$Mo = tb + \left(\frac{d_1}{d_1 + d_2} \right) \cdot p$$

$$tb = bb - 0.5 = 93 - 0.5 = 92.5$$

$$d_1 = 15 - 6 = 9$$

$$d_2 = 15 - 5 = 10$$

$$p = 4$$

$$Mo = tb + \left(\frac{d_1}{d_1 + d_2} \right) \cdot p$$

$$Mo = 92.5 + \left(\frac{9}{9+10} \right) \cdot 4$$

$$Mo = 92.5 + \left(\frac{9}{19} \right) \cdot 4$$

$$Mo = 92.5 + \left(\frac{36}{19} \right)$$

$$Mo = 92.5 + 1,89$$

$$Mo = 94.39$$

g. Standar Deviation

$$SD = \sqrt{\frac{\sum Y^2}{n} - \frac{(\sum Y)^2}{n}}$$

$$SD = \sqrt{\frac{282140}{31} - \frac{(\sum 2876)^2}{31}}$$

$$SD = \sqrt{9101,29 - 8607,05}$$

$$SD = \sqrt{494.24}$$

$$SD = 5.33$$

Table IV. 7

The percentage of scores *PLP II* subject

Interval Scores	F	Percentages
81-84	1	3.22%
85-88	4	12.90%
89-92	6	19.35%
93-96	15	48.38%
97-100	5	16.15%
Total	31	100%

the percentage from scores *PLPII* subject drawn in histogram are:

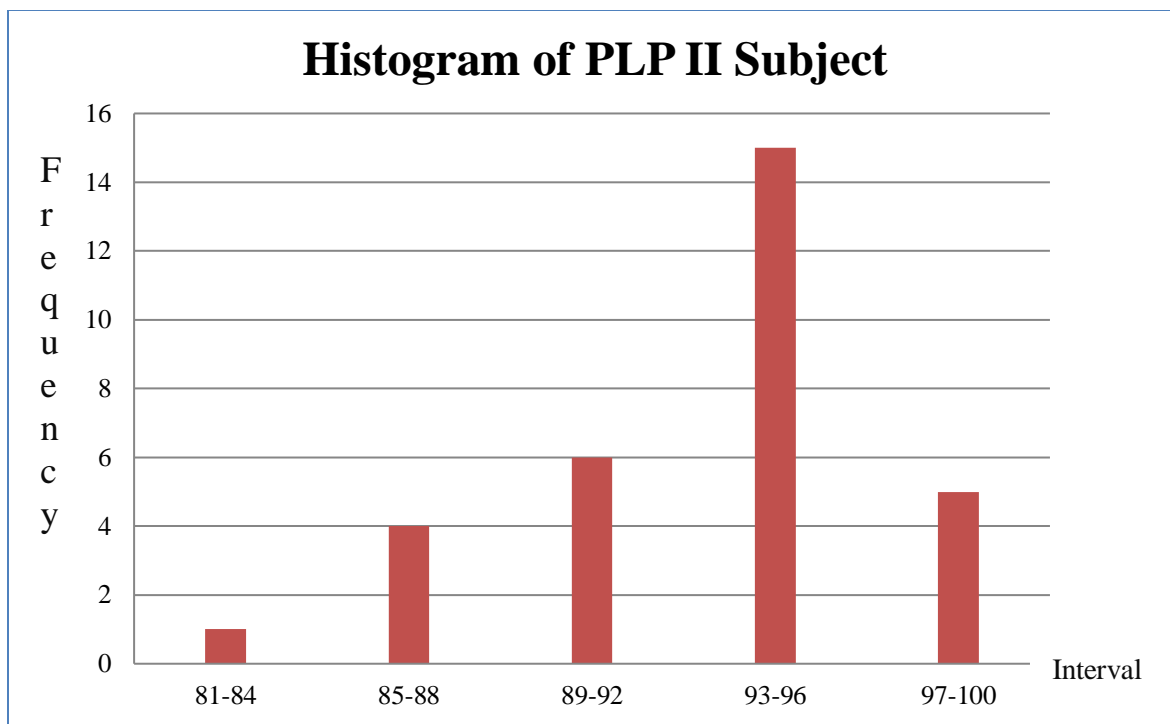


Figure. 2. Histogram of scores *PLP II* subject

B. The Hypothesis Testing

to calculate the value of the correlation of these two variables, the researcher applied the pearsons product moment correlation formula as written previously:

Table IV. 8

The Correlation between Scores of *Microteaching* and *PLP II* subject “r table”.

NO	Initial	X	Y	XY	X ²	Y ²
1.	ADM	77	95	7315	5929	9025
2.	ATK	76	87	6612	5776	7569
3.	ABP	72	95	6840	5184	9025
NO	Name	X	Y	XY	X ²	Y ²

4.	GWD	76	85	6460	5776	7225
5.	HSW	83	93	7719	6889	8649
6.	IFH	84	94	7896	7056	8836
7.	IRT	74	96	7104	5476	9216
8.	JMY	78	94	7332	6084	8836
9.	JLR	80	94	7520	6400	8836
10.	LFY	74	88	6512	5476	7744
11.	MSR	76	97	7372	5776	9409
12.	MDW	79	89	7031	6241	7921
13.	MFS	90	96	8640	8100	9216
14.	NRH	78	95	7410	6084	9025
15.	NML	76	97	7372	5776	9409
16.	NSY	85	92	7820	7225	8464
17.	OKM	85	93	7905	7225	8649
18.	RDG	80	94	7520	6400	8836
19.	RKP	83	90	7470	6889	8100
20.	RKM	76	93	7068	5776	8649
21.	RHJ	77	97	7469	5929	9409
22.	SFA	70	86	6020	4900	7396
23.	STA	85	97	8245	7225	9409
24.	STH	75	92	6900	5625	8464
25.	SRW	74	95	7030	5476	9025
26.	WDH	90	81	7290	8100	6561
27.	WDA	73	95	6935	5329	9025
28.	WTL	76	92	6992	5776	8464
29.	KRL	79	95	7505	6241	9025
30.	PTR	75	96	7200	5625	9216
31.	YSW	76	89	6764	5776	7921
Total		2432	2876	225268	191540	266554
N = 31		$\sum X =$ 2432	$\sum Y =$ 2876	$\sum XY =$ 225268	$\sum X^2 =$ 191540	$\sum Y^2 =$ 282140

Where:

N = the total number of respondents

$\sum X$ = the total number of scores *Microteaching* subject

$\sum Y$ = the total number of scores *PLP II* subject

$\sum X^2$ = the total number of square of scores *Microteaching* subject

$\sum Y^2$ = the total number of square of scores *PLP II* subject

$\sum XY$ = the total number of multiplication between two scores of

MicroTeaching and *PLPII* Subject at Tbi-3 Student's of English

Department Uin Syahada In Academic Year 2018

From the table above, the correlation between the variables can be calculated by using the product moment formula bellow:

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

The data were analyzed based on the table of correlation above. Based on the table above, it was found that

r_{xy} = correlation between x and y

N = 31

$\sum XY$ = 225268

$\sum X$ = 2432

$\sum Y$ = 2876

$\sum X^2$ = 191540

$\sum Y^2$ = 282140

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

$$r_{xy} = \frac{31.225268 - (2432)(2876)}{\sqrt{\{(31.191540) - (2432)^2\}\{(31.282140) - (2876)^2\}}}$$

$$r_{xy} = \frac{6983308 - 6994432}{\sqrt{\{5937740 - 5914624\}\{8746340 - 8271376\}}}$$

$$r_{xy} = \frac{-11124}{\sqrt{\{23116\}\{474964\}}}$$

$$r_{xy} = \frac{-11124}{\sqrt{10979267824}}$$

$$r_{xy} = \frac{-11124}{10478200}$$

$$r_{xy} = \frac{-11124}{10478200}$$

$$r_{xy} = -0.106$$

Then, to know the categorize how far the correlation between of *Microteaching* and *PLP II* subject ,it would be interrelated from the table below:

Table IV. 9

The Criteria Score of Coefficient Effect of Interpretation

NO	Class of Score	Predicate
1.	80 – 100	Very Good
2.	70 – 79	Good
3.	60 – 69	Enough
4.	50 – 59	Bad
5.	0 – 49	Fail

Based on calculation of rxy between variable X and Y above, the researcher got – 0.106 . at the significant level 5%, the rt = 0.367. So the score rxy was lower than rt (rxy < rt), -0.106 < 0.367. from the calculation and explanation above, the score of rtable is greater than the score of rxy (0.367 > -

01.06). So, the hypothesis is rejected. It can be concluded that there is no a significant correlation between the scores of *Microteaching* and *PLPII* subject at tbi-3 student's of English Department UIN Syahada in academic year 2018.

C. Discussion

After analyzing the statistical data from the two research variables to answer the research questions posed in this first chapter, the author intends to discuss the results of data analysis and how to answer the research questions and the research hypotheses.

Then these results are also supported by statistical analysis of the two r values compared to the correlation coefficient table, where the r value is -0.106 . The r value in this analysis shows a negative result and occupies a weak position based on the correlation coefficient scale table. Thus, this analysis shows that the relationship between variables X and Y is negative and weak.

Furthermore, the results of data analysis prove that the hypothesis put forward in the first chapter which states that there is a significant relationship between micro teaching scores and the PLP II subject in the English Department of UIN Syahada Academic Year 2018 is rejected.

Based on the discussion above, it can be concluded that there is no significant relationship between students' micro teaching scores and PLP II subjects. Through analysis of the correlation coefficient it was also found that the correlation between

the two variables was negative and weak. Thus, the authors further conclude that these results indicate that the value of micro teaching is not the only factor that influences students' teaching skills in PLP II.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and discussing the findings in the previous chapter, the writer would like to draw conclusions from this research in this chapter. After that, he also has some suggestions to offer regarding the results of this study

A. Conclusion

The author has analyzed the correlation between micro teaching scores and PLP II subjects. To analyze quantitative data, the authors use statistical analysis using Pearson Product Moment to find the results of the correlation between the two variables; namely the value of micro teaching students and PLP II subjects. However, several conclusions can be drawn based on the results of this correlational study:

There is no significant relationship between micro teaching scores and PLP II subjects in tbi-3 students majoring in English at the 2018 academic year Uin Shahada. This finding can be interpreted from the results of data analysis. The level of the correlation coefficient between the two variables is negative and weak. This is indicated by the value or r is -0.106 , while a strong positive correlation occurs when r approaches $+1$. These results also imply that the v

value of micro teaching is not the only factor that influences students' teaching skills when implementing the PLP II subject program at school..

B. Implication

then in the following the author will put forward some of the Implications as hopes to be achieved as well as completeness in the preparation of this thesis as follows;

1. This thesis can be a reference material for future researchers, especially researchers who study Micro Teaching and PLP learning in developing the interests and talents of prospective teachers in carrying out PLP activities for Students' English Department UIN Syahada Padangsidempuan.
2. Through this thesis, the author suggests to every lecturer, especially the lecturer concerned with the Micro Teaching Subject, so that students or prospective teachers are able to carrying out teaching practices at school without having a pessimistic attitude, of course, learning in class is more enhanced, students are trained as much as possible so that students are still able to carrying out their duties, as a teacher, and are able to become good teachers and are liked by students in School or Madrasah.
3. Honorable leaders or deans at the faculty should make additional practical teaching training apart from Micro Teaching Subject to provide good training to prospective teachers and provide good teaching knowledge in competent education through various trainings to realize the vision and

mission in faculty or university as well as providing support between leaders and all existing staff and lecturers

3. The author realizes that this thesis is done with maximum effort and achieves the best results. However, it is not free from shortcomings and weaknesses. Therefore, the authors really hope for suggestions and criticisms

C. Suggestion

After finding the results of this study and discussing these results in the previous chapter, the author intends to provide some suggestions related to his research. First, because this study examines two variables to find a correlation between the two variables, the authors suggest that other researchers examine the same case using more variables, not just micro teaching scores.

Second, the authors suggest that universities give more time to students for micro teaching classes. The author considers that the practice of micro teaching has little time to acquire a number of teaching skills. In addition, micro teaching classes not only teach technical teaching skills, but supervisors must also instill the teacher's trust in each student teacher as their basic skill before engaging in PLP II at school and madrasah.

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19 September 2022

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Pertihal : Pengesahan Judul dan Penunjukan Pembimbing Skripsi

Untuk

1. Rayendriani Fahmie Lubis, M.Pd. (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Anggi Setia Panggabean
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Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Correlation Between The Scores of Micro Teaching and PLPII Subject Students' of English Department UIN Syahada Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.


Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen di ucapkan terima kasih.

Mengetahui

an. Dekan

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SURAT PERNYATAAN TELAH REVISI SEMINAR PROPOSAL

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Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Judul Skripsi : **The Correlation Between The Scores of Micro Teaching and PLP II Subject at TBI-3 Student's of English Department UIN Syahada in Academic Year 2018**

Menyatakan bahwa saya telah melakukan revisi seminar proposal pada tanggal 27 Februari 2023. Demikian surat ini di buat untuk dapat di pergunakan seperlunya.

Padangsidempuan, 03 Maret 2023
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Dengan hormat, bersama ini kami sampaikan bahwa :

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adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation Between the Scores of Micro Teaching and PLP il Subject at TBI 3 Student's Of English Department UIN Syahada In Academic 2018"

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

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04 Juli 2023

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan menerangkan bahwa:

Nama : Anggi Setia Panggabean
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Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah menyelesaikan tugas akhir penelitian dengan judul "The Correlation between the Scores of Micro Teaching and PLP II Subject Students of English Department UIN Syahada Padangsidempuan ;

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

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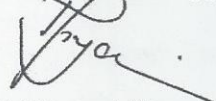
Dengan ini memohon kesediaan Bapak/Ibu sebagai Penguji Seminar Hasil Sarjana Strata Satu (S.1) Fakultas Tarbiyah dan Ilmu Keguruan Program Studi Tadris Bahasa Inggris dengan menyesuaikan bidang yang telah ditentukan pada :

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