STUDENTS' PERFORMANCE AND EXPECTATION
TOWARD MICRO TEACHING CLASS IN ENGLISH STUDY PROGRAM

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Abstract:
This study aims to obtain accurate information about students' performance in Micro Teaching class and how it meets the students' expectations toward Micro Teaching class on sixth semester students of English Language Program FKIP Untan Pontianak. The method of this study was quantitative method. The subjects of this study are sixth semester students of English academic year 2017-2018 who took Micro Teaching subject. The researcher took 42 students as the samples of this study. The instruments which were used in this study were an observation sheet adopted from the observation sheet of Education and Teacher Training's (PLPG) assessment activity and questionnaires which were designed based on Likert scales. The findings of this research was then analyzed qualitatively to find out how well the students performed in the micro teaching class, and to find out how the micro teaching class met the students' expectations. The results of this study showed that the students' performance in Micro Teaching is categorized as good performance regarding the minimum score of a student in this research was 3.01 which was considered successful in this subject, and it also showed that the students' performance met the students' expectations, it was proved by how high the students put their expectations in learning which was counted qualitatively by obtaining the average score of the interpretation scores for the whole questions in the questionnaire 87%.
Keywords: Micro Teaching, Students' Performance, Students' Expectations

1. INTRODUCTION

One of FKIP Untan vision is to become a qualified, superior and competitive educational institution in the field of education, science, technology and art at the national level. Therefore, this vision is manifested in one of its English Study Program's mission; namely, to organize an efficient English undergraduate degree program, and to produce well recognized graduates at the national level. In addition, it is also expected to produce graduates who are qualified in their field of profession.

Teaching is an effort to create a system enabling environment for the learning process. Richards and Ferrell (2011, p. 6) frame the teachers' abilities in terms of four conceptualizations of teaching learning, they are:
a. Skill learning,
b. Cognitive process,
c. Personal construction, and
d. Reflective practice.

Skill learning means teachers' ability to develop a range of the basic skills of designing lessons, managing classroom, assessing performance, etc. Cognitive process is defined as teachers' background, experience, knowledge, and beliefs all contribute to an underlying set of cognitive assumptions about language learning and teaching. Personal construction is teachers' knowledge that constructed actively (not passively received) in an ongoing process of reorganization and reconstruction as new learning and experience form a personal framework. Reflective practice means the ability of teachers to benefit greatly from focused reflection and critical examination of their own teaching experiences, which then lead to improvement and further development. Based on the statements, it can be seen that teachers have a central role in teaching learning process, at least in running three main roles; planning, implementing, and evaluating/assessing at the same time.

The ability to conduct teaching and learning requires a conceptual foundation and practical experience. Therefore, in educational institutions where educate prospective teachers prepare educational practices. Theoretical supplies include cognitive knowledge that support the understanding of the theories and concepts of teaching and learning. While the provision of practical acquired through observation activities of teachers in teaching and practice. Thus, they know and experience the real situation in the

implementation of the lesson. Micro teaching class is designed to meet this need (Umar & Syambasril, 2006, p. 5).

Micro Teaching is a mini-learning activity consisted of 5-10 student peers with 15 - 25 minutes learning duration. It generally involves planning and teaching a short lesson or part of a lesson to group of fellow students and lectures. Its session is followed by feedback on your teaching by them. Micro Teaching is a two credits subject. The goal is that after the completion of this subject, the student will be ready to carry out Teaching Practice (PPL) activities at schools recommended by the local government. Therefore, Micro Teaching becomes a very important subject as the first effort to develop students' teaching skill and performance. The purpose for planning and teaching a short lesson rather than a full lesson is generally, therefore students can focus on specific teaching skill or strategy (such as, how to open a lesson, how to introduce vocabulary, how to carry out group work) and get immediate feedback on how well the students managed to do so, something that maybe difficult to do when students teach a full lesson (Richard & Farell, 2011, p. 4).

The purpose of Micro Teaching practice is to enable the students to apply those mentioned principles of teaching and learning activities. For more details, it enables students to master number of skills, as follows:

a. To understand the main tasks and functions of teachers;
b. To Master the curriculum and syllabus (competency standards and competencies in the field of applicable studies);
c. To have the ability to create learning programs (annual programs, semesters, and lesson plans);
d. To Master basic teaching skills;
e. To have the ability to carry out evaluation of student learning outcomes and learning programs;
f. To master the methods and techniques of teaching implementation;
g. To recognize the development of learning in school;
(Unit PPL, 2012, p. 10)

Regarding the aims of the micro teaching itself, an approach in the micro teaching class that is sometimes used is based on a sequence of *plan, teach,* and *critique.* This may be followed by new cycle of re-plan, re-teach, and re-critiques. As Wallace (1991, p. 99) and others have pointed out, this view regards effective teaching as involving the mastery of specific skills and competencies that can be taught and practiced individually.

The stages that are normally involved can be summarized as follows:
a. *The briefing:* the supervisor presents the skill to be practiced and explains how this can be accomplished (e.g., such as conducting a group activity).
b. *The planning:* The students plan their materials, incorporating the skills they have been assigned to practice.
c. *The teaching:* the students teach their material to the fellow students. The lesson is often videotaped.
d. *The critiques:* the lesson is discussed, analyzed, and evaluated.
e. *The re-teach:* the material is taught again. During this phase, students tries to incorporate the feedback that was given during the first teaching.

In accordance to the learning process in the micro teaching, a factor which can improve the student performance is the students' expectations. Students' expectations constitute the new "rules of engagement" in the relationship that young people want with their schools (Washor & Mojkowski, 2013, p. 25). The lecturer plays a crucial role in facilitating students' practice-teaching experiences (Ferrell, 2008b, p. 226). They will help students to prepare the teaching, share teaching suggestions and strategies, provide feedback on students' teaching performance, and help to deal with problems that may occur during teaching, and encourage and motivate students. Based on Hamline University (2006, p.5), some students' expectation on lectures are follows:

1. Coordinate the clinical experience;
2. Make arrangements to receive feedback on the lesson plan prior to the implementation;
3. Make adjustments to the lesson plan once feedback is given;
4. Arrive in the classroom early each week and come well prepared for the instructional time;
5. Discuss any questions or concerns with the supervising instructor.

METHOD

The form of this research is quantitative study that is observing facts that actually happened in the implementation of Micro Teaching activities on sixth semester students of English Language Program FKIP Untan Pontianak.

The subjects of this study are sixth semester students of English academic year 2017-2018 who took Micro Teaching subject. According to Arikuntoro (1998, p.120) if the subjects are less than 100, it will be better to take them all but if there will be more than 100 people, it will be better to take 10%-15% or 20%-25% or more people as the sample of the research. Therefore, the researcher took 42 students of the total population as the sample of this study.

Data collection was done by giving assessment to the students. The data were taken when they had final examination performance. In addition, questionnaires were also given to students.

To get the average score, the researcher followed these formulas below to analyse the collected data from the students.

In addition, In addition, the data collected by using the questionnaire were analysed qualitatively each number to count the score of each point. In order to so, the researcher used this formula:

$$TS = (N1x1) + (N2x2) + (N3x3) + (N4x4) + (N5x5)……..……..…..…(1)$$

Legends:
TS = Total Score of Each Questionnaire

N1 = Total Students in Responding Strongly Disagree
N2 = Total Students in Responding Disagree
N3 = Total Students in Responding Neutral
N4 = Total Students in Responding Agree
N5 = Total Students in Responding
(Drs. Riduwan, M.B.A., 2002, p.14)

Table 1. Students' expectation on supervisor toward micro teaching class

After knowing the total score of each questionnaire, the researcher calculated the Interpretation Score by following this formula:

$$IS = \frac{TS}{MS} \ x \ 100\%.......................................(2)$$

Micro Teaching	Students' Expectations
Pre Teaching	Help students to prepare
	Explain how to design a lesson plan
	Give example of free activities before teach the main material.
While Teaching	Share various teaching techniques
	Help to solve some problems that may occur
	Explain and give example how to develop material
Post Teaching	Provide feedback
	Encourage and evaluate students manners
	Emphasize more the strength rather than the weak aspects of teaching

Legends:
IS = Interpretation Score Each Number of Questionnaire
MS = Maximum of Total Score Each Number of Questionnaire

(Drs. Riduwan, M.B.A., 2002, p.15)

The Interpretation Score Criteria is stated below:

Table 2. The Interpretation Score Criteria

Very Weak	0% - 20%
Weak	21% - 40%
Moderate	41% - 60%
Strong	61% - 80%
Very Strong	81% - 100%

(Drs. Riduwan, M.B.A., 2002, p.15)

The researcher then calculated the average score of the whole interpretation score in the questionnaire to find out how high the expectations of the students toward Micro Teaching class.

FINDINGS AND DISCUSSION

Findings

The result of the students' performance in Micro Teaching is showed in the data of the students' performance which can be seen in Appendix 3. It was found that the average score over the total score of all of

the students in Micro Teaching is 3.43 which is categorized as good. The maximum score that a student could achieve in Micro Teaching is 3.94. Meanwhile, the minimum score is 3.01 with the total number of 3 students which is still categorized as good performance. The performance criteria of the Micro Teaching class is adapted from the scoring sheet of the Unit PPL of Tanjungpura University, 2018.

Category	Score
Very Good	3.50 – 4.00
Good	3.00 – 3.49
Fair	2.50 – 2.99
Poor	2.00 – 2.49
Bad	0 – 1.99

Table 3. Scoring Criteria of the Micro Teaching Class

The data of the questionnaires were analyzed quantitatively as can be seen in the Appendix 4. It was found that the Total Scores of each question from number 1 to 12 in the questionnaire are 215, 214, 210, 185, 208, 205, 221, 221, 212, 207, 193, and 203 respectively. Then, the Interpretation Scores of each question from number 1 to 12 in the questionnaire are 90%, 89%, 88%, 77%, 87%, 85%, 92%, 92%, 88%, 86%, 80%, and 85% respectively.

The researcher then calculated the average score of the whole interpretation scores in the questionnaire. It was found that the average score of the whole interpretation scores in the questionnaire is 87%.

Discussion

To find out how well the students performed in micro teaching class, the researcher analyzed the assessment instrument of the learning implementation filled up by the students' advisors in the micro teaching classes. The categories of the students' performance itself was obtained from Unit PPL, 2018. According to the Unit PPL, the teacher students will pass the micro teaching class with the minimum total score of 3.00 which is categorized as good performance (Unit PPL, 2018).

Based on the obtained data above, the minimum total score is 3.01 and the maximum total score is 3.94. It indicates that all of the subjects in this research passed the micro teaching class. The data also showed that there are 28 students who achieved score of 3.50 – 4.00, while the rest 14 students obtained score of 3.00 – 3.49.

While the students' expectations data were analyzed by the explained steps above. It was found that the interpretation scores of each question from the questionnaire from number 1 to 12 are 90%, 89%, 88%, 77%, 87%, 85%, 92%, 92%, 88%, 86%, 80%, and 85% respectively. According to Riduwan, questions number

1, 2, 3, 5, 6, 7, 8, 9, 10, 11, and 12 are categorized as very strong (Riduwan, 2002). Meanwhile, question number 4 in the questionnaire is categorized as strong. It was also found that the average interpretation score of the whole questions in the questionnaire is 87% which is categorized as very strong.

The researcher believes that putting higher learning expectations in micro teaching class will affect the learning of the teaching process as can be seen in the Appendix 3. The teaching learning process improved gradually from the teaching trial 1 up to teaching trial 3; 3.31, 3.43, 3.53 respectively. Putting expectations will also help students to set their goals in learning which also will lead them into a better performance.

CONCLUSION AND SUGGESTION
Conclusion

Based on the discussion of this research, there are two conclusions in this research. First, the result showed that the students' performance in Micro Teaching is categorized as good performance regarding the minimum score of a student in this research was 3.01 which is considered successful in this subject.

Secondly, it is concluded that the students' performance met the students' expectations. It was also concluded that the students' expectations played important role in improving students' performance in micro teaching class. Based on the discussion of this research, it also can be concluded that by putting high expectations in micro teaching or even different subjects of learning will help students to set their goals in learning which also will help them into a better mastery.

Suggestion

From the conclusion above, the writer would like to give some suggestions for lecturers, for students, and for other researchers, they are:
a. The lecturers are expected to spread expectation questionnaire of students toward the Micro Teaching class.
b. The lecturers are expected to analyse the data of so, the lecturers will be able to know which aspect of learning that they need to emphasize in learning.
c. The teacher students should be able to express their expectations toward the learning subject which in this case is, Micro Teaching.
d. The teacher students should be able to know themselves, which aspects that they need to learn more, and which aspects they have mastered already, so they can put it into the students' expectations accurately.
e. It is suggested for other researchers to conduct further research by using same independent variable as in the present research. However, other

researchers should try to research these variables qualitatively since the findings of this research is quite satisfying.

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