

THE PERCEIVED INFLUENCE OF PART-TIME TEACHING ON STUDENTS' PERFORMANCE IN MICRO-TEACHING CLASS

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ABSTRACT

The main objective of this study was to examine the perceived influence of part-time teaching on students' performance in Micro-Teaching class. A quantitative research approach using questionnaire was carried out to get the view of thirty students of 2014 intake year of Department of English Language Education, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri (UIN) Ar-Raniry Banda Aceh. The findings indicated that students were helped by having part-time teaching through developing skills and confidence, reducing anxiety and fear, developing ability of managing classroom, increasing ability in selecting teaching goals and in preparation of lesson plans, proper worksheet, assessment tools, instructional media, and teaching methods. In addition, it supported them to improve their ability in asking questions and speaking in front of groups as well as to use time effectively. To conclude, part-time teaching has increased students' skills in micro-teaching class.

Keywords: *perceived influence; part-time teaching; micro-teaching class*

INTRODUCTION

Nowadays, part-time job becomes a popular phenomenon among students in universities. In fact, a study by Vickers, Lamb, and Hinkley (2003) showed that the number of learners taking part-time job significantly increases. Many students at Universitas Islam Negeri (UIN) Ar-Raniry, a public university in Aceh Province, Indonesia, especially at the department of English Language Education have part-time jobs in teaching, either teaching English lessons or others even though they have not completed their micro-teaching class yet. This is a unique phenomenon that most of the students teach English at private courses while some of them teach English at private schools even though they do not have sufficient skills in teaching. They help the schoolteachers in designing lesson plans, providing teaching materials, instructional media, assessment tools and other teaching aids as well as observing the teaching done by the teachers. Besides, the teachers allow them to teach school students under their guidance.

Consequently, these kinds of activities train the English department's students to shape and sharpen their ability in developing lesson plans, in teaching, in assessing the students and in managing classroom simultaneously. In addition, the activities enable the students to get sufficient skills to teach and provide great experience for them in taking micro-teaching class. In short, the students who have already had experience in teaching will find it easy to transfer knowledge to the target students since the goal of teaching itself is to transfer information or knowledge from teachers, lecturers, instructors, or tutors to students or learners, as they have role as a facilitator, motivator and guidance for students (Badu-Nyarko & Torto, 2014). Thus, this research focuses on those students who have had experience in teaching by observing whether there is an influence of their part-time teaching on their performance in Micro-Teaching course at UIN Ar-Raniry.

LITERATURE REVIEW

Part-time teaching

According to a definition proposed by the ILO (2004), part-time job is determined as regular employment in which working time is substantially less than

normal. The same idea is expressed in the statement that a job is part-time when the time of working is considerably less than the time of in a full-time job (Van Bastelaer, Lemaître, & Marianna, 1997). According to Wahyuni (2008), some types of part time jobs for students include: (1) part-time job which is in line with their background of study or major, (2) part-time jobs based on talent and expertise, and (3) part time jobs because of the opportunities. Some students choose the part-time jobs based on their major, for example, English Department students will teach English at a language course institution (Wahyuni, 2008). The students can use this way as one of the strategies to practice their skill in teaching. Brown (2000) defines that teaching is an educational process where teachers and students participate and its purposes are to support and to promote learning. Teaching should be defined with a term of learning because teaching gives the facilities in learning process, giving instructions, giving the learner a chance to learn and guiding in study. In this study, part-time teaching involves students' part-time job to teach English learners at private courses or schools at which the students spend time less than 20 hours per week despite their studies.

In addition, according to D'Amico (1994, as cited in Robinson, 1999, p. 128), the general benefit of part-time job is as "asserted opportunities to assume greater responsibility and cooperative interdependence". A specific benefit of part time teaching is to train student-teacher in the real education settings, especially to face of various types of learners. Thus, part-time teaching makes the students more trained in facing the real world of teaching work. They can use part-time teaching as the strategies to practice teaching. Teaching practice is a very important element of teacher education. Adesina (2005, as cited in Ajileye, 2013) agrees that teaching practice is vital to teachers' preparation and training. The student teachers acquire the responsibility, gain self-confidence to address large audience in lesson, and absorb acceptable personalities. They also learn how to evaluate, assess, modify and correct their behaviors during teaching practice. In addition, teaching practice can be used as the application of professional knowledge and understanding of the learners, methods, media, lesson plan, communication and learning environment so as to promote learning. In contrast, most of the researchers indicate that part-time

job negatively affects both academic and health of students. The negative effects in academic, as proposed by Carney, McNeish and McColl (2005), are students tend to find the difficulties to manage working hours and study. Research also indicates that many hours of work can increase fatigue and may cause lower academic performance (Carney, McNeish, & McColl, 2005).

Students' Performance

Students' performance may be assessed along a variety of dimensions including class participation, individual written work on papers and exams, and group activities such as projects and presentations. According to Bean and Peterson (1998), performance refers to the level of grade or scores that a student obtains in class test or internal and external examination after process of evaluation. The success of students can be assessed by measuring their academic performance. There are two kinds of outcome in learning process, academic performance showed by GPA (Grade Point Average) and the quality of life after graduating in collage (Bean & Peterson, 1998).

Micro-Teaching

Micro-Teaching is one of the innovations to increase the skill of teacher education. According to Allen and Ryan (1969, as cited in Ajileye, 2013), Micro-Teaching is used to decrease a teaching encounter. This is because it entails reduction in class size, time of the lesson, purpose of the subject matter and number of skills to be achieved. The student teachers should teach between 20-30 minutes in micro-teaching class.

METHODS

The research method employed in this study was the quantitative method. Quantitative method is the method used in the particular population and sample, by using research instrument in collecting the data and analyzing by statistical data. According to Heppner and Heppner (2004, p. 139) "a quantitative method allows the researcher to collect data from multiple sources that could be meaningful to a

broad range of practitioners within the field.” It is applicable to phenomena that could be expressed in terms of quantity (Kothari, 2004).

The population of this research was English Department students of 2014 intake year, totaling 215 students. They have part-time teaching and have taken the micro-teaching class. The study used purposive sampling or non-probability sampling in selecting the sample. The sample of this study was 30 students. There were three characteristics the sample should have: (a) they are English Department students, (b) they have already taken micro-teaching class; and (c) they have part time teaching. To collect the data, the study used questionnaire and documentation. To analyze the data from the questionnaire, the statistical simple formula was used. According to Sugiyono (2008), the formula below is for calculating the total percentage of each item’s frequency:

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

RESULTS AND DISCUSSION

The obtained data of the questionnaires can be seen in the following tables, charts and description.

Table 1. The Grade of Respondents in Micro-Teaching Class.

| Grade | Frequency | Percentage |
|--------------|-----------|------------|
| A | 23 | 76.7% |
| B | 7 | 23.3% |
| Total | 30 | 100 |

The table 1 above shows that of 30 respondents, the majority obtained the score A (76.7%) while the minority got B (23.3%). From the table, it can be assumed that most students have had a very good performance in the micro-teaching class.

Table 2. The Results of Questionnaire.

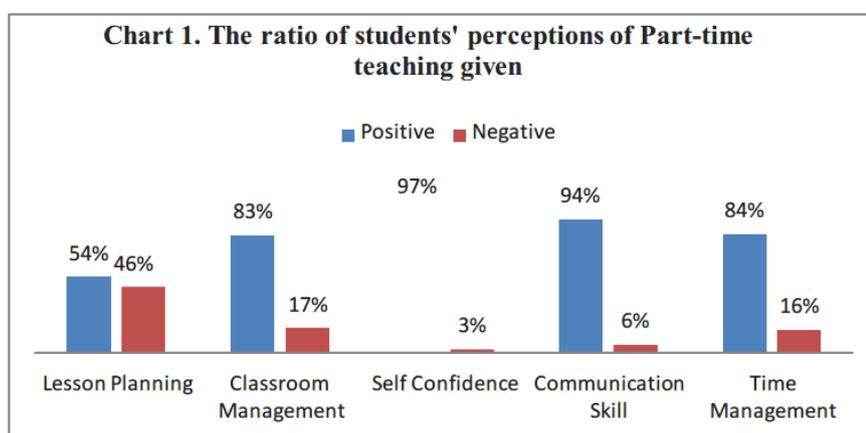
| No | Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|----|---|----------------|-------|----------|-------------------|
| 1 | Teaching is something enjoyable for me | 20% | 73.3% | 6.7% | 0% |
| 2 | I am not afraid of teaching in front of students because I have had experience in teaching | 33.3% | 63.3% | 0% | 3.33% |
| 3 | I can handle the class while teaching in Micro-Teaching Class. | 30% | 66% | 3.3% | 0% |
| 4 | Part-Time teaching helps me to know how to prepare a lesson plan. | 26.7% | 26.7% | 46.7% | 0% |
| 5 | I know the suitable method for each material when teaching in Micro-Teaching class. | 13.3% | 76.7% | 10% | 0% |
| 6 | I know the suitable media for each material when teaching in Micro-Teaching class. | 26.7% | 66.7% | 6.7% | 0% |
| 7 | I am able to attract students' attention and interest to the subject. | 6.7% | 80% | 10% | 3.3% |
| 8 | I know the steps in teaching because I have taught before. | 23.3% | 76.7% | 0% | 0% |
| 9 | Part-Time teaching helps me to know how to start the lesson. | 30% | 63.3% | 3.3% | 3.3% |
| 10 | Part-Time teaching helps me to know how to teach the lesson. | 30% | 66.7% | 0% | 3.3% |
| 11 | Part-Time teaching helps me to be confident while teaching in Micro-Teaching class. | 36.7% | 56.7% | 6.7% | 0% |
| 12 | Part-Time teaching helps me to know how to end the lesson. | 23.3% | 70% | 6.7% | 0% |
| 13 | I know how to ask and answer question to the students properly | 20% | 63.3% | 13.3% | 3.3% |
| 14 | I can use classroom language while teaching in Micro- Teaching class because I have part-time teaching. | 3.3% | 80% | 13.3% | 3.3% |
| 15 | I know how to manage the students groups when teaching in Micro-Teaching class. | 23.3% | 66.7% | 10% | 0% |
| 16 | I know how to create/use worksheet when teaching in Micro-Teaching class. | 13.3% | 76.7% | 6.7% | 3.3% |
| 17 | I know how to assess students when teaching in Micro-Teaching class. | 13.3% | 73.3% | 13.3% | 0% |

| | | | | | |
|----|--|-------|-------|-------|------|
| 18 | I know how to make a rubric assessment in Micro-teaching class because I have taught before. | 10% | 53.3% | 33.3% | 3.3% |
| 19 | Part-Time teaching helps me manage time effectively in classroom. | 20% | 63.3% | 13.3% | 3.3% |
| 20 | Part-Time teaching increases my skills in Micro-Teaching class. | 33.3% | 56.7% | 10% | 3.3% |

Regarding the table above, almost all of respondents chose 'strongly agree' and 'agree'. It shows that part-time teaching positively benefits them in teaching practice. Starting from the highest percentage, from question number 8 (Q8), there are 30 (100%) out of 30 respondents said they knew the steps in teaching because they have taught before, none of them chose disagree and strongly disagree for the statement above. It means part-time teaching truly helped them to know how to lead the activities in the teaching process. The second high score of questionnaire can be seen in question number 17 (Q17). The data shows that 26 respondents (86.6%) chose agree and strongly agree. They stated that part-time teaching helped them to know the process of assessing their students when teaching in Micro-Teaching class and only 4 respondents (13.3%) disagreed with statement above. The lowest percentage was showed by the fourth question that is stated about students' perceived in creating lesson plan. Based on the table and chart, it seems that more than half of respondents chose strongly agree and agree that part-time teaching helped them to know how to prepare lesson plan. They agreed part-time teaching offered the opportunity to improve a lesson planning skill. Total of them is 16 respondents. However, almost a half of them, 14 respondents (46.7%) chose disagree which means they believed that part-time teaching did not help them. Although they disagreed with the statement, it is clear that a majority of the answer was they were able to prepare a lesson plan.

Based on the result, it can be said that the respondents feel that there is a great influence of having part-time teaching on their ability in micro-teaching class. From the questionnaire, it is found that almost all of the respondents chose 'strongly agree' and 'agree' that part-time teaching has influenced them in a good way in Micro-teaching class. As stated earlier, the English Department students have taken

Micro-Teaching class which means they have been familiar with teaching activities. The students mentioned that they were able to create lesson plans properly, handle the students, use time effectively, build a good communication skill, and reduce anxiety. At the end, they can improve their performance. The similar finding was founded by Ajileye (2013) that teaching practice can be used as the application of professional knowledge and understanding of the learners, methods, media, lesson plan, communication and learning environment so as to promote learning. In short, the figure below shows the ratio of students' perceptions for the aspects of teaching experiences given in part-time teaching.



The chart above displays that students gave high supportive responses for part-time teaching in the aspect of self-confidence. The figure shows that the highest positive response was in the part of self-confidence. The students who have part-time teaching were not afraid when teaching in Micro-Teaching class because they have taught their learners at courses before. Then, the part of communication skill, the students mentioned that part-time teaching as a way which promoted good opportunities to improve their communication skill.

The last highest part is time management. From the result, it can be assumed that most English Department students who have part-time teaching knew how to manage the time effectively and they knew how to manage between work and study in collage. They have experienced how to use and manage time effectively in real life. Moreover, the similar result was reported by Ha, Thao, and Son (2016), if the worker had part-time job they will learn many things related to management time,

skill in working, and responsibility. On the contrary, the statement of Carney, McNeish, and McColl (2005) that the students with part time jobs cannot manage the time and may decrease academic performance is debatable. 84% of the students claimed they were able to manage time effectively since they got used to it.

However, especially in the lesson plan aspect, the negative responses were near a half from 30 respondents. The students responded it negatively because they felt the difficulty in creating the lesson plan during Micro-Teaching class. This thought was supported by Adesina (2005, as cited in Ajileye, 2013) who agrees that teaching practice is vital to teachers' preparation and training. The student teachers acquire the responsibility, gain self- confidence to address large audience in lesson and absorb acceptable personalities. Another reason can be related to different form of lesson plan used at courses and private schools. In micro-teaching class at Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry, the standard form of lesson plan design by the government is used so that the students became confused with the new lesson plan form provided by their lecturers.

To support the results of this study, the researchers also assessed the students' performance based on their scores in the Micro-Teaching class. According to Bean and Peterson (1998), performance refers to the level of grade or scores that a student obtains in class test or internal and external examination after process of evaluation. The data displayed that there were 22 students who had grade A and 8 students who had grade B, which means most of the students had very good scores. It can be said that students who had part-time teaching had a good performance in Micro-Teaching Class.

As the final point, it can be viewed that part-time teaching gives a good influence toward students' performance in the Micro-Teaching class. The result of this study is in line with Msangya, Mkoma and Yihuan (2016) that indicated that the students perceived teaching practice or part-time teaching as a crucial way of learning to teach because it promoted the development of teaching experience and prepared them for the real world of work. This statement was taken to support this study since it has the same issue.

CONCLUSIONS

The findings revealed that the students of English Department were helped by having part-time teaching through developing skills, developing confidence, reducing anxiety and fear, ability of managing classroom situations, proper selection of teaching goals and preparation of lesson plans, proper worksheet, assessment, media, methods, improvement in ability of asking questions and speaking in front of group as well as effective time management. Moreover, this study was supported by the results of students' score in Micro- Teaching class. Almost all students got excellent scores; it means they have good skill in teaching and they were having a good performance in Micro-Teaching Class. In addition, based on students' perception; part time teaching gives a positive effect on students in many aspects such as knowledge and improving their skills which are useful to support their success in teaching. This can lead to a conclusion that students with part- time teaching experience can boost a good performance n micro-teaching class. It becomes one of best ways for the students to gain such experience on teaching before being a true teacher.

Due to the result this study, some suggestions and recommendations can be provided. The students who feel afraid of teaching can use part-time teaching as an experience to train their skill in teaching and it is suggested that they take a part-time teaching related to their study. Based on the results, it seems that minority of the students argued that part-time teaching did not help them in designing lesson plan. In contrast, most of them claimed that part-time teaching was very helpful in many aspects of teaching. That is why it is recommended that they can choose a place to teach in order to expand their teaching skill as well enrich their knowledge and skill in designing lesson plan since lesson plan is one of main focus in micro-teaching class. Furthermore, some research need to be conducted to get more valid information related to this topic such as teachers' view on the benefits of part time teaching for their students.

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