THE BENEFITS OF MICRO-TEACHING COURSE ON PRE-SERVICE ENGLISH TEACHERS' PERFORMANCE IN TEACHING AT SCHOOL

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Abstract. Many factors affect the outcome of education. The main fundamental characteristic is the teacher. Therefore, a teacher that has a good teaching ability will create a good learning environment easily. To be a teacher, a pre-service teacher needs to know how to teach correctly, such as making a lesson plan, preparing the class and delivering material to the student. All that aspects can be learned in a micro-teaching course. This study aimed to investigate the pre-service English teachers' perceived benefits of the micro-teaching course to their teaching practice. This research used quantitative research. The descriptive quantitative method was used in this research. This research was held on January 20, 2021, at the Department of English Education UIN Suska Riau. The population of this research was the eighth-semester students in the English education Department, consisting of 5 classes. In this research, the researcher took the sample by using a purposive sampling technique. So, the total sample of this research was 72 students from the total population. In addition, this research used a questionnaire to collect the data. The data analysis showed that the pre-service English teachers' perceived benefits of the micro-teaching course were in a very positive category of 69%.

Keywords: pre-service teacher; micro-teaching; teaching ability; perceived.

INTRODUCTION

Many factors may affect education outcome. The main fundamental aspect is absolutely the teachers. A teacher is believed to be the primary component of teaching and learning (Kane, 2016). A great teacher would rapidly create a good learning atmosphere. To be a teacher, a pre-service teacher needs to know how to teach correctly. The knowledge includes designing a lesson plan, managing the class, and then, delivering the material to their students. All of these aspects can be learned at a course, namely micro-teaching.

Micro-teaching was firstly introduced in the 60s by Allen in a program at Stanford University. The purpose is to prepare their students for their teaching practice activity (Cruickshank *et al*., 1996). The course offers the pre-service teacher a replicated situation to put the knowledge they learned into practice and develop confident teaching skills (Bell, 2007). Before getting into the actual classrooms, it is sensible that delivering the pre-service teacher a practical experience as well as hold a short-lesson to their friends before starting the clinical practice in actual classes.

Marais & Meier (2004) suggested that teaching practice was pre-service teachers' experiences in classrooms and schools. Meanwhile, Mannathoko (2013) also argued that the teaching practice was supposed to be planned and prepared well to be suitable for its purpose. Thus, this practice arranges the pre-service teacher to teach and apply their understanding that they have accepted in micro-teaching courses to the real class through practical training and exercises from various school life activities.

According to Syaifuddin *et al*. (2020) in PPL guidance books 2020 of Faculty Tarbiyah and Teachers Training at State Islamic University of Sultan Syarif Kasim Riau, teaching practice is an intra-curricular activity and course that all undergraduate students must take with four credits to unite the theoretical knowledge they got from college to the actual school activity. It would be offered in the seventh semester after the pre-service teachers have passed the micro-teaching course with at least a B score and taken 110-course credits. It aims to provide the pre-service teacher experience of teaching in a classroom, administration at schools, and other particular tasks to become a professional teacher. Besides, another effort to improve their competence in teaching is absolutely to provide an opportunity to get involved in real teaching practice.

Several types of research have been done related to this topic. Firstly, Elias (2018) found that the micro-teaching system provides a chance to evaluate pre-service teachers' strengths and weaknesses in the aspects of teaching. Then, Can (2019) proved that the pre-service teachers achieved some skills of problem-solving, critical thinking, questioning, and reflective thinking from Micro-teaching course. Meanwhile, Sa'ad *et al*. (2015) mentioned that microteaching is helpful for improving teacher trainees' skills in teaching, classroom management, and increasing confidence.

Based on the previous studies above, the writers were interested in investigating how the pre-service teacher perceived the benefits of micro-teaching courses, especially among Indonesian University students. The writers wanted to focus on the benefits of micro-teaching courses that affect pre-service teacher teaching experience, especially at the Department of English Education of UIN SUSKA Riau. The writers interviewed a micro-teaching course lecturer and five pre-service teachers. It was found that some pre-service teachers in the English Education Department do not master essential teaching skills. They still have problems in designing a lesson plan, opening part of the teaching activity and explaining the material in monotone ways. Even some of them do not master several basic teaching skills. Therefore, it is necessary to investigate how pre-service teachers perceived the benefits of micro-teaching courses.

METHOD OF THE RESEARCH

The method of the research was descriptive quantitative research. Airasian and Gay (2012, p.7) suggested that quantitative research is a collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest. Thus, quantitative research is also used to identify a sample of participants who is large enough to provide statistically meaningful data. Descriptive quantitative research is the research that uses statistical numeric data to be analysed.

In this research, the researcher analyzed the pre-service English teachers' perceived benefits of the micro-teaching course to their teaching practice in English Education Department of Islamic State University of Riau. The population of this research was the whole eighth-semester students of the English Education Department of State Islamic University of Sultan Syarif Kasim Riau, with a total population was 152 students. The detailed distribution of the population can be seen in table III.1:

Table III.1 The population of the Research

No	Classes	Number of students
1.	A	23
2.	B	30
3.	C	34
4.	D	31
5.	E	34
	Total	152

In quantitative research, a target of the population (or sampling frame) is a group of individuals with some common defining characteristics that the researcher can identify and study (Cresswell, 2012, p. 142). In this research, the writers used a purposive sampling technique in getting the sample. The writers took the sample by selecting the respondents from the active students of the English

department. We got the data from the department. Finally, the writers chose 72 students who did not join the final project exam yet to be the respondents of this research.

Table III.2 Sample of the Research

No	Class	Number of Students
1.	The 8th-semester students of the English education department in class of 2017	72
	Total	72

The instrument of this research was a questionnaire. A questionnaire contained written statements or questions that would be answered by respondents (Sugiyono, 2011). The questionnaire consisted of 26 items, and the writers wrote them in Bahasa Indonesia so that it is easier for the respondents to respond to all the questions.

The writers spread the questionnaire by using Google form because all the respondents are eighth-semester students who have completed their course, and most of them did not come to the campus anymore.

Additionally, to avoid the spread of Covid-19 pandemic, the google forms were sent to the respondents via whatsapp. The blueprint of the questionnaire items are as follows:

Table III.3

The Blueprint of Questionnaire of Benefits of Micro-teaching Course to

the Pre-service Teachers to their Teaching Practice

No.	Indicators	Item Numbers
1.	The pre service teachers are able to make a lesson plan.	1-4
2.	The pre-service teachers have a set induction and closure skill.	5-8
3.	The pre-service teachers have an explaining and variation stimulus skill.	9-13
4.	The pre-service teachers have a questioning skill and using media.	14-17
5.	The pre-service teachers are able to choose a learning strategy and also have a reinforcement skill.	18-22
6.	The pre-service teachers are able to giving assesment and also have a classroom management skill.	23-26
	Total	**26 Items**

To make it easy in determining the interval of the score, all answers to the questionnaire would be changed based on the Likert scale. The Likert scale was used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2011, p. 134). The Likert scale was categorised as a scale interval by measuring 5, 4, 3, 2, and 1 (Azwar, 2016, p. 18).

Table III.4

Score Range of Questionnaire

Scale	Value
Strongly disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly agree	5

The data in this research was analyzed by using descriptive quantitative technique. According to Creswell (2012) descriptive statistics will help researcher summarize the overall trends or tendencies of data, provide an understanding of how varied your scores might be, and provide insight into where one score stands in comparison with others. These three ideas are the central tendency, variability, and relative standing. The researcher used central tendency that to find precentage score and create tabulation to get conclusion based on the formula (Sudijono, 2011) as follow:

$$P = \frac{f}{n} x\ 100\%$$

In which:

P $\quad$ = percentage

f $\quad$ = frequency

n $\quad$ = total number

100% $\quad$ = constant value

Sudijono (2011, p.43) indicated the scale to classify the level of percentage questionnaire as follows:

Table III. 8 The Level of Percentage Questionnaire

Value Range (Score)	Categories
80-100	Very Positive
60-79.99	Positive
40-59.99	Uncertain
20-39.99	Negative
0-19.99	Very Negative

DISCUSSION

Data Presentation

In collecting the data on pre-service English teachers' perceived benefit of the micro-teaching course to their teaching practice, the writers took from the result of the questionnaire. The result of each item from the questionnaire was showed up from the following tables:

Table IV.1 Micro-Teaching Course Helped Me in Making Lesson Plans when I take the Teaching Practice

No.	Alternatives	F	P (%)
1.	Strongly agree	36	50.0
2.	Agree	36	50.0
3.	Undecided	0	0.0
4.	Disagree	0	0.0
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

The table above indicates that 36 respondents answered "Strongly Agree" (50.0%), then followed by 36 respondents who answered "Agree" (50.0%), and there was no respondent who answered "Undecided, Disagree and Strongly Disagree" it means that the majority of the pre-service teacher agreed that the micro-teaching course helped them to make a lesson plan.

Table IV.2

I always make a lesson plan before doing the teaching practice in the classroom

No.	Alternatives	F	P (%)
1.	Strongly agree	21	29.2
2.	Agree	44	61
3.	Undecided	4	5.6
4.	Disagree	3	4.2
5.	Strongly disagree	0	0
	Total	**72**	**100.0**

Table IV.2 points out 44 respondents who answered "Agree" as the higher percentage (61%), then followed by 21 respondents who answered "Strongly Agree" (29.2%), 4 respondents who answered "Undecided" (5.6%), 3 respondents who answered "Disagree" (4.2%), and there were no respondents who answered "Strongly Disagree". The researcher concluded

that most of the preservice teachers agreed that they always make a lesson plan before doinga teach ing practice.

Table IV.3

I always make a lesson plan based on the syllabus

No.	Alternatives	F	P (%)
1.	Strongly agree	28	38.9
2.	Agree	42	58.3
3.	Undecided	0 2	0.0 2.8
4.	Disagree		
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

Table IV.3 above shows that 42 respondents who answered "Agree" as the higher percentage (58.3%), then followed by 28 respondents who answered "Strongly Agree" (38.9%), two respondents who answered "Disagree" (2.8%), and there was no respondents who answered "Undecided and Strongly Disagree". It means that most of the the pre-service teacher agreed that they always make a lesson plan based on syllabus.

Table IV.4

I always taking a lesson plans from the internet to use it in the classroom

No.	Alternatives	F	P (%)
1.	Strongly agree	0	0.0
2.	Agree	39	54.2 2
3.	Undecided	21	9.1 16.7
4.	Disagree	12	
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

Table IV.4 above indicates that 39 students answered "Agree" as the higher percentage (42.0%), and then followed by 21 respondents who answered "Undecided" (29.1%), 12 respondents who answered "Disagree" (16.7%), and there were no respondents who answered, "Strongly agree and Strongly disagree". It can be concluded that most of the pre-service teachers always take lesson plans from the internet to be used in the classroom.

Table IV.5

I always ask a question related to the material to encourage students' curiosity

No.	Alternatives	F	P (%)
1.	Strongly agree	29	40.3
2.	Agree	39	54.2
3.	Undecided	3	4.1
4.	Disagree	1	1.4
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

Table IV.5 indicates that 39 respondents answered "Agree" as the higher percentage (54.2%), then followed by 29 respondents who answered "Strongly Agree" (40.3%), three respondents who answered "undecided" (4.1%), 1 responresponnswered "Disagree" and there was no respondent who answered "Strongly Disagree". It means that the majority of the pre-service teacher agreed that they always ask a question to encourage students curiousity.

Table IV.6
I open the lesson by using digital tools such as photos, models, and schemes.

No.	Alternatives	F	P (%)
1.	Strongly agree	25	34.7
2.	Agree	32	44.4
3.	Undecided	11	15.3
4.	Disagree	4	5.6
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

Table IV.6 shows that 32 respondents who answered "Agree" as the higher percentage (44.4%), then followed by 25 respondents who answered "Strongly Agree" (34.7%), 11 respondents who answered "Undecided" (15.3%), 4 respondents who answered "Disagree" (5.6%), and there were no respondents who answered, "Strongly Disagree". It can be concluded that most of the preservice teachers agreed that they open the lesson by using digital tools such as photos, models, and schemes.

Table IV.7

I always conclude the material of the lesson that has been studied when closing the lesson.

No.	Alternatives	F	P (%)
1.	Strongly agree	32	44.4
2.	Agree	37	51.4
3.	Undecided	3	4.2
4.	Disagree	0	0.0
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

Table IV.7 above indicates that 37 respondents who answered "Agree" as the higher percentage (51.4%), then followed by 32 respondents who answered "Strongly Agree" (44.4%), 3 respondents who answered "Undecided" (4.2%), and there were no respondents who answered "Disagree" and "Strongly Disagree". It means that most of the pre-service teacher agreed that they concluded the material of the lesson that had been studied when they were closing the lesson.

Table IV.8

I always give homework to help students more understand the lesson.

No.	Alternatives	F	P (%)
1.	Strongly agree	12	16.7
2.	Agree	41	56.9
3.	Undecided	16	22.2
4.	Disagree	3	4.2
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

The table shows that 41 respondents who answered "Agree" as the higher percentage (56.9%), then followed by 16 respondents who answered "Undecided" (22.2%), 12 respondents who answered "Strongly agree" (17.6%), 3 respondents who answered "Disagree" (4.2%), and there were no respondents who answered "Strongly Disagree". It means that the majority of the pre-service teacher agreed that they always gave homework to help students more understand about the lesson.

Table IV.9

I always use a good and correct language when delivering learning materials.

No.	Alternatives	F	P (%)
1.	Strongly agree	27	37.5
2.	Agree	44	61.1
3.	Undecided	1	1.4
4.	Disagree	0	0.0
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

Table IV.9 indicates that 44 respondents who answered "Agree" as the higher percentage (61.1%), then followed by 27 students who answered "Strongly Agree" (37.5%), 1 respondents who answered "Undecided" (1.4%), and there is no respondents who answered "Disagree and Strongly

Disagree". It means that most of the pre-service teacher agreed that they always use a good and correct language when delivering learning materials.

Table IV.10

I always deliver learning materials from easy level to difficult one to make it easier for students to understand the material.

No.	Alternatives	F	P (%)
1.	Strongly agree	24	33.3
2.	Agree	45	62.5
3.	Undecided	3	4.2
4.	Disagree	0	0.0
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

The table IV.10 points out 45 respondents who answered "Agree" as the higher percentage (62.5%), then followed by 24 respondents who answered "Strongly Agree" (33.3%), 3 respondents who answered "Undecided" (4.2%), and there was no respondents who answered "Disagree and Strongly Disagree". It means that the majority of the pre-service teacher agreed that they always deliver materials from easy to difficult to make it easier to the students to understand the material.

Table IV.11

I always give examples of the material that I explain.

No.	Alternatives	F	P (%)
1.	Strongly agree	29	40.3
2.	Agree	43	59.7
3.	Undecided	0	0.0
4.	Disagree	0	0.0
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

Table IV.11 indicates that 43 respondents who answered "Agree" as the higher percentage (59.7%), then followed by 29 respondents who answered "Strongly Agree" (40.3%), and there was no respondents who answered "Undecided, Disagree, and Strongly Disagree". It means that most of the pre-service teacher agreed that they always give example to the material that they explain.

Table IV.12

I always try to get students' attention to me such as saying:

"pay attention to it", "well this is very important for us to know"

No.	Alternatives	F	P (%)
1.	Strongly agree	26	36.1
2.	Agree	41	56.9
3.	Undecided	3	4.2
4.	Disagree	2	2.8
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

Table IV.12 indicates that 41 respondents who answered "Agree" as the higher percentage (56.9%), then followed by 26 students who answered "Strongly Agree" (36.1%), 3 respondents who answered "Undecided" (4.2%), and there was no respondents who answered "Strongly Disagree". It means that majority of the pre-service teacher agreed that they always took students' attention by saying "pay attention to it", "well this is very important for us to know".

Table IV.13

I always interact with students when delivering learning materials.

No.	Alternatives	F	P (%)
1.	Strongly agree	29	40.3
2.	Agree	43	59.7
3.	Undecided	0	0.0
4.	Disagree	0	0.0
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

Table IV.13 indicates that 43 respondents who answered "Agree" as the higher percentage (59.7%), then followed by 29 respondents who answered "Strongly Agree" (40.3%), and there was no respondents who answered "Undecided, Disagree, Strongly disagree". It means that they agreed they constantly interact with students when delivering learning materials.

Table IV.14
I always give concise questions related to learning materials.

No.	Alternatives	F	P (%)
1.	Strongly agree	19	26.4
2.	Agree	49	68
3.	Undecided	3	4.2
4.	Disagree	1	1.4
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

The table above points out 49 respondents who answered: "Agree" as the higher percentage (68%), then followed by 19 respondents who answered "Strongly Agree" (26.4%), 3 respondents who answered "Undecided" (4.2%), 1 respondents who answered

"Disagree" (1.4%), and there was no respondents who answered "Strongly Disagree. It can be concluded that most pre-service teachers agreed that they always give concise questions related to learning materials.

Table IV. 15
I always give a few seconds after asking a question before I appoint students to answer.

No.	Alternatives	F	P (%)
1.	Strongly agree	19	26.4
2.	Agree	48	66.7
3.	Undecided	5	6.9
4.	Disagree	0	0.0
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

The table above indicates that 48 respondents who answered "Agree" as the higher percentage (66.7%), then followed by 19 students who answered "Strogly Agree" (26.4%), 5 respondents who answered "Undecided" (6.9%). It means that they agreed they always give a few seconds after asking a question before letting their students answer.

Table IV.16

I always use audio-learning media if needed.

No.	Alternatives	F	P (%)
1.	Strongly agree	10	14.0
2.	Agree	41	56.9
3.	Undecided	16	22.2
4.	Disagree	5	6.9
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

Table IV.16 shows that 41 respondents who answered "Agree" as the higher percentage (56.9%), then followed by 16 respondents who answered "Undecided" (22.2%), 10 respondents who answered "Strongly Agree" (14.0%), 5 respondents who answered "Disagree" (6.9%), and there was no respondents who answered "Strongly Disagree". It can be concluded that they agreed they always using a audio learning media if they need it.

Table IV.17
I use learning media such as power points to support teaching and learning activities.

No.	Alternatives	F	P (%)
1.	Strongly agree	17	23.6
2.	Agree	41	56.9
3.	Undecided	10	13.9
4.	Disagree	4	5.6
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

The table above shows that 41 respondents who answered "Agree" as the higher percentage (56.9%), then followed by 17 respondents who answered "Strongly Agree" (23.6%), 10 respondents who answered "Undecided" (13.9%), 4 respondents who answered "Disagree" (5.6%). There was no respondent who answered "Strongly Disagree". It means that most of the students agreed that they use learning media such as power point to support teaching and learning activities.

Table IV.18
I adjust the learning strategy based on the learning objectives to be achieved by the students.

No.	Alternatives	F	P (%)
1.	Strongly agree	20	27.8
2.	Agree	51	70.8
3.	Undecided	1	1.4
4.	Disagree	0	0.0
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

Table IV.18 indicates that 51 respondents who answered "Agree" as the higher percentage (70.8%), then followed by 20 respondents who answered "Strongly Agree" (27.8%), 1 respondents who answered "Undecided" (1.4%), and there was no respondents who answered "Disagree and Strongly Disagree". The researcher concluded that most of the pre-service teacher agreed that they feel actively involved in all activities through this approach.

Table IV.19
I use various types of learning strategies so that students do not get bored in the learning process.

No.	Alternatives	F	P (%)
1.	Strongly agree	25	34.7
2.	Agree	44	61.1
3.	Undecided	1	1.4
4.	Disagree	2	2.8
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

The table above indicates that 44 respondents who answered "Agree" as the higher percentage (59.7%), then followed by 44 respondents who answered "Strongly Agree" (37.0%), 3 respondents who answered "Undecided" (2.5%), 1 respondent who answered "Disagree" (0.8%), and there was no respondents who answered "Strongly Disagree". It means that the majority of the pre-service teacher agreed that they feel intellectually challenged through this approach.

Table IV.20
I always appreciate student performances related to learning materials by saying good, great, smart, and so on.

No.	Alternatives	F	P (%)
1.	Strongly agree	37	51.4
2.	Agree	33	45.8
3.	Undecided	1	1.4
4.	Disagree	1	1.4
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

Table IV.20 points out 37 respondents who answered "Strongly Agree" as the higher percentage (51.4%), then followed by 33 respondents who answered "Agree" (45.8%), 1 respondents who answered "Undecided" (1.4%), 1 respondents who answered "Disagree" (1.4%), and there was no student who answered "Strongly Disagree". It means that the majority of the pre-service teacher agreed that they always appreciate student performances related to learning materials by saying good, great, smart, and so on.

Table IV.21
I appreciate students who complete assignments on time with thumbs up.

No.	Alternatives	F	P (%)
1.	Strongly agree	15	20.8
2.	Agree	42	58.3
3.	Undecided	12	16.7
4.	Disagree	2	2.8
5.	Strongly disagree	1	1.4
	Total	**72**	**100.0**

Table IV.21 points out 42 respondents who answered "Agree" as the higher percentage (58.3%), then followed by 15 respondents who answered, "Strongly Agree" (20.8%), 12 respondents who answered "Undecided" (16.7%), 2 respondents who answered "Disagree" (2.8%), and 1 respondents who answered "Strongly Disagree". It means that most of the pre-service teacher agreed they appreciate their students who complete assignments on time with a thumbs up.

Table IV.22
I always come to the student when the students doing the exercises and then said "good job, keep up the good work".

No.	Alternatives	F	P (%)
1.	Strongly agree	17	23.6
2.	Agree	41	56.9
3.	Undecided	13	18.1
4.	Disagree	1	1.4
5.	Strongly disagree	0	0
	Total	**72**	**100.0**

Table IV.22 points out 41 respondents who answered "Agree" as the higher percentage (56.9%), then followed by 17 respondents who answered "Strongly Agree" (23.6%), 13 respondents who answered "Undecided" (18.1%), 1 respondents who answered "Disagree" (1.4%), and there was no respondents who answered "Strongly Disagree". It means that most of the pre-service teacher agreed that they always come to the student when the students doing the exercises and then said "good job, keep going".

Table IV.23
I always give the students excercises based on the indicators.

No.	Alternatives	F	P (%)
1.	Strongly agree	16	22.2
2.	Agree	53	73.6
3.	Undecided	3	4.2
4.	Disagree	0	0.0
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

Table IV.23 points out 53 responses who answered "Agree" as the higher percentage (73.6%), then followed by 16 respondents who answered "Strongly Agree" (23.6%), 3 respondents who answered "Undecided" (18.1%), and there was no respondents who answered "Disagree and Strongly Disagree". It means that they agreed they always give the students excercises based on the indicators.

Table IV.24
I collect students' notes during the learning process at certain times.

No.	Alternatives	F	P (%)
1.	Strongly agree	10	13.9
2.	Agree	41	57.0
3.	Undecided	14	19.4
4.	Disagree	6	8.3
5.	Strongly disagree	1	1.4
	Total	**72**	**100.0**

Table IV.24 points out 41 respondents who answered "Agree" as the higher percentage (57.0%), then followed by 14 respondents who answered "Undecided" (19.4%), 10 respondents who answered "Strongly Agree" (13.9%), 6 respondents who answered "Disagree" (8.3%) and 1 respondents who answered "Strongly Disagree" (1.4%). It means that most of the pre-service teacher collect student notes during the learning process at certain times.

Table IV.25
I arrange student seats so that the learning process is more effective.

No.	Alternatives	F	P (%)
1.	Strongly agree	12	16.7
2.	Agree	32	44.4
3.	Undecided	18	25.0
4.	Disagree	10	13.9
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

Table IV.25 points out 32 respondents who answered "Agree" as the higher percentage (44.4%), then followed by 18 respondents who answered "Undecided" (25.0%), 12 respondents who answered "Strongly Agree" (16.7%), 10 respondents who answered "Disagree" (13.9%) and there was respondents who answered "Strongly Disagree". It means that most of the pre-service teacher agreed they arrange student seats so that the learning process is more effective.

Table IV.26

I always give a warning if there are students who have bad attitude.

No.	Alternatives	F	P (%)
1.	Strongly agree	35	48.6
2.	Agree	34	47.2
3.	Undecided	3	4.2
4.	Disagree	0	0.0
5.	Strongly disagree	0	0.0
	Total	**72**	**100.0**

Table IV.26 points out 35 respondents who answered "Strongly Agree" as the higher percentage (48.6%), then followed by 34 respondents who answered "Agree" (47.2%), 3 respondents who answered "Undecided" (4.2%), and there was no respondents who answered "Disagree and Strongly Disagree". It means that the pre-service teacher agreed they always give a warning if there are students who have bad attitude.

2. Data Analysis

### Table IV. 27 The Pre-service English teacher questionnaire score

No	Respondents	Score	No	Respondents	Score
1	Respondent 1	82	37	Respondent 37	85
2	Respondent 2	84	38	Respondent 38	84
3	Respondent 3	70	39	Respondent 39	92
4	Respondent 4	94	40	Respondent 40	75
5	Respondent 5	92	41	Respondent 41	78
6	Respondent 6	80	42	Respondent 42	82
7	Respondent 7	82	43	Respondent 43	82
8	Respondent 8	83	44	Respondent 44	86
9	Respondent 9	77	45	Respondent 45	88
10	Respondent 10	79	46	Respondent 46	82
11	Respondent 11	78	47	Respondent 47	77
12	Respondent 12	78	48	Respondent 48	78
13	Respondent 13	96	49	Respondent 49	79
14	Respondent 14	95	50	Respondent 50	90
15	Respondent 15	82	51	Respondent 51	76
16	Respondent 16	82	52	Respondent 52	88
17	Respondent 17	96	53	Respondent 53	71
18	Respondent 18	83	54	Respondent 54	82
19	Respondent 19	81	55	Respondent 55	82
20	Respondent 20	92	56	Respondent 56	88
21	Respondent 21	78	57	Respondent 57	82
22	Respondent 22	89	58	Respondent 58	93
23	Respondent 23	84	59	Respondent 59	81
24	Respondent 24	79	60	Respondent 60	87
25	Respondent 25	80	61	Respondent 61	81

26	Respondent 26	82	62	Respondent 62	79
27	Respondent 27	82	63	Respondent 63	95
28	Respondent 28	82	64	Respondent 64	90
29	Respondent 29	82	65	Respondent 65	82
30	Respondent 30	88	66	Respondent 66	84
31	Respondent 31	76	67	Respondent 67	79
32	Respondent 32	81	68	Respondent 68	74
33	Respondent 33	79	69	Respondent 69	72
34	Respondent 34	85	70	Respondent 70	96
35	Respondent 35	84	71	Respondent 71	79
36	Respondent 36	78	72	Respondent 72	83
	Total				**2983**
	Mean				**83**

The table above showed the score of the Pre-service English teachers perceived benefits of the micro-teaching course to their teaching practice of 72 respondents. To make it clear, the researcher made up the interval score distribution of the pre-service English teacher perceived benefits of the micro teaching course. The total score was 2983 by the mean 83. To find out the interval, the researcher computed the range of score. Then, the range was divided by class interval. Below is a chart from the data of interval score distribution:
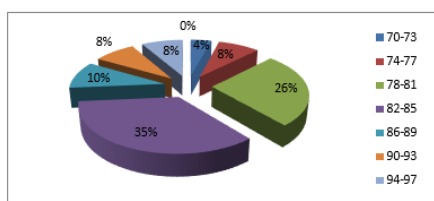
Figure IV. 1 The Frequency Score of the pre-service English teachers' perceived benefits.
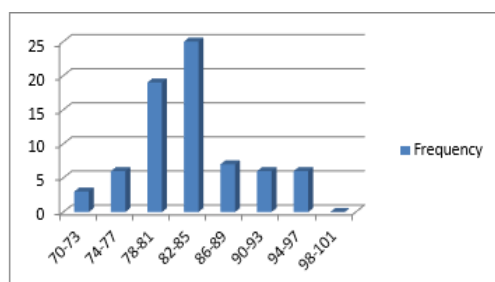
The chart shows that at interval score of 70-73, there were 3 respondents. At interval score of 74-77, there were 6 respondents. At interval score of 78-81, there were 19 respondents. At interval score of 82-85, there were 25 respondents. At interval score of 86-89, there were 7 respondents. At interval score of 90-93, there were 6 respondents. At interval score of 94-97, there were 6 respondents. And there were no respondents on the interval score of 98-101, Meanwhile, the researcher presented the percentage score distribution. It can be seen in the following figure:

Figure IV. 2 The percentage of the interval score distribution

The figure above points out that at interval score of 70-73, there were 4%. At the interval score of 74-77, there were 8%. At the interval score of 78- 81, there were 26%. At the interval score of 82-

85, there were 35%. At the interval score of 86-89, there were 10%. At the interval score of 90-93, there were 8%. At the interval score 94-97, there were 8%. At the interval score of 98-101, there were 0%. The researcher also described the category and the percentage of students" perceptions as follows:

Table IV. 28 The Frequency and Percentage of the pre-service English teacher perceived benefits

Value Range		Frequency	Percentage	Category
Likert Scale	Score			
5	80-100	50	69%	Very Positive
4	60-79.99	22	31%	Positive
3	40-59.99	0	0%	Uncertain
2	20-39.99	0	0%	Negative
1	0-19.99	0	0%	Very Negative

The table IV.28 indicates that there were 50 respondents were at very positive category by the precentage 69%. 22 respondents were at the positive category by the precentage 31%. There was no respondents at the uncertain category, negative category, and very negative category by the percentage 0%. Based on the result above, it can be concluded that the pre-service English teachers' perceived benefits of the micro-teaching course to their teaching practice was at very positive category with the total students were 50 students and the percentage was 69%. Most of the pre-service English teachers agreed that the Micro-teaching course benefited their teaching practice. It helps them reach out the basic teaching skills so that they can apply them when they are in a teaching practice at school.

CONCLUSION

This research was conducted to identify the preservice English teachers' perceived benefits of the micro-teaching course to their teaching practice at English Education Department of State Islamic University of Sultan Syarif Kasim Riau. In line with what has been discussed, presented, and analyzed in the previous chapter, the researcher concluded that the pre-service English teachers' perceived benefits of the micro-teaching course to their teaching practice was at very positive category with the total students were 50 and the precentage was 69 %. Micro teaching course gave a good impact for the pre-service English teachers'. It means that micro teaching course gives the pre-service English teachers a benefits to their teaching practice. Based on the result above, it is clear that the research question of this research has been answered.