LAPORAN AKHIR

PENELITIAN

An Analysis of Students' Perception toward Pre- Service Teachers in Teaching English at SMPN 1 Solok on 2019/2020 Academic Year

Tahun ke 1 dari rencana 1 tahun

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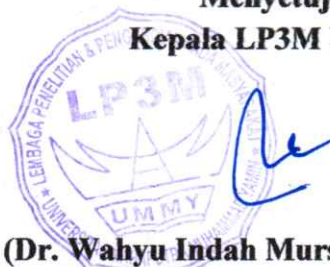Mengetahui,
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Ringkasan penelitian tidak lebih dari 500 kata yang berisi latarbelakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

This research was done to analyze students' perception toward pre-service English teacher in learning English at second grade of SMP N 1 Solok at 2019/2020 Academic year. The First was less of ability in teaching English. the second was lack of confidence to teach English in the classroom. The third was lack of classroom management skills. The last was lack of students' attention toward pre service English teacher. The population in this research are the second grade of SMP N 1 Solok at 2019/2020 Academic year. It consists of 431 students distributed in ten classes, namely $VIII^A$, $VIII^B$, $VIII^C$, $VIII^D$, $VIII^{E.}$, $VIII^F$, $VIII^G$, $VIII^H$, $VIII^I$, $VIII^J$, $VIII^K$. it could be concluded that the students had positive perception on psychological aspect and environmental aspect

Kata kunci maksimal 5 kata

Pre-Service Teacher; Perception; English Learning

Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

LATAR BELAKANG
A. Background of the Problem

English students department should have an ability in mastering English basic skills, in order to be a qualified teacher They also have to know method, technique and strategy in teaching English. Besides, they should be able to get knowledge in teaching English appropriately. Teaching technique is an activity that comes from a teacher to deliver the materials at classroom and he/she has to be able to manage the class, guide the students and lead the class well.

Moreover, during the course the students are taught to get the materials intensively. As one of compulsory subject, pre-service English teacher is a program to train the candidates of English teacher to be professional teacher. Through this subject, the students get chance to practice teaching in the field. They can get practice and experience in teaching English at junior high school or senior high school. They are given six months to get all these knowledges in teaching English in real situations.

Moreover, the activities of pre service English teachers were teaching and non teaching. In teaching activity they teach in the class room by using lesson plan, media and technique of

teaching. In non teaching activity, they do certain activity which can be helpful for the school. The activities include working at library, teacher room, and administration room. So, they have experience in real teaching and it will help them to be a professional teacher.

In fact, to be pre-service English teacher is not an easy task to be done by students. There are some challeges faced by the students in the field. First, they were less of ability in teaching English. The use of skill, lesson plan, strategy and technique well are the important ability in teaching English. In fact, pre-service English teachers sometime did not consider their ability in teaching English. When they faced the real teaching at schools, they did not focus on the material, and also got nervous on front class. As a result, they could not applygood strategy or teachnique in teaching and learning English. So, learning English did not run effectively and gave bad impact for performance of pre-service English teacher.

 Second, they were lack of confidence. To be an English teacher who stands up in front class and meet the students directly was the first experience for pre service English teacher. They never faced the situations before. It made them nervous and were not really confidence to teach English. Thus, during the activity, they felt worry and could not deliver the materials effectively. The impact influenced their ability in teaching which could not be maximed because they could not feel relaxed.

Third, they lack of classroom management skill. Knowing and understanding students' behavior is also the first experience for pre service English teacher. They never handled the students in class before. It made pre-serrvice English teacher did not able to use classroom management skills well. So that, the student were noisy and they also chatt with their friends during learning process. The effect was the activity of learning process does not run well .

The last, werethe lack of students' attention toward pre-service English teacher. The students think the pre-service English teacher as subtitude teacher. It would make the students did not care and did not have participation during teaching, and learning process, because they think that they did not have good knowledge in teaching English. So, in English class the students did not pay attention totally to that teacher. It gave bad influence to the students interest on English language learning.

Basedon the challenges above, the researcher wanted to know the students' perception toward pre-service English teacher in learning English at second grade of SMP N 1 Solok at 2019/2020 Academic year.

B. Research Question

The following research questions used to find the answers of the question in the formulation:

1. What was the students' perception on psychological aspect toward pre-service English teacher in learning English at second grade of SMP N 1 Solok at 2019/2020 Academic year?
2. What was the students' perception on environmental aspect toward pre-service English teacher in learning English at second grade of SMP N 1 Solok at 2019/2020 Academic year?

C. Purpose of the Research

Based on the research question above, the purposes of the research:

1. To know the students' perception on psychological aspect toward pre-service English teacher in learning English at second grade of SMP N 1 Solok at 2019/2020 Academic year.
2. To know the students' perception on environmental aspect toward pre-service English teacher in learning English at second grade of SMP N 1 Solok at 2019/2020 Academic year.

D. Research Outcome

In this research, the researcher wants to give the contributions to English teacher, especially for pre-service English teacher. First, they know about the students' perception toward pre-service English teacher in learning English at second grade of SMP N 1 Solok. Second, this research also give contribution for the students. This research will give some informations to the students about their perception toward pre service English teacher on students' motivation in learning English. That is good impact to them. Even though. The students have either positive perception and negative perception.

Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

TINJAUAN PUSTAKA
A. Students' Perception

Student as an individual and social personal have their own perception for something that they observe from what they see, hear, feel in their experience. According to Catling and

Ling (2011), perception is called as a complete series of process through which obtained and interpreted sensory information. Sensory information is process into perceptual experience. While, that affects such as behavior,cognition and experience. And also, the action is guided by sensory information process outside of awereness. So, perceptions allow people to consider environment, behavior, cognition and experience in a meaningful way.

Furthermore, Wang (2007) says that perception is defined as a complete series of internal sensational cognitive processes of the brain at the predicts, relates, interprets, and searches internal cognitive information in the mind. The main cognitive process on perception are emotion, motivation and attitude. Thus, the cognitive process will influence the perception of personal.

Moreover, Sunaryo (2004) says that perception is the last process of observation by sense. That is process of the receipt of stimulus by sense, attention to the brain. And then, the individual knows about any something. Through perception the personal knows and understands about the environment situations and also inside of the individual itself.

Then, Slameto (2003) says that perception is a processes of involve message or information in human brain. The human will have continue relationship between them and their environment. So, perception involves the transmitting message to the human brain that will influenced by the condition of environment relationship. Then, perception is a cognitive processes which by one choose individuals, organizes, and give meaning to environment stimulies. Though perception, the individual seeks to rationalize the environment and the objects, people and events within them.

Based on the theory from some experts above, perception is complete series of process of information input into human brain that started from his sensory and accepted from the interaction of environment and then organized and interpreted by individual itself. Perception come from two sides, they are environment and from individual itself. Emotion, motivation and attitude were give influence to perception of individual itself.

B. Pre-service Teacher

Pre service teaching is the education and training provide to student before they have undertaken any teaching. According to Asri (2010), pre-service teacher is the continuation process after completing micro teaching learning which students will do a process training

activity in implement various of knowledge, attitude, skill, in learning process as a perfect and integrated.

Furthemore, based on handbook of students PLK of UMMY (2017) it was found that pre-service teaching is an intracurricular activity to be done by students such as teaching and non teaching on integrated and guided. The aims of pre-service teacher is make good personal on knowledge, skills, values, and attitudes.

There are some steps in pre-service teaching :

1) Mastery of lesson plan

2) Classroom management

3) Using media and source

4) Mastery of basic education

5) Mastery on interaction of teaching and learning

6) Know and conduct of school administration

7) Know about the function and counseling as teacher

8) Understand about the principle and interpret the results of the study.

According to UNESCO (2011), Pre-service teacher training is the training that occurs before teacher enter the profession and take up employment in a range of different education institutions. Pre-service teacher is organized in many different ways, ranging from academic program at undergraduate and graduate level that take three or four years to complete to shorter courses, such as a one-year diploma or a six month fast track course. There may also be intances where teachers need a professional qualification before entering service, in addition to an academic qualification.

Moreover, Santagata (2004) says that pre-service teaching is an activity of the classroom which teacher preparation programs include in field experience. These experience are often considered the primary place in which pre-service teacher by observe more experienced teacher, learn to teach. He also shared two assumptions to pre-service teacher as follows: 1) through field experience pre-service teacher doing theory into practice, and 2) exposure to examples of teaching creates learning oppotunites for prospective teacher.

In conclusion, based on the ideas above the researcher conclude that pre service teacher is an activity training to be done by students such as teaching and non teaching. Through field experience pre-service teacher is doing theory into practice. During the activity, the pre service

teacher must have many experiences. Make good personal on knowledges, skills, values, and attitude is the aim of pre service teacher.

> Metode atau cara untuk mencapai tujuan yang telah ditetapkan ditulis tidak melebihi 600 kata. Bagian ini dilengkapi dengan diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG. Bagan penelitian harus dibuat secara utuh dengan penahapan yang jelas, mulai dari awal bagaimana proses dan luarannya, dan indikator capaian yang ditargetkan. Di bagian ini harus juga mengisi tugas masing-masing anggota pengusul sesuai tahapan penelitian yang diusulkan.

METODE

A. Design of Research

This research was conducted by using descriptive research. The research aimed to determine the students' perception the toward pre-service English teacher on students' motivation in learning English at second grade of SMP N 1Solok at 2019/2020 Academic year. According to Gay (2000), descriptive research is a study determines and describes the way things and have purpose to collect the information about something. Descriptive research is concern with assessment of attitudes, opinions, preferences, demographies, practices and procedures. Descriptive data was usually collected such as questionnaire, interview, and observation.

Furthermore, according Sugiyono (2001), descriptive research is the research which is done to know the value of independent variable, it can be one variable or more than one variable. This research involves collection of technique used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation. In this research, the researcher analyzed the students' perception toward pre-service English teacher on students' motivation in learning English at second grade of SMP N 1 Solok at 2019/2020 Academic year.

B. Population and Sample

1. Population

Population is needed to conducted this research. Gay (2000: 122) says that population is a group the writer would like the result of a study to be generalize. The population in this research are the second grade of SMP N 1 Solok at 2019/2020 Academic year. It consists of 431 students distributed in ten classes, namely VIII^A, VIII^B, VIII^C, VIII^D, VIII$^{E.}$, VIII^F, VIII^G, VIII^H, VIII^I, VIII^J, VIII^K. Each class consists of 30 more students. They were in following table:

Table 3.1: Number of the students

No	Class	Number of Students
1	VIII^A	32
2	VIII^B	32
3	VIII^C	46
4	VIII^D	43
5	VIII^E	41
6	VIII^F	41
7	VIII^G	42
8	VIII^H	40
9	VIII^I	38
10	VIII^J	39
11	VIII^K	38
Total		431

2. Sample

In order to get the sample of this research, the researcher used the purposive sampling. Gay (2000) says that sample is the process of selecting a number of individuals for study in such a way that they represent the larger group from which they were selected. According to Arikunto(2009), purposive sampling is the technique of take samples by not based on random, regional, and strata but base on the consideration that focus on a particular goal or purposes.

This research requires specific criteria for samples taken later in accordance with the purpose of research able to problem solve research and provided more representative value. Resercher conducted the sampel pre-service teacher who teaching in VIII^A class the second grade of SMP N 1 Solok at 2019/2020.

C. Instrumentation

The instrument of this research was non-test in form of questionnaire. Arikunto (2009) says that questionnaire is a group of written question that used to get the information from the respondent about thems elves or other .In this research the researcher used likert scale from scoring the result of questionnaire. Sugiyono (2009) says that there are measuring such as attitudes, opinions, and someone perceptions or group perception about social phenomena by using likert scale. According Azwar (2010), measure of perception by using likert scale must in

the chategories follows: Strongly agree (SA) 5, Agree (A) 4, Dissagree (D) 3, Strong Dissagree (SD) 2, and not vote 1.

In this questionnaire, the instrumental is used for getting students' perception toward pre-service English teacher on in English learning. In making questionnaires the researcher used two indicators; psychological aspect and environmental aspect. Each indicator was divided into sub indicators that consist of 3 items for psychological aspect such as students thinking of process learning, students interesting, students' difficulties. And also, 3 items for Environmental aspect such as pre-service English teacher explanations of the materials, pre-service English teachers guide the students on learning, pre-service English teacher strategy. There are 4 items each aspect. So, the total of the items in this questionnaire were 24 items that measures the students' perception toward pre-service English teacher on students' motivation in learning English.

Based on the theories that have been discussed in the chapter II, the Questionnaires were conducted and arranged as in the following:

Table 3.2: The indicator of the students' perception

Indicators	Sub indicators	Number of Items for students	Time given
The Psychological Aspect	- Students' thought on learning process - Students' interest - Students' difficulties	1,2,3,4 5,6,7,8 9,10,11,12	60 minutes
The environmental Aspect	- Pre-service English Teacher explanations of the materials - Pre-service EnglishTeachers guide the students on learning - Pre-service EnglishTeachers strategy	13,14,15,16 17,18,19,20 21,22,23,24	
Total		**24**	

The total number of questionnaire were 24 items. The questionnaire score was arranged by using likert scale. According to Suparyanto (2011), the positive statement was if the statement is suitable with researcher expectation; the score was from 5 to 1. The negative statement was if the statement is not suitable with researcher expectation: the score was from 1 to 5.

Table 3.3: Alternative answer of questionnaire

Respond	Score value
Strongly Agree	5
Agree	4
Disagree	3
Strongly disagree	2
Not vote	1

D.   Technique of Data Collection

The data of the research was collected through questionnaire. It is used to get students' score. There are some ways of collecting the data: first, the researcher gave instructions to the students how to fill the questionnaire. Second, the researcher gave questionnaire to the students and gave time 60 minutes. Finally, the researcher collected the questionnaire from the students.

E.   Technique of Data Analysis

After the data was collected, the researcher analyzed and classified them. After that, the researcher calculated the percentage of the students' perception toward pre-service English teacher in learning English by used formula suggested by Sudjana and Ibrahim (1989: 129) as follows:

$$P = \frac{F}{N} \; x \; 100\%$$

Where:

X =   Percentage of the answer

$\sum X$ =   Frequency

N =   Total respondents

Then, after measuring the total percentage of the students perception scores, researcher classified the percentage based on the classification. Arikunto (2009: 230) says that to get quantitative description for each type of the students' perception after the percentage.

HASIL PENELITIAN

A. Finding

1. Data Description

This research aimed to knowing the students' perception toward pre-service English teacher in learning English at the second grade of SMP N 1 Solok at 2019/2020 academic year. In this research, to finding the data, the researcher used questionnaire.

On the questionnaire to thirty two (32) students of the second grade of SMP N 1 Solok, the researcher used two indicators; psychological aspect and environmental aspect. Each indicator was divided into sub indicators that consist of 3 items for psychological aspect such as students'thought on learning process, students' interest and students' difficulties.

In addition, there are also 3 items for environmental aspect such as pre-service English teacher's explanations of the materials, pre-service English teachers' guide the students on learning, and pre-service English teacher's strategy.There were 4 items/statement of each aspect. So, the total of the items in this questionnaire were 24 items/statements.

Table 4.1 : Students' Perception Toward Pre-Service English Teacher in Learning English

No	Indicators	Sub indicators	Statement				
			SS	S	TS	STS	TM
1	Psychological Aspect	Students' thought on learning process	37,5%	47,4%	11,8%	2,3%	0.7%
		Students' Interest	22.8%	60.9%	3,4%	-	1,1%
		Students' difficult	2,68%	29%	51,4%	15%	1,9%
2	Environmental Aspect	Pre-service English teacher explainations of the materials	26.6%	63.2%	8.6%	0.2%	0.2%

			SS	S	TS	STS	TM
		Pre-service English teachers' guide the students on learning	31.2%	62.2%	6.3%	-	0.8%
		Pre-service English teachers' strategy	40.5%	52.8%	5.6%	5.6%	0,9%
	Total Percentage		**30,1%**	**54,4%**	**12,7%**	**2,3%**	**1%**

Based on the table above, it can described that total respons 2960 from students' score 890 (30,1%) of the students' scores were strongly agree. In option of agree (frequency) was 1612 (54,4%). In the option of disagree (frequency) was 378 (12,7%). In the option of strongly disagree (frequency) was 69 (2,3%), and in the option of not vote (frequency) was 31 (1%).

Based on explaination above, the researcher concluded that students' perception toward pre-service English teacher was **average** classification and positive perception, it can be seen that total high percentage was agree 54,4%.

B. Data Analysis

1. Students' Perception Based on Psychological Aspect

Table 4.2 : The Total Percentage of Students' Respons on Psychological Aspect

No	Statement	Respon					Total
		SS	S	TS	STS	TM	
1	Materi pembelajaran bahasa Inggris itu susah dan sulit dimengerti.						
2	Pembelajaran bahasa inggris menyenangkan apabila guru/guru PLK mengunakan teknik game.	37,5%	47,4%	11,8%	2,3%	0.7%	
3	Saya dapat memahami materi pembelajaran bahasa Inggris karena guru mengunakan media pembelajaran dan kalimat yang sederhana.						
4	Teknik yang digunakan guru/ guru PLK dalam mengajar bahasa inggris, merubah pandangan saya tentang belajar bahasa Inggris dari sulit						

No	Statement					
5	Saya selalu tertarik untuk terlibat aktif dalam belajar bahasa inggris					
6	Saya senang belajar bahsa Inggris, karena guru / guru PLK mengunakan strategi mengajar yang asik	22.8%	60.9%	3,4%	-	1,1%
7	Pengunaan media pembelajaran yang bervariasi mendorong saya untuk mempelajari bahsa Inggirs					
8	Saya tertarik untuk berbicara mengunakan bahasa Inggris, setelah melakukan percakapan bahsa Inggris					
9	Mata pelajaran bahasa Inggris lebih sulit dipahami dari yang saya harapkan					
10	Saya mengalami kesulitan ketika mengerjakan tugas bahasa Inggris	2,68%	29%	51,4%	15%	1,9%
11	Saya merasa tidak percaya diri berbicara mengunakan bahsa Inggris					
12	Teknik yang digunakan guru/guru PLK membuat saya sulit memahami					
The psychological aspect		**24,8%**	**43,6%**	**17,6%**	**4,4%**	**1,1%**

Based on the table above, it can be seen that total high percentage was agree (43.6%). Its classified as average classification. It meant that some of the students had good perception toward pre-service English teacher in learning English on physiological aspect related to what has been instrument of questionnaire.

Table 4.3. :   The Percentage of Students' Respons on Thought on Learning Process

No	Statement	Respon					TOTAL
		SS	S	TS	STS	TM	
1	Materi pembelajaran bahasa Inggris itu susah dan sulit dimengerti	-	28	57	12	-	97
2	Pembelajaran bahasa inggris menyenangkan apabila guru/guru PLK mengunakan teknik game.	100	44	-	-	1	145

3	Saya dapat memahami materi pembelajaran bahasa Inggris karena guru mengunakan media pembelajaran dan kalimat yang sederhana.	45	92	-	-	-	137
4	Teknik yang digunakan guru/ guru PLK dalam mengajar bahsa inggris, merubah pandangan saya tentang belajar bahasa Inggris dari sulit menjadi menyenangkan	45	76	3	-	3	127
	TOTAL	**190**	**240**	**60**	**12**	**4**	**506**
	PERCENTAGE	**37,5%**	**47,4%**	**11,8%**	**2,3%**	**0,7%**	

Based on table above, it can be seen that the students had positive perception toward thought learning process. In option of strongly agree, the students' total number (frequency) was 190 (37,5%). In option of agree (frequency) was 240 (47,4%). In the option of disagree (frequency) was 60 (11.8%). In the option of strongly disagree (frequency) was 12 (2,3%), and the option not vote (frequency) was 4 (0.7%).

From the table above, it can be described that the score for option **agree** was higher than another option. It means that most of the students have good perception on learning English, because pre-service English teacher use good teachnique, strategy and media in learning English at class.

Table 4.4 : The Percentage of Students'respons on students' Interest

No	Statement	Respons					Total
		SS	S	TS	STS	TM	
1	Saya selalu tertarik untuk terlibat aktif dalam belajar bahasa inggris	35	84	3	-	3	126
2	Saya senang belajar bahsa Inggris, karena guru / guru PLK mengunakan strategi mengajar yang asik	60	76	-	-	1	137

No	Statement						
3	Pengunaan media pembelajaran yang bervariasi mendorong saya untuk mempelajari bahsa Inggirs	40	84	6	-	1	131
4	Saya tertarik untuk berbicara mengunakan bahasa Inggris, setelah melakukan percakapan bahasa Inggris	45	76	9	-	1	131
	TOTAL	120	320	18	-	6	525
	PERCENTAGE	22,8%	60,9%	3,4%	-	1,1%	

Based on table above, it can be seen that the students had positive perception toward students' interets. In option of strongly agree, the students' total number (frequency) was 120 (22,8%). In option of agree (frequency) was 320 (60,9%). In the option of disagree (frequency) was 18 (3,4%). In the option of not vote (frequency) 6 (1,1%) and on student to chosed strongly disagree.

From the table above, it can be described that the score for option **agree** was higher than another option. It means that most of the students' interested learn English, because pre-service English teacher used good strategy, media in teaching, and also guide the students' in learn in classroom such convertation English.

Table 4.5 : The Percentage of Students'Respons on Students' Difficulties

No	Statement	Respons					Total
		SS	S	TS	STS	TM	
1	Mata pelajaran bahasa Inggris lebih sulit dipahami dari yang saya harapkan	5	16	57	14	1	93
2	Saya mengalami kesulitan ketika mengerjakan tugas bahasa Inggris	-	44	27	16	4	91
3	Saya merasa tidak percaya diri berbicara mengunakan bahsa Inggris	5	24	51	14	1	95
4	Teknik yang digunakan guru/guru PLK membuat saya sulit memahami	-	24	57	12	1	94
	TOTAL	10	108	192	56	7	373
	PERCENTAGE	2,6%	29%	51,4%	15%	1,9%	

Based on table above, it can be seen that the students had positive perception toward students' difficulties. In option of strongly agree, the students' total number (frequency) was 10 (2,68%). In option of agree (frequency) was 108 (29%). In the option of disagree (frequency) was 192 (51,4%). In the option of strongly disagree (frequency) was 56 (15%), and in the option of not vote (frequency) was 7 (1,9%).

From the table above, it can be described that the score for option **disagree** was higher than another option. It means that most of the students were not difficult in learning English, because they understand the material, and pre-service English teacher used good technique to the students in class.

2. **Students' Perception Based on Environmental Aspect**

Table 4.6 : The Percentage of Students'Respons on Environmental Aspect

No	Statement	Respons					Total
		SS	S	TS	STS	TM	
13	Guru PLK memberikan penjelasan secara jelas dan detail terhadap materi yang di ajarkan sehingga saya memahami pembelajaran	26.6%	63.2%	8.6%	0.2%	0.2%	
14	Sebelum pembelajaran bahasa Inggris berakhir guru PLK memberikan tutntuna kesimpulan materi yang telah diajar						
15	Guru PLK menjelaskan alasan secara jelas dan detail terhadap jawaban pada soal yang diberikan						
16	Guru PLK memberikan motivasi dan metode ceramah pada saat pembelajaran bahasa Inggirs						
17	Guru PLK memberikan aturan yang harus diikuti selama kegiatan belajar bahasa Inggris						

18	Guru PLK membagi kelompok secara baik sehingga siswa senang belajar bahasa inggris	31.2%	62.2%	6.3%	-	0.8%	
19	Guru PLK membimbing dan memberikan penjelasan pada siswa apabila mengalami kesulitan dalam mengerjakan tugas bahsa Inggris						
20	Guru PLK membimbing siswa dalam setiap proses pembelajaran bahasa Inggris						
21	Guru PLK mengunakan strategi belajar bahasa Inggris yang menarik sehingga membuat siswa senang dengan belajar bahsa Inggris	40.5%	52.8%	5.6%	5.6%	0,9%	
22	Guru PLK membuat siswa tertantang untuk berkompetisi saat pelajaran bahasa Inggris						
23	Guru mengunakan metode mengajar berbeda-beda setiap materi sehingga membuat siswa bersemangat saat belajar bahasa Inggris.						
24	Guru PLK mengunakan variasi mengajar dengan metode ceramah dan diselingi dengan permainan						
	PERCENTAGE	**35.6%**	**66%**	**7.5%**	**0.06%**	**0.9%**	

Based on the table above, it can be seen that total high percentage was **agree** (66%). It is classified as **good** classification. It meants that some of the students had good perception toward pre-service English teacher in learning English on Environmental aspect related to what has been instrument of questionnaire.

Table 4.7 : The Percentage of Students'Respons on Pre-service English Teachers' Explaination of Materials

No	Statement	Respons					Total
		SS	S	TS	STS	TM	
1	Guru PLK memberikan penjelasan secara jelas dan detail terhadap materi yang di ajarkan sehingga saya memahami pembelajaran	30	80	12	-	2	124
2	Sebelum pembelajaran bahasa Inggris berakhir guru PLK memberikan tutntuna kesimpulan materi yang telah diajar	30	60	24	1	2	117
3	Guru PLK menjelaskan alasan secara jelas dan detail terhadap jawaban pada soal yang diberikan	25	104	-	-	1	130
4	Guru PLK memberikan motivasi dan metode ceramah pada saat pembelajaran bahasa Inggirs	50	76	9	-	-	135
	TOTAL	**135**	**320**	**45**	**1**	**5**	**506**
	PERCENTAGE	**26,6%**	**63,2%**	**8,6%**	**0,2%**	**0,9%**	

Based on table above, it can be seen that the students had positive perception toward pre-service English teachers' explaination of materials. In option of strongly agree, the students' total number (frequency) was 135 (26,6%). In option of agree (frequency) was 320 (63,2%). In the option of disagree (frequency) was 45 (8,6%). In the option of strongly disagree (frequency) was 1 (0,2%), and in the option of not vote (frequency) was 5 (0,9%).

From the table above, it can be described that the score for option **agree**was higher than another option. It means that most of the students were agree with pre-service English teacher explained the materials, because pre-service teacher explained more specific and clear the materials. Pre-service English teacher gave motivation to the students when learning process.

Table 4.8 : The Percentage of Students'Respons on Pre-service English Teacher Guide the Students on learning

No	Statement	Respons					Total
		SS	S	TS	STS	TM	
1	Guru PLK memberikan aturan yang harus diikuti selama kegiatan belajar bahasa Inggris	30	80	12	-	2	124
2	Guru PLK membagi kelompok secara baik sehingga siswa senang belajar bahasa inggris	50	60	15	-	2	127
3	Guru PLK membimbing dan memberikan penjelasan pada siswa apabila mengalami kesulitan dalam mengerjakan tugas bahsa Inggris	45	88	3	-	-	136
4	Guru PLK membimbing siswa dalam setiap proses pembelajaran bahasa Inggris	35	96	3	-	-	134
	TOTAL	**160**	**324**	**33**	**-**	**4**	**521**
	PERCENTAGE	**31,2%**	**62,2%**	**6,3%**	**-**	**0,8%**	

Based on table above, it can be seen that the students had positive perception toward pre-service English teacher's guide the students on learning. In option of strongly agree, the students' total number (frequency) was 160 (31,2%). In option of agree (frequency) was 324 (62,2%). In the option of disagree (frequency) was 33 (6,3%).In the option of not vote (frequency) 4 (0,8%) and on student chose strongly disagree.

From the table above, it can be described that the score for option **agree** was higher than another option. It meant that most of the students understand the material, because pre-service English teacher guide the students in learn English process. And also pre-service English teacher used good management classroom.

Table 4.9 : The Percentage of Students'Respons on Pre-service English Teachers Strategy

No	Statement	Respons					Total
		SS	S	TS	STS	TM	
1	Guru PLK mengunakan strategi belajar bahasa Inggris yang menarik sehingga	70	60	-	-	3	133

	membuat siswa senang dengan belajar bahsa Inggris						
2	Guru PLK membuat siswa tertantang untuk berkompetisi saat pelajaran bahasa Inggris	30	84	9	-	2	125
3	Guru mengunakan metode mengajar berbeda-beda setiap materi sehingga membuat siswa bersemangat saat belajar bahasa Inggris.	50	72	12	-	-	134
4	Guru PLK mengunakan variasi mengajar dengan metode ceramah dan diselingi dengan permainan	65	64	9	-	-	138
	TOTAL	**215**	**280**	**30**	**-**	**5**	**530**
	PERCENTAGE	**40,5%**	**52,8%**	**5,6%**	**-**	**0,9%**	

Based on table above, it can be seen that the students had positive perception toward pre-service English teachers' strategy. In option of strongly agree, the students' total number (frequency) was 215 (40,5%). In option of agree (frequency) was 280 (52,8%). In the option of disagree (frequency) was 30 (5,6%). In the option of not vote (frequency) 5 (0,9%) and on student to chosed strongly disagree.

From the table above, it can be described that the score for option **agree** was higher than another option. It meant that most of the students were happywith pre-service English teacher teaching at English class. Because, pre-service English teacher used variation strategy teaching, and also made competition or challenge to the students.

C. DISCUSSION

The finding of this research showed that the students' perception toward pre-service English teacher in learning English wasgood. When doing observation, the researcher found the students were agree with pre-service English teacher teaching at class. The students had good spirit, and intereted in learning English. They were interest in English class because the pre-

service English teacher had given motivation, support, guide and variation strategy or technique in teaching English.

In other case, there were two indicators of the statement on the questionnaire, they are physiological aspect and environmental aspect. In the psychological aspect, the researcher found that 43.6% is the highes percentage of students' perception toward pre-serrvice English teacher, it can be clasiffied as average.it means that the students had positive perception on psychological aspect. In addition, from the sub-indicator of psychological aspect such as students' thought on learning process, students' interest, students' difficultiesdid not give the big influence in learn English. According to Lewis (2011) says that perception is complex mental process. Perception will influence from the individual itself that involve all sides of the individual itself.

Then, in environmental aspect the students had perception percentage of **66%** (**good**) toward pre-service English teacher in learning English. Because, the students understand about the material, guide, variation technique, strategy and rules used by pre-service English teacher teaching at class. It made good perception from the students. The finding supported by theory by Slameto (2003), the indicator perception in environment aspect is teacher explaination, teacher guide, and teacher rules.

Based on the finding above, the reseacher concluded that the students' perception toward pre-service English teacher in learning English was **average** classification. The pre-service English teacher can made students' interest, understand and happy when pre-service English teacher used technique, strategy and also management class well.

SIMPULAN DAN SARAN
A. **Conclusions**

The purpose of the research was to know the students perception toward pre-service English teacher in learning English at second grade of SMP N 1 Solok at 2019/2020 academic year. Based on the finding of the research in chapter IV, it could be concluded that the students had positive perception on psychological aspect and environmental aspect. It can be concluded as follows: 1) The percentage of students' perception on psychological aspect had **average classification**. It meant that students had positive perception toward pre-service English teacher in learning English, 2) The percentage of students' perception on Environmental aspect had **good**

classification. It meant that students had positive perception toward pre-service English teacher in learning English.

B. Suggestions

Based on the finding of the research, the researcher give some suggestions. The suggestions are expected as valuable inputs in improving the students profiency in learning English in the future. The suggestions were as follow: 1) pre-service English teacher should know the students perception toward learning english. Hopefully that the pre-service teacher should know the students problem in learning English and find solution for the students, 2) after having good perception toward pre-service teacher, it is hoped that they have to improve their ability in English. They also can be creative to motivate themselves to do understand the English study, 3) nowing the students' good perception toward pre-service English teacher, the school should give more time in teaching at class and let the pre-service teacher to handle class or teaching class. Because, they have good perfomance and more iidea to handle the students during learning English process.

> Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasi awal ke lokasi penelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasi hasil penelitian											√	
9	Pelaporan hasil penelitian												√

> Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

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LAMPIRAN 1. JUSTIFIKASI ANGGARAN

1. Honor				
Honor	**Honor/Jam (Rp)**	**Waktu (jam/minggu)**	**Minggu**	**Honor per Tahun/ 12 bulan (Rp.)**
Validator Instrument	100.000	1	2	200.000
Pengumpul Data	75.000	4	1	300.000
Analisis Data	150.000	4	1	600.000
			Sub Total (Rp.)	**1.100.000**

2. Peralatan Penunjang				
Material	**Justifikasi Pemakaian**	**Kuantitas**	**Harga Satuan (Rp)**	**Biaya per Tahun**
Buku referensi	Referensi/ rujukan bahan penelitian	8	125.000	1.000.000
Fotocopy	Perbanyak instrument penelitian	5	35.000	175.000
Dokumentasi selama penelitian	Penelitian	4	40.000	160.000
Jumlah				**1.335.000**

3. Bahan Habis Pakai				
Material	**Justifikasi Pemakaian**	**Kuantitas**	**Harga Satuan (Rp)**	**Biaya per Tahun**
Kertas HVS	Print laporan penelitian, instrument penelitian	2	55.000	110.000
Catridge Hitam Canon MP280	Print laporan penelitian, instrument penelitian	1	315.000	315.000
Catridge Warna Canon MP280	Print laporan penelitian, instrument penelitian	1	385.000	385.000
pembolong kertas	instrument	1	12.000	12.000
Tinta Printer	Print laporan penelitian, instrument penelitian	4	65.000	340.000
Penghapus	Catatan lapangan	5	3.000	15.000

Material	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya/tahun/12 bulan (Rp)
	penelitian			
Buku folio	Catatan lapangan penelitian	1	20.000	20.000
Pen Correction (Tipe X)	Catatan lapangan penelitian	2	5.000	10.000
Bulpoint	Catatan lapangan penelitian	4	3.000	12.000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	6	6.000	36.000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	2	20.000	40.000
Materai 10000	Kontrak Penelitian	12	10.000	120.000
Jumlah				**1.415.000**

4. Perjalanan

Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp)	Biaya/tahun/12 bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	2	50.000	100.000
Biaya Transportasi Penelitian	Perjalanan Penelitian	4	50.000	200.000
Jumlah				**300.000**

5. Lain-lain

Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun (Rp)
Publikasi di Jurnal	Luaran	1	350.000	350.000
Sub Total (Rp)				**350.000**

ANGKET PENELITIAN

KUISIONER PENELITIAN TENTANG PERSEPSI SISWA TERHADAP GURU PLK DALAM BELAJAR BAHASA INGGRIS KELAS VIII SMP N 1 SOLOK TAHUN AJARAN 2019/2020

I.   Petunjuk Umum

Kuisioner ini dirancang untuk mengumpulkan informasi tentang persepsi anda terhadap guru PLK (Pengalaman Lapangan Kependidikan) dalam belajar bahasa Inggris. Anda akan mendapati pernyataan-pernyataan yang berkaitan dengan persepsi anda terhadap guru PLK dalam belajar bahasa Inggris. Alternatifjawaban untuk setiap pernyataan sebagai berikut:

SS   =   Sangat Setuju

S   =   Setuju

TS   =   Tidak Setuju

STS   =   Sangat Tidak Setuju

TM   =   Tidak Memilih

Hasil penelitian ini tidak akan mempengaruhi nilai mata pelajaran anda, jadi anda diharapkan mengisinya sesuai dengan apa yang anda alami dan terjadi. Sehingga hasil penelitian ini dapat jadi pedoman untuk perbaikan dimasa yang akan datang.

II.   Petunjuk Khusus

1. Berikanlah jawaban anda pada masing-masing pernyataan sesuai dengan apa yang benar-benar anda alami.

2. Bacalah masing-masing pernyataan tersebut, dan berikan tanda centang (√) pada kolom respon pernyataan yang tersedia.

3. Kerjakanlah secepat mungkin yang bias anda lakukan, tapi dengan teliti.

No	Pernyataan	Respon				
		SS	S	TS	STS	TM
1	Materi pembelajaran bahasa Inggris itu susah dan sulit dimengerti.					
2	Pembelajaran bahasa inggris menyenangkan apabila guru/guru PLK mengunakan teknik game.					
3	Saya dapat memahami materi pembelajaran bahasa Inggris karena guru mengunakan media pembelajaran dan kalimat yang sederhana.					
4	Teknik yang digunakan guru/ guru PLK dalam mengajar bahsa inggris, merubah pandangan saya tentang belajar bahasa Inggris dari sulit menjadi menyenangkan					

5	Saya selalu tertarik untuk terlibat aktif dalam belajar bahasa inggris					
6	Saya senang belajar bahsa Inggris, karena guru / guru PLK mengunakan strategi mengajar yang asik					
7	Pengunaan media pembelajaran yang bervariasi mendorong saya untuk mempelajari bahsa Inggirs					
8	Saya tertarik untuk berbicara mengunakan bahasa Inggris, setelah melakukan percakapan bahsa Inggris					
9	Mata pelajaran bahasa Inggris lebih sulit dipahami dari yang saya harapkan					
10	Saya mengalami kesulitan ketika mengerjakan tugas bahasa Inggris					
11	Saya merasa tidak percaya diri berbicara mengunakan bahsa Inggris					
12	Teknik yang digunakan guru/guru PLK membuat saya sulit memahami					
13	Guru PLK memberikan penjelasan secara jelas dan detail terhadap materi yang di ajarkan sehingga saya memahami pembelajaran					
14	Sebelum pembelajaran bahasa Inggris berakhir guru PLK memberikan tutntuna kesimpulan materi yang telah diajar					
15	Guru PLK menjelaskan alasan secara jelas dan detail terhadap jawaban pada soal yang diberikan					
16	Guru PLK memberikan motivasi dan metode ceramah pada saat pembelajaran bahasa Inggirs					
17	Guru PLK memberikan aturan yang harus diikuti selama kegiatan belajar bahasa Inggris					
18	Guru PLK membagi kelompok secara baik sehingga siswa senang belajar bahasa inggris					
19	Guru PLK membimbing dan memberikan penjelasan pada siswa apabila mengalami kesulitan dalam mengerjakan tugas bahsa Inggris					
20	Guru PLK membimbing siswa dalam setiap proses pembelajaran bahasa Inggris					
21	Guru PLK mengunakan strategi belajar bahasa Inggris yang menarik sehingga membuat siswa senang dengan belajar bahsa Inggris					
22	Guru PLK membuat siswa tertantang untuk berkompetisi saat pelajaran bahasa Inggris					
23	Guru mengunakan metode mengajar berbeda-beda setiap materi sehingga membuat siswa bersemangat saat belajar bahasa Inggris.					
24	Guru PLK mengunakan variasi mengajar dengan metode ceramah dan diselingi dengan permainan					

Surat Tugas
No. 1204/ST-P/LP3M-UMMY/XII-2019

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

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Fakultas	: Keguruan dan Ilmu Pendidikan (FKIP)

Untuk melaksanakan kegiatan Penelitian dengan judul **"An Analysis of Students' Perception toward Pre-Service Teachers in Teaching English at SMPN 1 Solok on 2019/2020 Academic Year"**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggungjawab.

Solok, 4 Desember 2019
Kepala LP3M UMMY

DR.Wahyu Indah Mursalini, SE. MM.
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