

Kode>Nama Rumpun Ilmu : 742/Pendidikan Bahasa Inggris

**USULAN PROPOSAL
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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**UNIVERSITAS MAHAPUTRA MUHAMMAD YAMIN SOLOK
NOVEMBER 2019**

HALAMAN PENGESAHAN

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

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Tahun Pelaksanaan : 2019
Sumber Dana : DIPA UMMY
Biaya Tahun Berjalan : 2019
Biaya Keseluruhan : Rp 4.500.000,- (UMMY)

Solok, 12 November 2019

Mengetahui,
Dekan Fakultas Keguruan dan
Ilmu Pendidikan

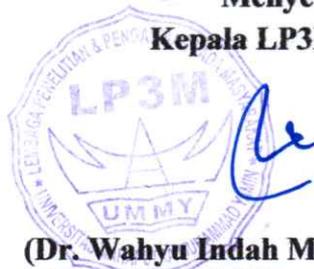


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LAMPIRAN

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 will be 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 is less of ability in teaching English. the second is lack of confidence to teach English in the classroom. The third is 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 challenges 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 apply good strategy or technique 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-service English teacher did not able to use classroom management skills well. So that, the student were noisy and they also chat with their friends during learning process. The effect was the activity of learning process does not run well .

The last, were the lack of students' attention toward pre-service English teacher. The students think the pre-service English teacher as substitute 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.

Based on 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 is 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 is 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 are:

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 <i>state of the art</i> 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 awareness. 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 that 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 pengurus sesuai tahapan penelitian yang diusulkan.

METODE

A. Design of Research

This research will be conducted by using descriptive research. The research is aimed to determine the students' perception the toward pre-service English teacher on students' motivation in learning English at second grade of SMP N 1 Solok 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, demographics, 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.

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 them selves 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.

The questionnaire score will be 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:

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

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.

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	Pelaksanaan 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

	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