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**USULAN PROPOSAL  
PENELITIAN**



**An Analysis of Pre-Service Teachers' Perception toward  
Teaching Practice Activity at SMPN 1 Kubung on  
2019/2020 Academic Year**

**Tahun ke 1 dari rencana 1 tahun**

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## HALAMAN PENGESAHAN

**Judul** : An Analysis of Pre-Service Teachers' Perception toward Teaching Practice Activity at SMPN 1 Kubung on 2019/2020 Academic Year

**Peneliti/Pelaksana**

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**Fakultas** : Keguruan dan Ilmu Pendidikan

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Solok, 7 Februari 2020

Mengetahui,  
Dean Fakultas Keguruan dan  
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A handwritten signature in blue ink, appearing to be 'Marsika Sepyanda', is written over a faint circular stamp.

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<b>LAMPIRAN</b>	

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 study is aimed to know the students' perception toward teaching practice activity at school at fourth year of English Department students of Mahaputra Muhammad Yamin Solok 2019/2020 academic year. The background of this research is based on the problem that raised by the students in teaching practice activity and students' difficulty in teaching at school. This research was conducted by using descriptive research method. The population of this research is the fourth year students of English Department of Mahaputra Muhammad Yamin Solok 2019/2020 academic year. All the population will be used as the sample of this research.

In collecting the data, the researcher will use questionnaire, in this questionnaire the students could  in the available columns to choose their responses. In this case, the researcher used 62 items in form of statements in which every item is made based on 2 indicators of pre-service English teachers' perception and 3 indicators of teaching practice activity. In the case of indicator of pre-service English teachers' perception, the researcher divided it into psychological and environment aspects. In addition, the indicator of teaching practice activity was divided into teaching, non-teaching, and guidance.

Kata kunci maksimal 5 kata

**Perception, Pre-Service Teacher, Teacher, Practice Teaching**

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

Pre-service teacher is the university (college) student who is involved in practice teaching activity at school. This practice teaching activity is required by the curriculum and it is one of the lessons which is very important for improving his/ her competences as the candidate teacher. This teaching practice activity is conducted based on the collaboration of university and schools in order to form the character of university (college) students as the candidate teachers to be the real teachers.

Pre-service English teachers discussed in this research proposal were students of English Department of Faculty of Teacher Training and Education in Mahaputra Muhammad Yamin University (UMMY) Solok. They took pre-service English teacher program when they were at the fourth year. Before the students become pre-service English

teachers they followed the whole learning systems at the English department of faculty of teacher training and education at UMMY Solok, in which, the learning system is a combination of human elements, materials, facilities, equipment, and procedures that interact each other to achieve goals of being the candidate English teachers. The combinations were applicable in the Micro Teaching subject. So, in order to be pre-service English teachers, the students have to finish Micro Teaching subject.

Micro Teaching subject is the subject which makes the students having teaching practice method. It is conducted in form of small classroom program to apply the whole components of teaching and learning activities. In Micro Teaching subject the components of learning also involve the totality of the students in managing time and mastering kinds of teaching skills.

Micro Teaching subject activity is important for the students as candidate teachers before they go to school as the fields of practices to have teaching practice activity. They are directed through Micro teaching subject in order to have some basic skills of teaching. Then, they also have to remember that program of pre-service English teacher is the system of learning which makes them success to be the real teachers.

When the students are in pre-service teaching program at school they will be guided by the guidance teachers (tutors), who have the roles to help and increase students' ability as the pre-service English teachers. The guidance teacher (tutor) will guide the students to be the teachers in the classroom beside explaining the conditions and situations in the school, specifically in the classroom.

A tutor is a teacher who has good knowledge, skill and experience in all aspect of teaching and learning process in the classroom. He/she is a person who has mastered teaching and learning components and activities. For the pre-service English teachers, tutor is a teacher, the English teacher who guides them in the school because tutor has function to increase skill and knowledge of students as pre-service English teachers when they teach at the school. In this case, the good guidance of tutor will influence the success of pre-service English teachers as candidate English teachers in the future. However, if a tutor is not good and effective in giving guidance for the pre-service English teachers, it will make their achievement, experience, and skill of teaching became not good and satisfy.

Furthermore, as pre-service English teachers, the students got the same responsibility as the real teachers. They did teach and non-teaching activities. They did teaching the same as the real teachers at school for about six months. In teaching activity the students have some activities such as: (1) making a lesson plan, (2) preparing the media of teaching, (3) teaching in the classroom, (4) managing the classroom and (5) evaluating the learning results. In addition, in non-teaching activity the students can have the activities such as: keeping the library, participate in the administration process, being in the picket room, and integrating communicatively with other teachers in the teachers' room. By having those teaching and non-teaching activities the students as the pre-service English teachers have experience in real teaching and it will help them to be the professional teachers.

Based the researcher's interview with some pre-service English teachers on September 15<sup>th</sup> 2019, in doing pre-service English teacher activities, there were some challenges and problems faced by students at school. First, they were still confused and they were difficulty of mastery the material in teaching, because some of them still had to follow some lecturing activities at campus for retaking the subjects they were failed in the previous semesters. In fact, there are some of students as pre-service English teachers who were lack of ability in teaching practice because, they were not maximally master any moment they have followed in micro teaching subject. Second, they were also confused in teaching practice activity, because of the irrelevant facilities of teaching in campus and in school. In campus, they can use some facilities such as: LCD projector (infocus), laptop, and tape recorder as media to support their teaching practice, while in school they are difficult in using those facilities because of lack of facilities at school. It made them were not effective in teaching practice process and less able to adjust to the state of the school where facilities are limited.

Third, they were lack of guidance teachers (tutor)' attention toward their teaching practice activity. In teaching practice activity, they were not given conceptual guidance. Sometimes there were tutors who only gave guidance and at the beginning of the session gave students off without being given guidance or further guidance on the material and implementation. It made them feel confuse and difficult in mastery material and managing in the classroom.

The last problem is that the students of pre-service teachers had lack of confidence to be teachers in the classroom, specifically in teaching practice process. In fact, they had difficulty in managing the classroom, because they were not mastering the materials completely and they were not mastering teaching skills such as the skill to make lesson plan, the skill on using strategy and technique in teaching well.

Based on those problems above, the researcher wants to know pre-service English teachers' perception toward teaching practice activity especially based on the condition at school the fourth year students of English Department of FKIP Mahaputra Muhammad Yamin Solok at 2019/2020 academic year.

## **B. Research Question**

There are some questions in this research to answer the questions in the formulation of the problem above:

1. How is pre-service English teachers' perception toward teaching activity of practice teaching at the school at fourth year students of English Department of University Mahaputra Muhammad Yamin Solok at 2019/2020 academic year?
2. How is pre-service English teachers' perception toward non-teaching activity of practice teaching at the school at fourth year students of English Department of University Mahaputra Muhammad Yamin Solok at 2019/2020 academic year?
3. How is pre-service English teachers' perception toward guidance of teaching practice activity at the school at fourth year students of English Department of University Mahaputra Muhammad Yamin 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 find out pre-service English teachers' perception toward teaching activity of practice teaching at the school at fourth year students of English Department of University Mahaputra Muhammad Yamin Solok at 2019/2020 academic year.
2. To find out pre-service English teachers' perception toward non-teaching activity of practice teaching at the school condition at fourth year students of English Department of University Mahaputra Muhammad Yamin Solok at 2019/2020 academic year.

3. To find out pre-service English teachers' perception toward guidance of teaching practice activity at the school condition at fourth year students of English Department of University Mahaputra Muhammad Yamin Solok at 2019/2020 academic year.

#### **D. Research Outcome**

In this research, it is expected that the finding of this research gave two kinds of significances; practically and theoretical significances. Practically this research was expected to give contribution to the pre- service English teachers about how was prepared themself in teaching and managing in the classroom. The finding of this research was expected to give contribution to the school to prepare and improve the facilities to support teaching process. The finding of this research was also expected to give contribution to the tutors about how to provide good guidance and concept to pre-service English teacher. For the fourth year English Department students, this research gave contribution for them to prepare themselves perfectly to be a pre-service English teacher in term of the skills of teaching, and knowledges about the school and its conditions. The students have to consider about several ways and things that should be mastered as a pre-service English teachers.

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. Pre-service English Teachers**

Pre-service English teachers are the English Department of Teacher Training Faculty students of a university who do the teaching practice activity in the school. They are candidate teachers in the future. According to Ngidi and Sibaya (2003: 18), pre-service English teachers are given the opportunity to try the art of teaching English before they actually getting into the real world of the teaching profession. It means that pre-service English teachers are the English department students who get the preparation of teaching as real teachers at school.

Furthermore, Perry (2004: 2) says that pre-service English teachers are expected to fulfill all the responsibilities of a teacher and he said it is exciting but challenging. He says

that pre-service English teachers are candidate teachers in future and in the school, they look as real teachers on students, because they will do task as teachers and so they will to replace responsibilities of their guidance teachers (tutors).

Moreover, Quick and Sieborger (2005: 3) state that pre-service teachers are university students as candidate teachers go to schools and practice what they saw their guidance teachers (tutors) practicing when they were still in schools what they had learned at university. In other explanation pre-service English teacher in school will learn how to teach as real teachers. At schools they are given knowledge about teaching by their tutors as their guidance teachers in school.

Caires and Almaila (2007: 516) say that pre-service English teacher is a teacher who follows the process of collaboration between lecturers in university and teachers in schools to help students of English department at university as prospective or candidate teacher. It is said that pre-service English teacher concerned about three specific roles, they are (1) to be observed by their cooperating teachers when teaching and be provided with feedback; (2) to be provided with moral support and encouragement and (3) to be provided with intruactional seminars that enhance their teaching experience.

Moreover, Badenhorst (2011: 5) says that pre-service English teachers as prospective teachers must value a supportive and interactive classroom environment, especially with respect to the processof learning to teaching. In other word, pre-service English teachers are parts of a school and they are the same as real teachers but in the school they do training to be a professional teachers.

Based on the explanation above, it can be concluded that pre-service English teachers are English student teachers who follow the collaboration process between university and school to form and train English college students' university attitude and skills as candidate teachers in the future. They are the English college students who have tutors as their guidance teachers who will be the ones of models for learning about being real teachers at school.

## **B. Perception**

Perception is the process of how human thinking about certain phenomenon. There are several experts who gives ideas and definition about perception.

According to Harris and Hartman (2002: 175), perception is an individual's view of the obligations required to fulfill the expectations of others. It means that, perception is how someone sees something and how someone sees and interprets something other people or the surrounding environment.

Walgito (2003: 87) states that perception is started from the sense of organ. This process is related to the acceptance of message or information by human brain. In this process, a person interacts with his/her environments using five senses. The five-sense used in this process are vision, hearing, taste, smell, and touch. It means that, perception is not a process at all but through the process of combining, interpreting and finally giving judgment. The end result of this process is the individual's awareness of the circumstances around them.

Furthermore, Robbins (2003: 97) says that perception is an impression obtained by individual using five senses and then they analyzed (organized), interpreted and then evaluated, so that individual gets meaning. It means that, perception is how the individual organizes and interprets the impression of the senses and how to give meaning to the surrounding environment. Each individual organizes and interpret the impression of the senses that he/she has in order meaning to the surrounding environment.

In addition, Asrori (2009:215) states that perception is process of learning and experience. The results of the learning process and interaction of a person will provide experience for themselves to be able to compare the circumstances encountered. It means that, perception is a process that is learned through interaction with the surrounding environment and perception arises from childhood through interaction with other humans.

Moreover, Koentrajani (2010:42) says that perception is the realization of human brain process and it appears about phenomenon. In this process, many factors such as feeling, needs, motivation, educational background, experiences are involved. Then, the process is followed by a process which person's brain arrives at meaningful interpretation of stimuli. It means that, perception is a process that involves the entry of messages or information into the human brain, through human perceptions constantly making contact with the environment.

In addition, Luthan (2011: 135) says that perception is a unique interpretation of the situation, not an exact recording of it. In other word, process of perception is a complex interaction in the selection, organizing, and interpretation of stimuli that come from the

environment. It means that, perception is that individuals can know and understand the conditions in the surrounding environment and those in the individual concerned.

Meanwhile, Griffin and Gregory (2014: 75) state that perception is the set of process by which an individual becomes aware of and interprets information about the environment is another important element of work place behavior. It means that, perception is a series of processes starting from vision to form responses that occur in individuals so that individuals are aware of everything in their environment.

Based of the theories above, it can be concluded that perception is process human thinking about certain phenomenon after they get sensation from the environment through the sense of organ. Every human being is endowed with five senses which with all five of you can feel the world around. Starting from sight, hearing, smell, taste, and taste and they become aware of everything exists in their environment. Perception is the process of how human thinking about certain phenomenon. There are several experts who gives ideas and definition about perception.

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 will be conducted by using descriptive research. The data will be described in form of quantitative. The research is aimed to determine the pre-service English teachers' perception towards teaching practice activity in the school at fourth year students of English Department of Mahaputra Muhammad Yamin University Solok at 2019/2020 academic year. According to Gay (2000: 315), descriptive research is a study which determines and describes the way things are and it aims to collect the information toward some topics or issues.

Furthermore, Sugiyono (2001: 11) states that descriptive research is a research which design to know the value of independent variable which can be one or more than one

variable. So, in this research it involved the collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation. In this research, the researcher analyzed the pre-service English teachers' perception toward teaching practice at the school at fourth year students of English Department of Mahaputra Muhammad Yamin Solok at 2019/2020 academic year.

## **B. Population and Sample**

### **1. Population**

Population is needed to conduct this research. Sugiyono (2006: 117) defines population as a generalization region consisting of objects and subjects that have certain qualities and characteristic set by researchers to be studied and the draw conclusions.

Population of this research was the fourth year students of English Department of FKIP UMMY Solok at 2019/2020 academic year. The reason of taking this class was because they have experiences about teaching practice activity in the school and they have finished Micro Teaching subject. It was means that they were the pre-service English teachers. They were about 6 students in numbers.

### **2. Sample**

According to Sugiyono (2011: 120), sampling is the process of selecting number of individuals that represent the population that have been selected from all of population. In other explanation, sample is some object that are taken from the entire population. The researcher chose the fourth year students of English Department of FKIP UMMY Solok at 2019/2020 academic year. The researcher wanted to know about pre-service English teachers' perception toward teaching practice activity in school.

In this research, the researcher used total sampling techniques to get the sample. According to Sugiyono (2007), the number of populations less than 10 throughout the population are all research samples.

## **C. Instrumentation of the Research**

The instrument of this research was non-test in form of questionnaire. According to Arikunto (2009) questionnaire is a group of written questions which used to get information from the respondent about themselves or others. To get the result of questionnaire in form of scoring

the researcher used Likert Scale in this research. Prasetyo and Jannah (2006) measurement of perception by using Likert scale must in the categories as follows: Strongly Agree (SA) 5, Agree (A) 4, Neutral (N) 3, Disagree (D) 2, Strongly Disagree (SD) 1.

In this research, questionnaire was only used for getting pre-service English teachers' perception of teaching practice activity. In the questionnaire researcher shared statements of questionnaires based on indicators from component of teaching practice activity. The researcher used part of teaching practice activity as items of questionnaires on teaching, non-teaching, and guidance.

To get the validation of the instrument of this research, each item of the questionnaire was validated by with the help of expert validators. There were two expert validators who helped to validate each item of the questionnaire.

In order to know the validity of questionnaire, it will be done by lecturers English Department of Faculty of Teacher Training and Education in Mahaputra Muhammad Yamin University (UMMY) Solok. The researcher gave the questionnaire that consist of 62 items that measure the pre-service English teachers' perception toward teaching practice activity at school. The questionnaires were conducted around 62 minutes. Because, there were 3 indicators and 31 sub indicators that consist of 2 items of pre-service English teachers' answers. So, the pre-service English teachers had time 1 minutes to answer for each sub indicators.

#### **D. Technique of Data Collection**

The data of this research was questionnaire. It was used to get pre-service English teachers' scores on perception. There were some steps conducted for collecting the data: first, the researcher gave explanation to the pre-service English teachers of how to fill in the questionnaire. Second, the researcher distributed the questionnaire to the pre-service English teachers and gave time 62 minutes. The researcher gave the questionnaires that consist of 62 items that measured the pre-service English teachers' perception toward teaching practice in the school. The questionnaires was conducted in 62 minutes, because there were 3 indicators and 31 sub indicators that consist of 2 items each of pre-service English teacher's answers. They had time 1 minutes to answers for each sub indicator. Finally, the researcher collected the questionnaire from pre-service English teachers.

## E. Technique of Data Analysis

After the questionnaires filled by the pre-service English teachers it was collected, then researcher analyzed and classified them. After that, the researcher calculated the percentage of the pre-service English teachers' perception toward teaching practice activity at the school by using formula suggested by Sudjana and Ibrahim (1989: 129) as follows:

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

Where:

$X$  = Percentage of the answer

$F$  = Frequency

$N$  = Total respondents

After measuring the total percentage of the pre-service English teachers score, researcher classified the percentage based on the classification. Riduwan (2010: 89) says that to get quantitative description for each type of the students' attitude after the percentage, the result of questionnaire was classified into the following interval:

Interval the Frequency of the Pre-service English Teachers' Perception	Classification Level of the Pre-service English Teachers' Perception
81%-100%	Excellent
61%-80%	Very Good
41%-60%	Good
21%-40%	Poor
0%-20%	Very poor

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 Penelitian

<b>1. Honor</b>				
<b>Honor</b>	<b>Honor/Jam (Rp)</b>	<b>Waktu (jam/minggu)</b>	<b>Minggu</b>	<b>Honor per Tahun/ 12 bulan (Rp.)</b>
Validator Instrument	100,000	1	2	200,000
Pengumpul Data	50,000	4	1	200,000
Analisis Data	150,000	3	1	450,000
<b>Sub Total (Rp.)</b>				<b>850,000</b>
<b>2. Peralatan Penunjang</b>				
<b>Material</b>	<b>Justifikasi Pemakaian</b>	<b>Kuantitas</b>	<b>Harga Satuan (Rp)</b>	<b>Biaya per Tahun</b>
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	50,000	200,000
<b>Jumlah</b>				<b>1,375,000</b>
<b>3. Bahan Habis Pakai</b>				
<b>Material</b>	<b>Justifikasi Pemakaian</b>	<b>Kuantitas</b>	<b>Harga Satuan (Rp)</b>	<b>Biaya per Tahun</b>
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
penggaris	instrument	2	5,000	10,000
Note book	Print laporan	1	27,000	27,000
Tinta Printer	Print laporan penelitian, instrument penelitian	4	65,000	340,000
Buku folio	Catatan lapangan penelitian	2	20,000	40,000

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	6	20,000	120,000
Materai 10000	Kontrak Penelitian	12	10,000	120,000
<b>Jumlah</b>				<b>1,525,000</b>
<b>4. Perjalanan</b>				
<b>Material</b>	<b>Justifikasi Perjalanan</b>	<b>Kuantitas</b>	<b>Harga Satuan (Rp)</b>	<b>Biaya/tahun/12 bulan (Rp)</b>
Biaya Transportasi Observasi	Perjalanan Observasi	2	75,000	150,000
Biaya Transportasi Penelitian	Perjalanan Penelitian	4	50,000	200,000
<b>Jumlah</b>				<b>350,000</b>
<b>5. Lain-lain</b>				
<b>Kegiatan</b>	<b>Justifikasi</b>	<b>Kuantitas</b>	<b>Harga Satuan (Rp)</b>	<b>Biaya per Tahun (Rp)</b>
Publikasi di Jurnal	Luaran	1	400,000	400,000
<b>Sub Total (Rp)</b>				<b>400,000</b>
<b>TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)</b>				<b>4,500,000</b>