

**THE MENTORS' PERCEPTION TOWARD THE
ENGLISH STUDENT TEACHERS' COMPETENCE IN
TEACHING PRACTICE**



THESIS

Presented as a Partial Fulfillment for the Requirement of the
“Sarjana” Degree

By:

RAHAJENG KHISTI.H.

A1B010040

**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGES AND ARTS
FACULTY OF TEACHER TRAINING AND EDUCATION
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APPROVAL

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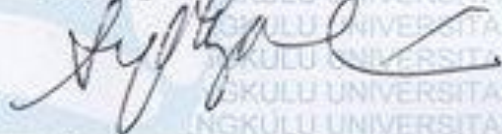
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Has been examined by the examining board of the English Study Program
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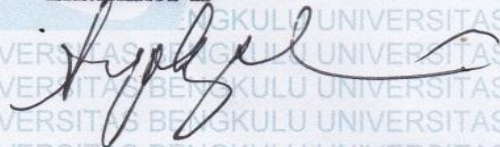
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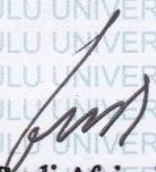
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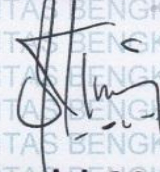
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MOTTO AND DEDICATION

Motto:

- ✓ *Happiness is not money, but a peace of mind and soul.*
- ✓ *The more we are grateful, the more happiness we get.*
- ✓ *Be yourself because pretending is so painful.*
- ✓ *God's plan is always more beautiful than our desire.*

Dedication:

This thesis is dedicated to:

- ❖ **My beloved Ibu, Agustin Dwiani, and beloved Bapak, Hari Purnomo for all of your love, your care, your sacrifices to lead me to be a great woman.**
- ❖ **Eyang Putri (Almh.) who supported me to continue my study. Hope that you can see me wearing “toga” there.**
- ❖ **My beloved brother and sister, Linggar and Nada.**
- ❖ **Nanang Khunaifi, this is our starting point! ☺**
- ❖ **My Academic Supervisor, Mr. Imranuddin, M.A, and my Co. Supervisor, Mr. Syafrizal, M.A.**
- ❖ **EDSA 2010**
- ❖ **KSR PMI UNIB**

My almamater



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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Ketua Prodi,

Drs. Syafrizal, M.A.
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Bengkulu,
Hormat saya,

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(RAHAJENG KHISTI)

ABSTRACT

Handayani, Rahajeng Khisti. 2014. **The Mentors' Perception toward the English Student Teachers' Competence in Teaching Practice.**

The design of this research was descriptive quantitative. It was aimed to describe the mentors' perception toward the English student teachers' competence in teaching practice. The sample was taken from all population of 13 English high school teachers in Bengkulu who became the mentor teachers of English student teachers of FKIP UNIB in the academic year of 2013. The instrument used to collect the data was questionnaire. The result shows that the mentors' perception toward the English student teachers in teaching practice is: positive on the pedagogical competence (the mean score reached is 3.7); positive in the personal competence (the mean score is 3.69); positive in social competence (the mean score reached is 3.66); and positive in professional competence (the mean score is 3.8). Therefore, it can be concluded that the mentors' perception toward the English student teachers' competence in teaching practice is positive with the mean score reached of 3.71.

Key terms: *mentor, perception, English student teachers, competence, teaching practice*

ABSTRAK

Handayani, Rahajeng Khisti. 2014. **Persepsi Guru Pamong terhadap Kompetensi Mahasiswa Bahasa Inggris dalam Praktik Pengalaman Lapangan (PPL).**

Jenis penelitian ini berupa deksriptif kuantitatif. Tujuan penelitian ini yaitu untuk mendeskripsikan persepsi guru pamong terhadap kompetensi mahasiswa Bahasa Inggris dalam melaksanakan Praktik Pengalaman Lapangan (PPL). Sampel diambil dari seluruh populasi yaitu 13 guru bahasa Inggris SMA di Bengkulu yang menjadi guru pamong mahasiswa PPL Bahasa Inggris FKIP UNIB pada tahun akademik 2013. Instrumen yang digunakan yaitu kuesioner. Hasil menunjukkan bahwa persepsi guru pamong terhadap kemampuan mahasiswa Bahasa Inggris adalah: positif pada aspek kompetensi pedagogik (skor mean 3.7); positif pada aspek kompetensi kepribadian (skor mean 3.69); positif pada kompetensi sosial (skor mean 3.66); dan positif pada kompetensi profesional (skor mean 3.8). oleh karena itu, dapat disimpulkan bahwa persepsi guru pamong terhadap kompetensi mahasiswa Bahasa Inggris dalam melaksanakan PPL di Bengkulu pada tahun akademik 2013 adalah positif dengan nilai rata-rata 3.71.

Kata kunci: guru pamong, persepsi, mahasiswa Bahasa Inggris, kompetensi, PPL

ACKNOWLEDGEMENT

First of all I would say thank you to Allah SWT that has given us health so the researcher can finish a research entitle “The Mentor’ Perception toward the English Student teachers’ Competence in Teaching Practice”. This research is aimed to reveal the perception of English teacher mentors toward the competence of English student teachers in practice teaching at high schools in Bengkulu in the academic year of 2013/2014. The researcher realizes that this research is still far from perfectness, therefore any critics and suggestions in order to make this research better are welcomed.

Finally the researcher hopes that this research will be useful for the readers in doing such kind of research in the future. Thank you.

Bengkulu, June 2014

Researcher

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Education is one of the ways to achieve national goal of Indonesia. The aim of education itself is to improve the human resource quality. Teacher plays a great role in affecting the quality of education in a country and also the human resource. Therefore, quality of teacher is important to be concerned in order to produce qualified human resource.

The quality of teacher affects the quality of education in a country. Usman (2008) states that teaching and learning process is the core of educational process where teacher holds the main character. Teacher is required to be able to adjust in following the development of science and technology.

In addition, the quality of teacher is influenced by the competence of teachers. There are competencies that should be possessed by teacher to become professional, as stated in Indonesian National Education Act number 14 year 2005 about Teachers and Lecturers, “teachers are required to have academic qualifications, competence, teaching certificate, physical and spiritual health, as well as having the ability to achieve the goal of national education”.

Moreover, the term of ‘competency’ generally means ability. Department of national education (2001) states that competency is ability to

do something through education or training. Teachers candidate undergo a long process until finally called as teacher. This argument is strengthened by the Curriculum Development Center and Educational Training and Development Center and Educational Training and Development Center (2002) which state that competence as knowledge, skills and values reflected in the basic habits of thinking and acting consistently and continuously enable someone to become competent in the sense of having the knowledge, skills, and values basic to do something.

Furthermore, there are institutes and faculties which produce teachers. University of Bengkulu through the faculty of teacher training and education gives the chance for students to learn how to be good teachers. Work closely with the unit of the practice of field experience (UPPL), English study program conducts a practice activity for the students or the prospective teachers to improve their teaching ability.

Conducting Teaching Practice for students, UPPL is an implementing element within the faculty of teacher training and education (FKIP) UNIB (UPPL, 2013). Teaching practice gives students the chance to get life skill and rich of learning experience in academic field, to train and implement the related field, improve the skill, independence, and responsibility and ability in solving the learning problem.

In addition, there are categories of a good student teacher as well as a professional teacher. Wardhani (1994) states that a good student teacher should be competent at least in four categories from the ten basic competence

of good teacher (Sardiman, 2011), they are (1) the mastery of teaching material, (2) the mastery of learning program, (3) the mastery of the using of media for teaching and learning, and (4) the ability to evaluate students' works.

Moreover, students practice teaching at schools for at least a semester. During that time, students are guided and observed by mentor. Mentors are people who took responsibility to control and guide the students during teaching practice. Chosen by UPPL through the *Surat Keputusan Dekan FKIP Universitas Bengkulu No. 4315/UN30.3/HK/2013*, mentor from each school are assigned to train the students to improve teaching skill and guides students in arranging the lesson plan. Therefore, mentors will be the closest person with the students during teaching practice as mentors observe the students' improvement during teaching practice in all aspects needed.

Mentors are the closest people toward the student teachers following the improvement of the student in teaching practice. Almost every day the student teachers have a talk with the mentors. Therefore, perception of the mentors toward the teaching competence of the student teachers is important to be revealed as the measurement how well the student teachers doing teaching practice.

Furthermore, the mentors' perception will be useful for students, for lecturers of micro teaching subject, and also for other related subjects. The first, the mentors' perception will be useful for the students to improve their teaching competence. The second, mentors' perception will motivate the

caretaker of micro teaching subject to conduct micro teaching as good as possible, because micro teaching subject trains students both theoretically and practically on teaching. The last, the mentors' perception will be useful for other subject related to the teaching education such as students' development, educational profession, curriculum development, etc.

Based on the explanation above, the researcher will investigate the mentors' perception toward the teaching competence of student teachers in research entitled "The mentors' perception toward the English student teachers' competence in teaching practice".

1.2 The Research Problem

Based on the background, the problems found by the researcher are:

1. What are the mentors' perceptions toward the English student teachers' competence in teaching practice at High Schools in Bengkulu city in the academic year of 2013?
2. How is the mentors' perception toward the English student teachers' competence in teaching practice at High Schools in Bengkulu city in the academic year of 2013?

1.3 The Research Objective

The objective of this research was to describe the mentor's perception toward the competence of the English student teachers of Bengkulu University in teaching practice at High Schools in Bengkulu city academic year 2013.

1.4 The Limitation of the Research

This research was limited for English teachers of Senior High Schools in Bengkulu city who became the mentor teachers of English study program's students of Bengkulu University. Those English mentor teachers were asked to give their perception toward the English student teachers' competence six months after conducting teaching practice in the academic year of 2013. The student teachers' competences discussed in this research are (1) pedagogical competence, (2) personal competence, (3) social competence, and (4) professional competence.

1.5 The Significance of the Research

The researchers hoped that this research will be useful for:

1. English student teacher to practice teaching as good as possible based on the teacher competence as regulated on the Indonesian government act
2. Lecturers of micro teaching subject to give chances to students in practicing teaching skill and introduce teacher competences as regulated in Indonesian Government Act
3. Other researchers to conduct a study about perception toward the teaching competence in further which provide more useful information

1.6 Definition of Key Terms

1. Mentors

Mentors are teachers of high schools in Bengkulu who chosen by UPPL FKIP UNIB to guide and observe the student teachers' improvement during teaching practice at school for a semester, where the student teacher practices teaching.

2. English Student Teachers

English student teachers are the seventh semester students of English education study program of FKIP UNIB who took course PPL-02 and practice teaching in high schools in Bengkulu for a semester.

3. Teaching Practice

Teaching practice is a compulsory course subject to be taken by the seventh semester students of FKIP UNIB to produce teachers.

4. Competence

Competence is the ability of doing something after passing a long process

5. Perception

Perception stems from sensing, is a stimulus of what is sensed, organized and interpreted so that people aware and understand.

CHAPTER II

LITERATURE REVIEW

2.1 Perception

Perception has a close relationship with decision making. It means that before making a decision, a person should have a perception toward what he or she will take (Robbins and Judge, 2013). An individual perceives toward something simply divided into two things; good or bad. However, perception cannot be defined in such simple way. It should pass some processes so that a perception can occur.

Perception can occur following several steps. When perceiving, an individual will select stimuli needed to perceive on something. There are factors that affect someone's perception, such as knowledge, experience, belief, and so on. Robbins and Judge (2013) mentioned three main factors affecting perception, they are the factor in the situation (time, work setting, social setting), the factor in the perceiver (attitudes, motives, interests, experience, expectations), and the last is the factor in the target (novelty, motion, sounds, size, background, proximity, similarity). The factors are drawn on the figure 2.1 below.

Based on the explanation above, it can be concluded that perception happen affected by the factors in the situation, the target of perception, and the perceiver.

Perceiving something means to give a meaning. As Robbins and Judge (2013) stated that perception is a process by which an individual organize and interpret their sensory impressions in order to give meaning to environment. How people perceive toward something depend on the things an individual experiences, not only what he or she thinks, sees, or hear.

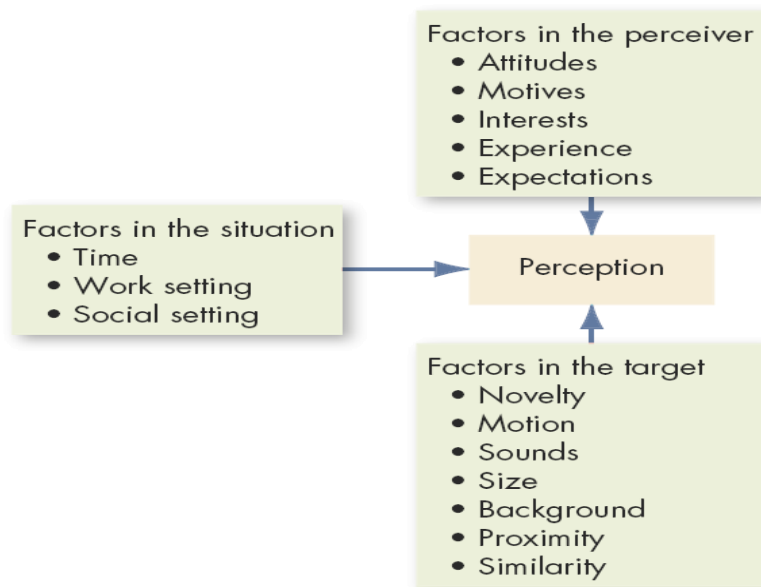


Figure 2.1 Factors that influence perception

Perception is how people act to others affected by the five sensory of human being. Perception is also close to attitude. If attitude is affected by someone experience and temperament, perception is affected by the sensing tool of human being: eyes, ears, nose, tongue, and skin beside experiences of the perceiver. As Lindsay and Norman in Pickens (2005) state that “perception is a process by which organism interpret and organize sensation to produce a meaningful experience of the world, someone needs stimuli to process the sensation one’s felt”. These stimuli come from the sensing tools of human being.

From the definition above it can be concluded that beside the factors in the situation, the target and the perceiver, perception happen through the sensory of human being such as see, hear, taste, feel, and smell.

However, perception cannot just happen. Sunaryo (2004) suggested that perception can occur through three processes:

1. Physical process

Physical process of a perception first needs an object. Whenever there is an object to be perceived, there will be stimuli happen to that object. Of course, the stimuli received by the object or the receptors for example by the physical organ especially sensing tools of human being such as touching, hearing, seeing, smelling and tasting. This is still in the first process and yet finished.

2. Physiological process

In the physiological process, the stimuli are caught by the sensory nerves to be brought to the brain.

3. Psychological process

In psychological process, it needs the brain to process what will be done toward the stimuli happen. For example, because of the psychological process in the brain makes an individual aware of those stimuli, and then processed again.

The process of perception consist of four stages; (1) stimulation, (2) registration, (3) organization, and (4) interpretation. However, to process the perception, a person needs to be aware of the stimuli. Perception cannot exist

if a person does not aware and accept the stimuli she or he felt. How a person receives the stimuli is selective and may be limited by a person's existing belief, attitude, motivation, and personality (Assael in Pickens, 2005). A person consciously will select which stimuli she or he needs.

There are lots of information a person finds from the sensing tools mentioned above: from vision, hearing, smelling, feeling, and touching. However, a person usually only uses some of the information as he or she needs to be processed. That process is called selectively processed. A person will choose one which she or he believes mostly. As Pickens (2005) argues that perceptual defense of an individual will create internal limitation toward the external stimuli which passing through the perception process when it is not congruent with the person's current beliefs, attitudes, motivation, etc. People are selective in what they perceive and tend to filter information based on the capacity to absorb new data, combined with preconceive thoughts (Pickens, 2005).

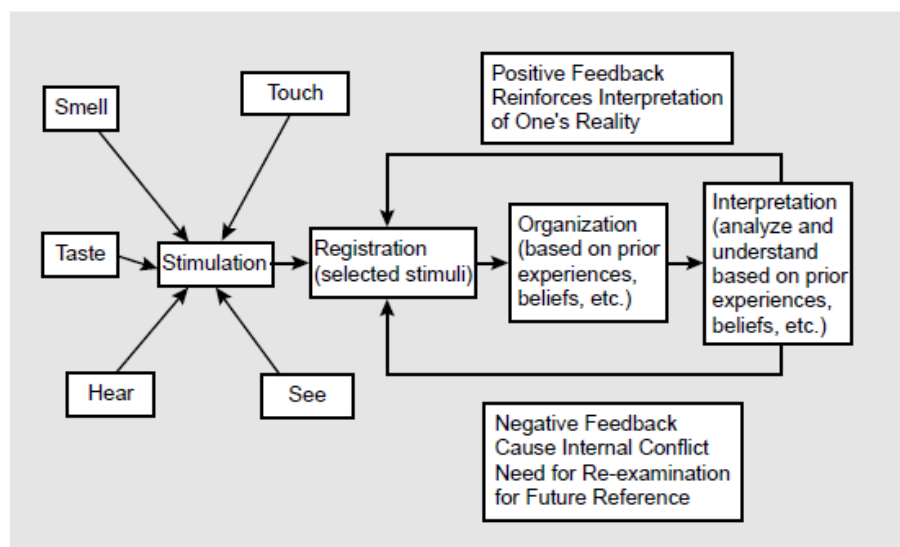


Figure 2.2 Perception Processing System

Based on figure 2.2, a person experiences the five stimuli in a time (touching, smelling, hearing, seeing, and tasting), the process is called stimulation. After that, the person selects the stimuli he or she need in case, it is called registration. In organization stage, a person processes the registered stimuli and relates it based on his or her experience and belief. Finally, he or she understanding the stimuli based on the analyzing according to his or her experience and belief related to the stimuli he or she processed. The feedback could be positive and negative which then can be processed again by registering stimuli needed, where a person select the prior stimuli.

As a psychological process, perception also gives meaning to what an individual stimulated from the five sensory – see, hear, taste, smell, and touch. As Mulyana in Walia (2006) suggested, the aspects of perception are:

1. Sensation

Sensation is the process of receiving stimulus energies from the sensory of human being. In this stage, an individual receives all of the things as the elementary experience. In other word, sensation stage is same as physical process (Sunarya, 2004).

2. Attention

Attention means the process where an individual start to focus on something. In this stage, an individual starts recognizing one or more stimulus he or she needs to be considered.

3. Interpretation

Once an individual already set what stimulus he or she is considering about, the next stage is making sense of it and interpreting it. Interpretation is the main stage in perception process as it gives the meaning to an object. However, interpretation toward something is different one each other because different people have their own beliefs and experiences as the factors influencing perception.

Based on the explanation above, it can be concluded that perception is a process of being aware of something through the senses and interpreting it so that other people become aware of it.

According to Pickens (2005), social perception is how an individual sees others and how others perceive an individual. An individual perceives on something through the various ways such as:

- *Halo Effect*

Someone perceives other when accomplishing *halo effect* when she or he is classifying an individual based on a single characteristic such as intelligence, sociability, or appearance. Halo effect occurs when an individual evaluate others on many traits as he or she beliefs that the individual is high on one trait. The opposite of halo effect is *horn effect*, it is occurs when an individual is low on many traits as he or she believes that an individual is low on one trait (Thorndike in Pickens, 2005).

- *Contrast Effect*

An individual is acting contrast effect when he or she evaluating a person's characteristics by comparing one another in the same characteristic, which one is higher or lower than other. This means that contrast effect is affected by the relation of an individual who is perceived to the people around him or her.

- *Projection*

Someone is acting projection when he or she perceiving others in ways that reflects his or her own beliefs and attitudes. Pickens (2005) believes that projection is an interesting human tendency as it allows an individual to perceive others in ways that really reflect oneself.

- *Stereotyping*

Stereotyping is judging someone on the basis of one's perception of the group to which that person belong. Stereotypes can be activated across a wide range of contexts and situations based on many factors including race, gender, religion, physical appearance, disability, and occupation (Bargh, Chen & Burrows in Pickens, 2005).

- *Pygmalion Effect*

Pygmalion effect causing a person to act erroneously based on another person's perception as it describes a person's behavior that is consistent with another individuals' perception, whether or not it is accurate.

- *Impression Management*

Impression management means controlling another person's perception of oneself. However, impression management is neither inherently good nor bad but rather is a fundamental part of our social and work lives and we need to view it in the situations in which it is used (Giacalone and Rosenfeld in Pickens, 2005).

Based on explanation above, there are many ways people choose to perceive. Affecting by factors in the situation, the target of perception, the perceiver, through the sensory, perception can occur.

2.2 Language Teaching Competence

Competence means ability. As stated in Department of National Education (2001), competence is ability to do something through the long process of education or training, so that someone can be called as teacher. This argument is strengthened by the Curriculum Development Center and Educational Training and Development Center (2002) which state that competence as knowledge, skills and values reflected in the basic habits of thinking and acting consistently enable one to become competent in the sense of having the knowledge, skills, values basic to do something.

Government formed criteria of teacher competence as stated in Indonesian Government Act Number 19 Year 2005 about National Standard of Education, they are pedagogical competence, personal competence, social competence and professional competence.

1) Pedagogical competence

Pedagogical competence is the ability of organizing and managing the learning program including the students' comprehension, evaluation on the students' outcome, and the development of the students' potential actualization. An educator or a teacher should have pedagogical competence in order to conduct the learning program as well as hoped and to achieve the goal of national education.

2) Personal competence

Personal competence of a teacher is well-mannered, stable, wise and noble as a model for students. Personal competence is important for teacher to be considered as teacher is a model for students. The simplest thing a teacher does or says influence the students' point or perception of what is life. Therefore, a good teacher better has a good personality in general.

3) Social competence

Social competence requires teacher to be able in building nice communication and friendly effectively not only to the students but also to the parents, colleagues, and societies. The social competence is also needed to keep the good interaction and relation.

4) Professional competence

Professional competence is the ability of mastering the teaching material widely so that a teacher is able to guide the students according to the standard of the competence. Related to the profession of an educator, a

teacher should uphold the values of the profession he or she takes. Besides, a teacher better has the willing to learn more for the sake of the development of the knowledge, conduct the disciplinary of teachers, and uphold the ethic code of a teacher or educator. Therefore, professional competence is another important point to be hold by teachers to reach the goal of national education.

According to those criteria, it is hoped that teacher will play her/his role as an educator based on the criteria mentioned in order to achieve the goal of national education.

In addition, there are types of competences a teacher should has. Sudjana (1988) mentioned the four types of competences of a teacher, the first is having knowledge of human learning and behavior, the second is mastering the field of knowledge cultivated, the third is having the right self-attitude and colleagues as well as the field of knowledge, and the last is teaching skill. These competences in other words are the same with the competences of teacher which are ruled in the Indonesian Government Act about the National Standard of Education mentioned above.

Moreover, as an educator, a teacher holds important role not only teaching but also educating students, involving interaction among the students. It will be better if teacher also has the skill and art of teaching. According to Sardiman (2011) there are ten basic competences of a professional teacher in order to improve the teaching quality, they are: (1)

mastering the teaching material, (2) managing learning program, (3) managing class, (4) the using of teaching media, (5) mastering the foundations of education, (6) managing the learning interaction, (7) evaluating students' achievement, (8) recognizing the function and service program guidance, (9) recognizing and implementing the administrative functions of the school, and (10) understanding the principles of learning and interpreting the results.

Based on the explanation above, it can be concluded that there are many criteria of good teacher. All of the criteria of competences suggested by experts are summarized in the Indonesian Government Act number 19 year 2005 about National Standard of Education. Therefore, teacher should be able to apply those competences as well as a professional should has.

2.3 The Principles of Good Teaching Practice

Teaching practice is a compulsory subject that should be taken by students of teacher training and education faculty. Teaching practice gives field experience directly and the chance for students to practice the teaching skill they have learnt and to improve the teaching skill to be better. As student teachers are hoped to be a professional teacher, they need to get more experience and knowledge in the real condition.

During teaching practice, student teachers not only participated in curricular activity – teaching students in the classroom, but also extra-curricular activity. Besides teaching, student teachers are also trained to do

administration in school. Wardani and Suparno in Sari (2013) suggested that teaching practice or PPL should be designed carefully and systematically as teaching practice already should be used as the main grip for the institution of education to create professional teachers in the future.

Although student teachers have been trained before undergoing teaching practice at schools, of course there are still constraints the student teachers face, whether it is in managing the class, the un-readiness in preparing the material, giving reinforcement to the students, and so on. Therefore, clinical supervision is needed by student teachers as helps for student teachers. Parwoto in Sari (2013) agreed that clinical supervision is the provision of professional assistance based on the needs of student teachers, and sourced from systematic observation and analysis of the behavior of real student teachers in the classroom.

Further, Parwoto in Sari (2013) stated that in teaching practice, student teachers are required to apply the skills of teaching and non-teaching in an integrated and intact in actual teaching situation under the intensively guidance of the supervisor and the mentor.

As well as a professional teacher, there are also criteria of a good teaching practice. Among the ten basic competence of a professional teacher suggested by Sardiman (2011), Wardhani (1994) suggested that student teachers should master at least four of teacher competences, is the mastery of teaching materials, instructional program mastery, mastery in the use of instructional media, and the ability to evaluate the students' outcomes.

Teaching practice is done to give chance for student teachers to learn more. Of course, there are points that are hoped from student teachers as they finish teaching practice. Therefore, there must be standard of a good teaching practice as National Council of Teacher Quality or NCTQ (2011) suggested that:

1. The teaching practice should last more than 10 weeks, require no less than five weeks at a single local school site and represent a full-time commitment.
2. The teacher preparation program must select the cooperating teacher for each student teacher placement.
3. The cooperating teacher candidate must have at least three years of teaching experience.
4. The cooperating teacher candidate must have the capacity to have a positive impact on student learning.
5. The cooperating teacher candidate must have the capacity to mentor an adult, with skills in observation, providing feedback, holding professional conversations and working collaboratively.

In addition, Mulyadi and Hilda (2009) suggested that there are six basic teaching skills that student should master, not only during the teaching practice, but also as the preparation for being a teacher. The six basic skills of teaching mentioned above are:

1. The skill of opening the class

Before starting the lesson, a teacher is required to open the class as the warming up activity. The purpose is to create an effective and efficient teaching (Mulyadi and Hilda, 2009). There are many ways how a teacher opens a class, according to the teacher style, the lesson material, and the teaching media. Opening the class means informing the students that the lesson is ready to start, developing the students' willing to listen to the explanation, and informing the limitation about what is being learned. Therefore, the skill of opening the class is important for teacher to be mastered.

2. The skill of questioning

There are many purposes of asking, but for teacher, questioning in a classroom means that the teacher is really need to measure the students' comprehension toward the teacher's explanation. Sometimes it is done to attract the students' attention when the students become noisy or not paying attention to the teacher.

3. The skill of giving reinforcement

Giving reinforcement for the students is to lead the students' good attitude in a classroom to be happened again. Giving reinforcement can be done by complement on the students when answering question, sharing ideas, and presentation. The aims of reinforcement are to attract the students' attention, to improve the students' willing to take a part in an active

learning, to maintain the willing of learning, and to control the students' attitude.

4. The skill of using variation

Variation in a classroom is really needed to carried away bored of the students. Variation in teaching style could be the variation in using sounds, recollection, the silence, eye contact, gestures, position, the using of teaching media, and the pattern on teaching interaction. These variations are meant to maintain the students' interest.

5. The skill of managing the classroom

Classroom management is aimed to create and to maintain the learning situation. Classroom management is done by a teacher in three situations; before the teacher entering the classroom, during the teacher teaching, and after teaching.

6. The skill of closing the class

When a learning process is opened before starting, of course it should be closed when it is finish. A good closing the class is by summarizing the material discussed, asking the students to summarizing, evaluation on the students' comprehension, giving homework for the students, and asking for the students' perception about the learning process at that time.

Based on the theories about teaching competences above, the researcher will use the four competences of teaching stated by Indonesian Government Act number 19 year 2005 about National Standard of Education as the basic competences to be used to assess the mentors' perception toward

the teaching competence of student teacher. Meanwhile, the other criteria suggested by other experts in this proposal will be included in the questionnaire and categorized based on the four main criteria; pedagogical competence, personal competence, professional competence and social competence.

2.4 Conceptual Framework

Based on the explanation above, the conceptual framework of this research can be drawn in the diagram below:

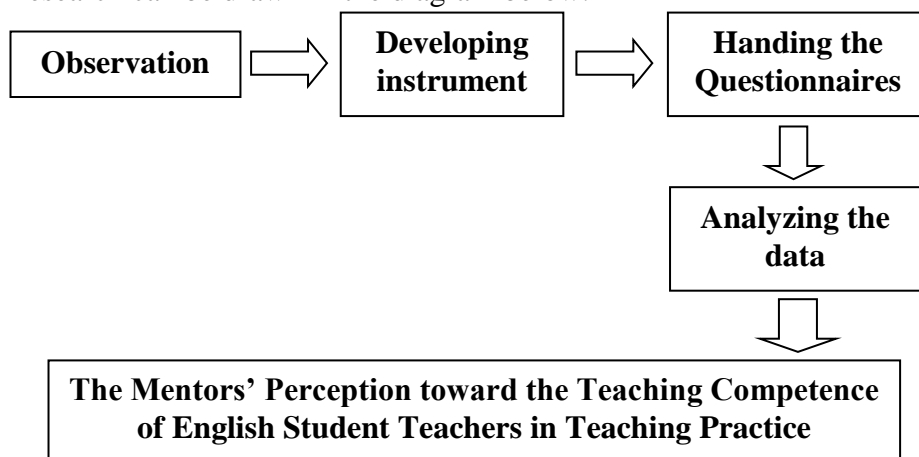


Figure 2.3 Conceptual Framework

Based on the conceptual framework above, the first that the researcher will do is observation. The researcher observes the number of teachers who become the mentors at Senior High Schools in Bengkulu city year 2013. After the researcher getting the total number of the mentors, the researcher creates the instruments to find out the mentors' perception towards the student teachers. The instruments will be two forms, the first is questionnaire, and the second is interview. And the last, the researcher will get the data and analyze

the data so that can be revealed the mentors' perception toward the teaching competence of English student teachers.

2.5 Review of Relevant Studies

Some researchers have been done on studying the perception toward teaching competence.

Lusi Apriyana in 2006 did a research entitled “The Supervisors' Attitude toward the Teaching Quality of the Student Teachers of English Study Program Universitas Bengkulu (PPL)”. The subjects were eight teachers supervising 35 English student teachers in teaching practice in the academic year of 2005. The method used by Apriyana was descriptive, and used questionnaire to collect the data. The result showed that English student teachers had used seven skills in teaching English although they have not done it correctly. 81.70 % of the respondents showed positive attitude toward English student teacher's quality, while 0.64 % showed negative attitude. It means that the teaching quality of the English student teachers getting better and better every year.

Dwi Widyastutik in 2013 also did a research entitled “*Persepsi Guru dan Siswa tentang Profil Mahasiswa PPL (Praktik Pengalaman Lapangan)*”. The subjects were student teachers of Economic Education Faculty in SMK Perintis 29-02 Semarang. As a descriptive qualitative research, the data collection was taken from interview and documentation. The result showed that (1) personal competence - pre-service teachers had good personality as

prospective teachers (2) social competence – pre-service teachers had good social skills, (3) professional competence – pre-service teachers were good enough in mastering the teaching material, and (4) pedagogical competence – pre-service teachers were good in designing the lesson plan, opening the lesson, variation in teaching and using teaching media. Pre-service teachers were also good enough in using the method and evaluation but lack in classroom management and explaining the lesson.

The results of the previous research studied about the mentors' perception shows that generally, mentors had positive perception on the English student teachers' quality and competence during practice teaching. It is also hoped that mentor teachers would have positive or good perception toward the English student teachers of FKIP UNIB's competence in teaching practice at high schools in Bengkulu in the academic year of 2013.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The methodology used in this research was descriptive quantitative, where the data analysis was done through the measurement of the research variables. The data analysis were presented in numbers and performed following the statistical procedures.

According to Nazir (2005), a descriptive method is a method used to study a group of human being, things, a set of condition, a thinking system or a series of event happened at certain time. This thesis was designed to reveal the mentors' perception toward the English student teachers' competence. Therefore, the researcher named the method which used in this research as descriptive as the research focused on the things that happen surround the mentors and the student teachers at that time.

3.2 Population and Sample

3.2.1 Population

The population of this research was English teachers of Senior High Schools in Bengkulu who became mentors of English student teachers from Faculty of Teacher Training and Education, University of Bengkulu in the academic year of 2013.

Table 3.1. Distribution of Population

Name of the School	English Student Teachers	English Mentor Teacher(s)
SMA N 2	2	1
SMA N 3	2	1
SMA N 4	2	1
SMA N 5	2	1
SMA N 6	2	1
SMA N 7	2	1
SMK N 1	2	2
SMK N 2	2	2
SMK N 3	2	2
MAN 1 MODEL	2	1
TOTAL	20	13

Source: Surat Keputusan Dekan FKIP Universitas Bengkulu No. 4315/UN30.3/HK/2013

3.2.2 Sample

The sample of this research were all of the population as stated by Arikunto (1998) that if the population is less than a hundred, the sample is better all of the population. The total population was 13 teachers, therefore the researcher took all of the population as the sample in this research.

3.3 Technique of Collecting Data

As the type of the research was descriptive, the instrument used in collecting the data was questionnaire.

3.3.1 Questionnaire

Questionnaire is one of the techniques used to collect the quantitative data of a descriptive research, which requires the respondents to response on the statements or questions in order to get information.

The questionnaire used in this research designed using the Likert scale which consists of five (5) possible answers: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). From the five alternative answers, the respondent should choose one of them. Each alternative consist of one point and the total score of a student teacher will be found by summarizing the total point from the questionnaire.

The design of the questionnaire items were developed from the National Education Minister Acts Number 16 year 2007 about Standard of Teachers' Academic Qualifications and Competences and adapted in accordance to the theory of perception as discussed in the previous chapter.

Before distributing the questionnaire to the respondents, the questionnaires were tried out to the eight mentors at Junior High Schools in the academic year of 2013. Furthermore, the validity and the reliability of the questionnaire items were tested using the formula below.

3.3.1.1 Validity

When designing questionnaire, it is important to know the items validity. The aim of questioning is to get information about something, therefore the item should be valid or relevant to what is being researched. To check the validity of this questionnaire item, the researcher used *Pearson Product Moment* formula as follow:

$$r_{\text{count}} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n \cdot \sum x^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{count} = correlation coefficient

$\sum X$ = item score

$\sum Y$ = total of item score

n = the total number of respondents

(Riduwan, 2007)

Furthermore, calculating the t-test using the formula:

$$t_{\text{test}} = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t = value of t_{test}

r = correlation coefficient of r_{count}

n = sum of respondents

(Riduwan, 2007)

When the t_{test} is higher than the t_{count} , it means that the item is valid. Meanwhile, when the t_{test} is lower than t_{count} , it means that the item is invalid.

3.3.1.2 Reliability

Reliability test is function to measure the consistency of the research. In testing the reliability of the items, can be used the formula of Spearman Brown as follow:

- a. Measuring the reliability of the instruments:

$$r_{11} = \frac{2 \cdot r_b}{1 + r_b}$$

Where:

r_b : correlation product moment

r_{11} : reliability

- b. Finding out the r_{table} and deciding the reliability:

- If the $r_{11} > r_{\text{table}}$, it means that the item is reliable.
- If the $r_{11} < r_{\text{table}}$, it means that the item is not reliable.

3.4 Technique of Analyzing Data

3.4.1 Quantitative Data

The quantitative data of this research were collected from the questionnaire as it consisted of numbers and statistic data. The data were presented in the distribution table, and tabulated by using statistical formula as follow:

3.4.1.1 Weighted Mean

As the data had been taken, firstly the mean score of each item was calculated. The aim was to find out the mentors' average perception on each item. The weighted mean of each statement was calculated by using the following formula:

$$M = \frac{\sum(f \cdot w)}{\sum f}$$

Where:

M : weighted mean score of each statement

f : frequency of respondent who choose an alternative answer

$\sum f$: the total number of respondents

w : weight / score of an alternative answer

The next step after finding the mean score of each statement was calculating the mean score of each aspect. The mean of each aspect of items was calculated by using the formula as follow:

$$M_g = \frac{\sum M}{\sum N}$$

Where:

M_g : mean of whole statements in a group

N : Number of item on each group of statement

3.4.1.2 Proportion

The result of the mentors' perception toward the teaching competence of English student teachers would be displayed on the distribution table and on the range of percentage. The percentage of each

perception on each aspect of competence was calculated to know the proportion of each perception. The following formula was used to get it:

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

Where:

- P = the percentage of each perception
- f = the number of items in a same perception
- n = the total number of items on each aspect

3.4.1.3 Interpretation of Meaning

The interpretation of the meaning of this research will be displayed using the following procedures:

- 1) Determining the five categories according to the level of perception: Strongly Positive (SP), Positive (P), Moderate (M), Negative (N), and Strongly Negative (SN).
- 2) Finding out the range of score (R), the ratio of highest and lowest score. That is $5 - 1 = 4$.
- 3) Finding the length of the class/category (P) by dividing the range with the number of classes. That is, $P = 4/5 = 0.8$.
- 4) Determining the lowest score of classes. The lowest scores in every class that is, 1.00; 1.81; 2.61; 3.41; 4.21.
- 5) Dividing the table of frequency of the mentors' perception toward the English student teachers' competence in teaching practice (Table 3.2).

Table 3.2 Score predicates	
Class	Predicate
4.21 – 5.00	Strongly positive
3.41 – 4.20	Positive
2.61 – 3.40	Moderate
1.81 – 2.60	Negative
1.00 – 1.80	Strongly negative