

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

The era of globalization has had an impact on all aspects of human life in the world, one of which is the aspect of education. In general, education is faced with quality challenges, so that the Indonesian nation can face such intense global competition, it is necessary to increase Human Resources, especially those involved in the educational process. Teachers have a strategic position in the educational process as a determinant of the level or quality of educational outcomes. In the current era, the world of education requires productive, qualified, and professional teacher candidates. In order to realize these goals prospective teachers are required to have knowledge and skills in teaching.

The quality of education is influenced by several things, including content standards, process standards, graduate competency standards, educator and educational staff standards, infrastructure standards, management standards, financing standards, and education assessment standards (PP No. 19 of 2005). The quality of teaching staff has a relatively large role in improving the quality of education, because it is the teaching staff who deal directly with students, manage classes, guide students and provide knowledge. So the success of the teaching and learning process is largely determined by the ability or teaching skills. Students as prospective teaching staff are provided with various materials in the lectures they take related how to become prospective professional teachers.

The formation of a professional teacher which is carried out with a theoretical understanding of teacher competence must also be followed by the implementation of direct teaching practice in educational units. In maximizing it, of course, it needs support and assistance from the education system which is built together. That is why the Minister of Education and Culture (Mendikbud) of the Republic of Indonesia Nadiem Anwar Makarim launched the "Freedom to Learn" (*Merdeka Belajar*) program with the hope of being able to meet educational needs in the era of the industrial revolution 4.0. The implementation of this program is also supported by the Education Fund Management Institution (*LPDP*) and managed by higher education institutions which are validated by the Ministry of Education and Culture. It is hoped that education in Indonesia can prepare students to have competitiveness in the future.

In the midst of students' difficulties in honing soft skills during the pandemic, the Freedom to Learn - Independent Campus or *Merdeka Belajar Kampus Merdeka (MBKM)* policy is present in preparing graduate resources ready to welcome Indonesia Gold in 2045. One of the right *MBKM* programs for students of the Teacher Training and Education Faculty at HKBP Nommensen University is the *Kampus Mengajar*. The *Kampus Mengajar* program itself aims to provide opportunities for students to learn and develop themselves through activities outside the lecture class. The students in each campus from various educational backgrounds to assist the teaching and learning process in schools, especially at the elementary level and provide opportunities for them to learn and develop themselves through activities outside the classroom.

The implementation of the *Kampus Mengajar* program by the Ministry of Education and Culture in collaboration with Nommensen HKBP University to prepare students to take part in the success of this program. The Faculty of Teacher Training and Education, especially the English Department at Nommensen HKBP University is one of the educational units that is obliged to support the students in participating in the *Kampus Mengajar* program. One form of support from the unit is to include students in the program and monitor all activities of the program. In 2022, two periods of *Kampus Mengajar* activities have been successfully implemented, namely *Kampus Mengajar* in batch 3 by 16,757 students assigned to 3,000 elementary schools and 900 junior high schools throughout Indonesia. Then the *Kampus Mengajar* program in batch 4 which has been passed for 5 months by 14,504 students who have collaborated on technology adaptation as well as with their teaching skills in teaching literacy and numeracy material. Partami and Sujana (2021) that teachers are able to apply teaching skills according to their characteristics well, seen from the skills in carrying out variations, asking skills, and skills in providing reinforcement of learning activities.

The English Department of Nommensen HKBP University has certainly gained experience and have applied their teaching skills through the *Kampus Mengajar* program. Therefore, researcher wants to investigate the English Department students' perception toward teaching skills through the implementation of *Kampus Mengajar* program to see what the participants have a positive perception in teaching and learning process during *Kampus Mengajar* program and it can improve their competence as the prospective teacher.

From the background above, the researcher would like to make research entitled “The English Department students’ perception toward teaching skills through the implementation of *Kampus Mengajar* program”. In this study, the researcher will use descriptive qualitative research method to answer the research problem.

### **1.2 The Problems of the Study**

To clarify the several issues regarding the English Department students’ perception toward teaching skills through the implementation of *Kampus Mengajar* program as described above, the statement of the problem is formulated as follows:

1. What are the English Department students’ perception toward teaching skills through the implementation of *Kampus Mengajar* program?
2. What impact does the implementation of *Kampus Mengajar* program have on the English Department students' teaching skills?

### **1.3 The Objectives of the Study**

In relation to the problem of the study, the main objectives of this study can be elaborated obviously to know the English Department students’ perception toward teaching skills through the implementation of *Kampus Mengajar* program described as follows:

1. To identify the English Department students’ perception toward teaching skills through the implementation of *Kampus Mengajar* program.
2. To identify the impact of the implementation of *Kampus Mengajar* for English Department students' teaching skills.

#### **1.4 The Scope of the Study**

To avoid misunderstandings in interpreting the problem, the researcher limited the scope of the study only focus to the English Department students' perception toward teaching skills through the implementation of *Kampus Mengajar* program.

#### **1.5 The Significances of the Study**

The results of this study are expected to contribute for both theoretically and practically, as follows:

1. Theoretically, the researcher hopes this study can be useful for other researchers in providing an overview related to the English Department students' teaching skills through the implementation of *Kampus Mengajar* program.

2. Practically, the researcher hopes this study can be useful for:

a. English Department students

The study will be helpful in understanding the progress of teaching skill of the English Department students through *Kampus Mengajar* program.

b. Researchers

This study will be helpful for researchers to do further research related to the English Department students' perception toward teaching skills through the implementation of *Kampus Mengajar* program. Furthermore, researchers can evaluate, revise, reconstruct, or modify this study and conduct a similar study with different forms, locations, and goals.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

#### **2.2 Definition of Perception**

Perception is one of the important psychological aspects for humans in responding to the presence of various phenomena around them. Several experts have described the notion of perception, although in principle these meanings contain the same meaning. Bimo Walgito (2010: 99) reveals that perception is a process that is preceded by a sensing process, which is a process of receiving a stimulus by an individual through the senses or also called a sensory process. However, the process does not just stop, but the stimulus is continued and the next process is the process of perception. Therefore, the process of perception cannot be separated from the process of sensing, and the process of sensing is the precursor to the process of perception. Everyone has a tendency to see the same object in a different way by using the senses they have, then trying to interpret it. These differences can be influenced by many factors, including knowledge, experience and point of view.

According to Sarwono, (2012: 86) perception is the ability to discriminate, classify, focus and so on which is then interpreted. This understanding provides an understanding that perception is a process of giving meaning to an object that is around people by distinguishing and classifying data obtained through sensing. Meanwhile Kuswana (2011: 220) argues that perception is a process when a person organizes and interprets their sensory impressions to give meaning to their

environment. Perception is the process of assessing a person against a particular object, individual behavior is based on perceptions of reality, not on reality itself.

Slameto (2015: 102) reveals that perception is a process that involves the entry of messages or information into the human brain. Through perception, humans continuously make contact with their environment. This relationship is carried out through the senses of sight, hearing, touch, taste and smell. This means Perception is also used in response to the presence of various objects and surrounding symptoms.

Based on some of the definitions that have been put forward above, the writer concluded that perception is a person's perspective on what he observes or the process of translating the stimulus that enters the senses in different ways will then be expressed in speech and behavior. The difference in perception depends on the level of knowledge, needs, preferences, habits or people who observe.

### **2.2.1 Types of Perception**

The forms of perception are through the sense of hearing, perception through the sense of smell, perception through senses tasting, and perception through the skin or taste. Meanwhile, according to Irwanto (1997:71) namely:

- a. Positive perceptions are perceptions that describe all knowledge and the responses that are followed by efforts to use it. This will be continued with activeness or accepting and supporting the perceived object.
- b. Negative perception, namely perception that describes all knowledge and responses that are not in harmony with the object being perceived. It will continue with passivity or refuse and against the perceived object.

Thus the writer concluded that both positive and negative perceptions will always influence a person in carrying out an action. The emergence of a positive perception or negative perception all depends on how the individual describes all his knowledge about an object that is perceived.

### **2.2.2 Perception Process**

Perception occurs through a process, starting when the impulse is received through our understanding. Most of the impulses that attack our understanding are filtered out, the rest are organized and interpreted. The process that accompanies some of the information received by our minds and ignores other information is called selective attention or selective perception. Selective attention is influenced by the characteristics of the person or object being perceived, especially size, intensity, movement, repetition and originality. Selective attention is triggered by something or someone that may be out of context, such as hearing someone speak with a foreign accent.

Perception is a process preceded by the process of receiving a stimulus through the five senses, then the stimulus is forwarded and the next process is the process of perception. From a psychological perspective, it is said that a person's behavior is a function of the way he looks. According to Irwanto (2016:72-73) there are three components in the perception process:

- a. Selection is a filtering process by the senses against external stimuli.
- b. Interpretation is the process of organizing information so that it has meaning for someone interpretation also influenced by various factors, such as past experience, motivation, personality and anxiety.
- c. Interpretation and perception are then translated into behavior as a reaction.



Therefore the process of perception is to select, interpret, and round off the information that arrives. The process of perception occurs when information comes from outside the individual through the five senses, such as: eyes, ears, tongue and skin. Then the stimulus is received, then interpreted. After that, the awareness process is carried out by the individual. Each individual has different experiences and backgrounds regarding the stimuli they receive, so that the results of their perceptions are also different. If what is perceived himself as the object of perception, this is what is called self-perception. Because in perception it is an integrated activity, then all that is in the individual will play a role in that perception.

### **2.3 Definition of Teaching Skills**

Prospective teachers must have teaching skills, namely skills or abilities that must be mastered in teaching activities. A professional teacher must have good teaching skills. These teaching skills are included in pedagogic competence. Kusnadi (2008: 34) states that skill is an ability possessed by someone who is obtained from various exercises and learning. Teaching skills are basically one of the manifestations of a teacher's ability as a professional. According to (Muhibbin Syah, 2006: 132) skill is the ability to perform patterns of behavior that are complex and neatly arranged smoothly and in accordance with circumstances to obtain certain results.

The main task of a teacher is to teach and condition students to learn. According to PP No. 74 of 2008 concerning teachers Article 1 Paragraph 1 explains that Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education.

Buchari Alma (2008:123) states that teaching is all efforts made intentionally to create a learning process for students in achieving the goals that have been formulated. Teaching in principle is guiding students in teaching and learning activities or it can also be said that teaching is an effort to organize the environment in relation to students and teaching materials so as to give rise to the learning process in students. Nana Sudjana (2002: 29) explains that teaching is essentially a process, namely the process of regulating, organizing the environment and encouraging students to carry out the learning process. In the next stage of teaching is the process of providing guidance/assistance to students in carrying out the learning process.

Another opinion says that teaching is a process carried out by the teacher in developing student learning activities (Murni, 2010). This implies that the teaching process by the teacher presents a learning process that is manifested in changes in behavior, such as changes in skills, habits, attitudes, knowledge, understanding, and appreciation. The definition of teaching skills according to (Mulyasa, 2009) is professional competence that is quite complex, as an integration of various teacher competencies as a whole and thoroughly.

Based on this opinion the writer can conclude that teaching skills are needed to create creative, active, and fun learning activities. Furthermore, teaching skills are the ability of teachers in guiding students so students can understand the subject matter being taught and achieve learning goals.

### **2.3.1 Types of Teaching Skills**

Teacher teaching skills are a type of skill that must be mastered by teachers, by having teaching skills teachers can manage the learning process well which has implications for improving the quality of school graduates. There are several types of teaching skills as stated by Usman (2006: 74), these teaching skills are divided into eight as following: opening and closing skills, explaining skills, variations skills, questioning skills, reinforcement skills, class management skills, small group teaching skills and individual skills, skills to guide small group discussions.

In order to improve the ability of students, a prospective teacher is one of the components in the learning system that plays an important role in determining the direction and objectives of a lesson. Furthermore, these teaching skills are described again as explained below:

#### **1. Skills for opening and closing lessons**

Opening lessons is an activity carried out by the teacher to create an atmosphere of mental readiness and cause students' attention to focus on the things they will learn. Meanwhile, closing the lesson is an activity to provide an overall picture of what students have learned, knowing the level of student achievement and the level of success of the teacher in the teaching and learning process. The components of opening lesson skills include: (a) attracting students'

attention, (b) generating motivation, (c) providing references through various efforts, and (d) making connections or relationships between the materials to be studied. Meanwhile, the skill component for closing the lesson includes:

(a) reviewing the core mastery of the lesson by summarizing the core of the lesson, (b) making a summary, and (c) evaluating.

## 2. Explaining skills

Explaining skills in learning is the presentation of information orally which is organized systematically to show a relationship with one another. The need for explaining skills to be mastered by the teacher, namely increasing the effectiveness of the conversation so that it is really a meaningful explanation for students because in general the conversation is more dominated by the teacher than by students, to manage the level of student understanding, the teacher helps students by providing oral information in the form of appropriate explanations with the necessary materials. The objectives of providing explanations include: (a) Guiding students to obtain and understand laws, facts, definitions and principles objectively, (b) Involving students to think by solving problems or questions, (c) To get feedback from students regarding the level their understanding and to overcome their misunderstandings, (d) Guiding students to live and gain reasoning processes and use evidence in problem solving.

## 3. Skills in carrying out variations

Stimulus variations are the skills of the teacher in the context of keeping the learning climate interesting, not boring, so that students show perseverance, enthusiasm, passion and participate actively. Appropriate variation skills in the teaching and learning process will be able to provide benefits for students,

including: (a) Can generate and increase students' attention to the material given to them, (b) Can motivate students to focus their attention on the teaching and learning process, (c) ) Can avoid student boredom in learning, (d) Can encourage children to hold discussions with their friends.

#### 4. Questioning skills

This questioning skill is very necessary and mastered by a teacher, because in almost all learning activities, the teacher asks questions and the quality of the questions determines the quality of the answers to these questions from students. The usefulness of using questioning skills is: (a) It will be able to arouse students' interest and curiosity about the subject matter to be discussed, (b) It can focus students' attention on the subject matter, c) It can develop students' activeness and thinking, (d) Can encourage students to be able to use views related to the problem to be discussed. (e) As feedback for teachers to find out the extent of student achievement during the teaching and learning process, (f) Can develop students' abilities in finding, organizing and providing information that has been obtained before.

#### 5. Reinforcement Skills

Reinforcement is any form of response, both verbal and nonverbal, which is part of the modification of the teacher's behavior towards student behavior, which aims to provide information or feedback for students on their answers or actions as a motivation or correction. Or reinforcement is a response to a behavior that can increase the likelihood of repeating the behavior. Strengthening or reinforcement is any form of response that is part of the modification of the teacher's behavior towards student behavior, which aims to provide information or

feedback for students for their actions or responses given as encouragement or correction. Through the reinforcement skills provided by the teacher, students will feel compelled forever to give a positive response whenever a stimulus appears from the teacher. Thus, the function of reinforcement skills is to provide rewards or awards to students so that students will be encouraged and increase their participation in each learning process.

#### 6. Classroom management skills

Classroom management is the teacher's skill in creating and maintaining optimal learning conditions and returning them if there is a disturbance in the educational interaction process, in other words, activities to create and maintain optimal conditions for the educational interaction process to occur. Included in this is for example stopping the behavior of students who divert class attention, giving rewards for the timely completion of students' assignments, or setting productive group norms. An optimal learning condition can be achieved if the teacher is able to manage students and teaching facilities and control them in a pleasant atmosphere to achieve teaching goals. Also good interpersonal relationships between teachers and students and students with students is a prerequisite for successful classroom management.

#### 7. Skills for teaching small groups and individuals

Physically this form of teaching is when the number of students faced by the teacher is limited, namely ranging from 3-8 people for small groups and one for individuals. This does not mean that the teacher only faces one group or one student all the time studying, the teacher faces many students consisting of several groups who can meet face to face, both individually and in groups. Small group

and individual teaching skills can be done by: a) Developing organizational skills, by providing motivation and making variations in giving assignments. b) Guiding and facilitating learning, which includes strengthening, initial processes, supervision, and learning interactions. c) Planning the use of the room. d) Giving assignments that are clear, challenging, and interesting.

#### 8. Skills in guiding small group discussions

Discussion guiding skills have advantages and limitations, including: Strengths: (a) Groups have more resources than individuals. Knowledge and experience of a group of people who are clearly more than one person's knowledge and experience, (b) Group members are often given input and motivation from other members, who try to make the contribution of ideas useful for group achievement, (c) Groups can appreciate better decisions, (d) Group members have a strong bond with the decisions taken through involvement in discussions, (e) Participation in discussions will increase mutual understanding between individuals in one group and in other groups.

### **2.4 Concept of Implementation**

In Webster's dictionary it is described that to implement which means to provide the means for carrying out (provide facilities in the implementation of the program), to give practical effect (causes an impact or effect on something). so that through this understanding in carrying out implementation, facilities are needed to support the implementation of programs that will have an impact on something Wahab (2008) in Elih (2020). The implementation of policies is not only related to the behavior of the agency's administration which has responsibility for program implementation and compliance of the target group but

also with regard to politics, economics and social matters which can directly or indirectly influence the behavior of all parties involved, so as to give the expected impact. Yuliah (2020) describes in detail the characteristic phases of policy making which include implementation.

a. Agenda setting, the character of this phase relates to the actors selected and appointed to place the problem on the public agenda.

b. Policy formulation, the character of this phase is related to the actors in formulating alternative policies to overcome problems.

c. Policy adoption, the character of this phase is related to alternative policies adopted with the support of various parties.

d. Implementation, the character of this phase is related to policies that have been made and implemented by administrative units by mobilizing their resources, specifically financial and human resources.

e. Policy assessment, the character of this phase is related to auditing and accounting units that assess whether policy makers and implementation policy has met the requirements of policy making and implementation of policies that have been determined.

#### **2.4.1 Indicators of Implementation**

In carrying out a policy implementation, supporting indicators are needed, according to Moulton Stephanie and Sandfort Jodi R (2017) there are several indicators as follow:

1) The Analysis Scale is a framework that emphasizes existing changes each part of the organization that influences policy implementation. The elements used for the scale of analysis are:



a) Actors are part of an organization's role as a "key problem solver" to determine successful outcomes in policy enforcement. In terms of what is meant by the actor who is involved and their role.

b) Carrying capacity is a supporting factor used to be aligned with policy implementation. In this case what is meant is human and financial resources.

c) The policy field is a decision made to support the process of change in policy implementation.

2) The Intervention Program is a framework that leads to actions taken that result in changes in the system and groups (targets). The elements used to determine the intervention program are:

a) The coordination method is the structure needed to coordinate the work being done.

b) Changes in the operating system are a form of adaptation carried out and related to policy dynamics.

3. Change and stability is a framework related to change produced through elements of the scale of analysis and program interventions for the target group.

a) The level of influence is the influence given to the target group from the implemented system.

## **2.5 Definition of Kampus Mengajar Program**

The Teaching Campus Program (*Kampus Mengajar*) is a program launched by the Minister of Education and Culture of the Republic of Indonesia which provides opportunities for students during the Covid-19 pandemic, to train and develop themselves through activities outside the lecture class so that students are able and ready to teach in schools that are close to their domiciles. This

program will form a symbiosis of mutualism, where schools that are partners of the *Kampus Mengajar* participants affected by Covid-19 can carry out learning with innovations from the *Kampus Mengajar* participants, and vice versa with the *Kampus Mengajar* participants who gain teaching experience which will train their soft skills students so as to create good graduates from a university.

According to the Decree of the Minister of Education and Culture of the Republic of Indonesia , the *Kampus Mengajar* is a part of the Freedom to Learn - Independent Campus or *Merdeka Belajar Kampus Merdeka (MBKM)* whose activities are teaching in schools especially in elementary school throughout Indonesia which are included in the 3T areas (Leading, Disadvantaged, and outermost). Schools that will be the target of the *Kampus Mengajar* participants are schools with C accreditation, where students assist the teaching and learning process in schools, specifically literacy, numeracy, technology adaptation, and administration.

### **2.5.1 The Objectives of Kampus Mengajar Program**

The existence of *Kampus Mengajar* program is because Indonesia is in need of the help of various parties to be able to move synergistically to make National Education successful. This movement can be carried out by anyone, including in the *Kampus Mengajar* program. This program is more directed towards students to help schools, especially the elementary school level, to provide optimal opportunities for all students in limited and critical conditions during the pandemic. In general, the *Kampus Mengajar* program aims to provide opportunities for students at all tertiary institutions in Indonesia as well as to deepen their knowledge by assisting the teaching process in elementary and junior

high schools in areas that have been determined by Ministry of Education and Culture Research and Technology. In addition, the objectives of *Kampus Mengajar* program according to (Kemendikbud, 2021) as following:

- a. Improving equity in the quality of basic education, especially during the period pandemic Covid-19
- b. Improving the literacy and numeracy competence of students at the basic education level.
- c. Instill empathy and social sensitivity in students towards the problems of social life that surround them.
- d. Develop insight and hone thinking skills in working together across fields of knowledge and various student origins in solving problems encountered.
- e. Provide benefits for students to hone leadership, soft skills, and character in innovating and collaborating with teachers in elementary and junior high schools to improve the quality of learning.
- f. Encouraging and spurring national development by fostering people's motivation to participate in development.
- g. Increase the role and real contribution of universities and students in national development.
- h. Provide inspiration and motivation for students to learn and introduce cultural diversity of the archipelago, developments in science and technology brought by students.

### **2.5.2 Link between Kampus Mengajar Program and Teaching Skills**

Although the *Kampus Mengajar* program focuses on the field of education. However, the requirements for participating students in the *Kampus Mengajar* program are open to all students in disciplines, both educational and non-educational study programs. This shows a great opportunity for participants of *Kampus Mengajar* in batch 3 and batch 4 who came from educational study programs that have dominance teaching skills. Teaching skills are the main requirement for an educator in learning activities (Helmiati, 2013). There are teaching skills are divided into eight as following: opening and closing skills, explaining skills, variations skills, questioning skills, reinforcement skills, class management skills, small group teaching skills and individual skills, skills to guide small group discussions.

Teaching skills must be mastered by educators when teaching in class, as well as the participants of *Kampus Mengajar* who act as educators in class. This is because teaching skills are needed by educators to provide competence in knowledge, skills, attitudes, and values for students (Shoffa, 2017). This means that the teaching skills possessed by educators are very influential in the success of learning competency achievements of students. Therefore, teaching skills are the main factor that must be considered by campus teaching participants when teaching in class. Teaching skills must be understood, internalized, and applied as efforts to improve the quality of education. Various teaching skills must be possessed by educators so that they can carry out teaching tasks professionally (Madjid, 2019). In line with this, teaching skills must be used by participants of *Kampus Mengajar* when teaching in class (Damanik et al, 2021).

## 2.6 Previous Studies

This section provides an overview of some of the findings from previous research related to the research to be carried out. The researcher compiled a summary of the previous research findings. Previous research which is used as a basic reference in this study, as following:

The first study was conducted by (Fitria et al., 2022) with the research titled “*Analisis Keterampilan Mengajar Mahasiswa Pendidikan Guru Pendidikan Anak Usia Dini Pada Program Kampus Mengajar*”. The method in this study used descriptive with a qualitative approach which aims to analyze the teaching skills possessed by PG PAUD students during the *Kampus Mengajar* program. The results showed that the *Kampus Mengajar* program became a space for PG PAUD students to implement and develop their teaching skills. The contribution of this previous study into this research is the researcher used the findings as an overview about students’ teaching skills through the implementation of *Kampus Mengajar* program.

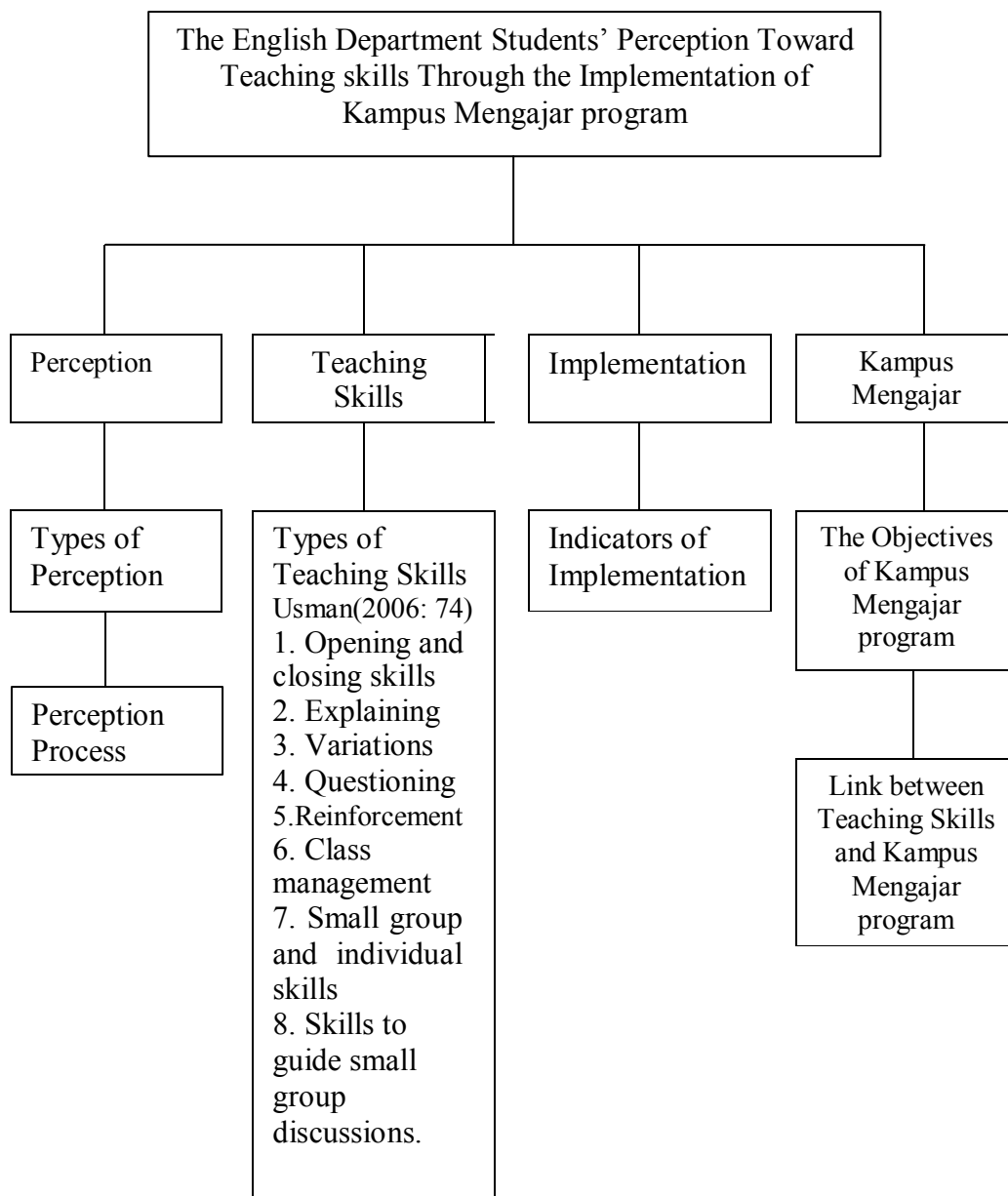
The second study was conducted by (Dahlan et al., 2021) with the research titled “*Implementation Teaching Campus Program Activities (Kampus Mengajar) On Students Learning Effectiveness In SD Negeri 1 Mambalong Belitung*”. The aim of this study is to see how influential *Kampus Mengajar* program is, then examine how effectively students study at SD Negeri 1 Mambalong during the pandemic. This study used an interactive qualitative method with complete data collection using observations, interviews, and documentation during activities at SD Negeri 1 Mambalong. The result of this research is the implementation of *Kampus Mengajar* program is very to assist teachers and principals in the learning

process, school administration or technology adaptation during the Covid-19 pandemic. The contribution of this previous study into this research is the researcher used the findings as an overview about the implementation of Kampus Mengajar program in the elementary school.

The last study was conducted by (Asrafil Husein La Ede & Maulina, 2022) with the research titled “EFL Pre-Service Teachers’ Perception In Managing The Learning Process During *Kampus Mengajar* Program”. This study aims to determine the Perception of EFL Pre-service Teachers in Managing the Learning Process during *Kampus Mengajar* Program. By using a qualitative descriptive design, six pre-service teachers of the English education study program at the Muhammadiyah University of Kendari were interviewed as alumni of *Kampus Mengajar* program batch I. The results of this study indicate that participants have a positive perception of *Kampus Mengajar* program to improve their competence as pre-service EFL teachers. The contribution of this previous study into this research is the researcher used the findings as an overview about the English Department students’ perception toward teaching skills through the implementation of *Kampus Mengajar* program.

## 2.7 Conceptual Framework

As previous studies have differences in the current research in some aspects. Furthermore, the different among those research and this research is this research only focus on the perception of the English Department students toward teaching skills through the implementation of Kampus Mengajar program. This research used several types of teaching skills by Usman (2006: 74). The conceptual Framework of this research be designed as the following figure:



**Figure 2.1 Conceptual Framework**

## CHAPTER III

### RESEARCH METHODOLOGY

#### **3.1 Research Design**

The research study of the English Department students' perception toward teaching skills through the implementation of *Kampus Mengajar* program is analyzed by using qualitative design, where the specification of this research is descriptive qualitative, this is considered appropriate because qualitative data can follow and understand the flow of events chronologically (Sugiyono, 2013). Meanwhile, according to Patalima (2017) descriptive qualitative research is research that seeks to describe current problem solving based on data, analysis and interpretation.

#### **3.2 Data and Source Data**

Data is the result of observation consisting of a thing that researcher analyses and the information or material which used in this research taken from the data source (Arikunto 2010: 172). The data of this research taken from the result of questionnaire about the English Department students' perception toward teaching skills through *Kampus Mengajar* program that has been grouped by categories of teaching skills. Meanwhile the source of the data in this research was obtained directly from the respondents through a questionnaire that had been distributed.



### **3.3 Subject and Object of Research**

The subject of this research were the English Department students at Nommensen HKBP University and the researcher decided to use the sample of this research was especially the students who participated at the *Kampus Mengajar* program and the target school was in elementary schools in batch 3 and batch 4. The researcher spreaded the questionnaire to get the sample of this research. There are 26 participants in total. Meanwhile the object of this research was the English Department students' perception toward teaching skills through the implementation of *Kampus Mengajar* program that had been collected through questionnaire.

### **3.4 The Instrument of Collecting Data**

The instrument of collecting data is a tool that is selected and used by researchers in their activities to collect data so that these activities become systematic and made easier. To answer the problems formulation, instruments are used to help in obtaining the data. In this research, the instrument for the data collected was questionnaire. A questionnaire was used to collect the data from the students to gain information about the English Department students' perception toward teaching skills through the implementation of *Kampus Mengajar* program.

### **3.5 The Technique of Collecting Data**

In collecting data, the research used a questionnaire. According to Arikunto (2010: 194- 197) Questionnaire is a number of written questions that are used to obtain information from the respondent in terms of personal reports, or things that are known to the respondent. Questionnaires do have many advantages as an instrument for collecting data, among which respondents are free to express

their opinions and can be distributed simultaneously to many respondents. In this study, the questionnaire used is a close-ended questionnaire, where the closed questionnaire is a questionnaire that has provided the answer, so that the respondent only needs to choose or put a tick in the appropriate column or place (Arikunto, 2010: 195). Based on these theories, it was concluded that the questionnaire is a data collection technique that also use questions from the researcher to be answered by the subject under study, the English Department students of Nommensen HKBP University. The researcher gave a set questionnaire to students to find out the English Department students' perception. The perceptions can be said to be positive if the most answer is always, and perceptions can be said to be negative if the most answer is never choices. The data from each item is sorted based on the types of teaching skills. The data in this research collecting by sharing a questionnaire via Google form link, due to efficiency and practically process. The questionnaire in this instrument used the Likert Scale to score the perception of the English Department students.. Sugiyono (2014) claimed that the Likert Scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. The questionnaire used Likert Scale (1992) to scoring the statement.

No	Statement	Scale
1	Never Strongly Disagree	1
2	Rarely Disagree	2
3	Sometimes Neutral	3
4	Very Often Agree	4
5	Always Strongly Agree	5

**Figure 3.1 Likert Scale**

Each response category is assessed. For positive items the largest score is 5, the lowest score is 1, and vice versa if the item is negative. The statement can be seen in the table below:

**Table 3.1 Questionnaire Statement**

No	Questionnaire Statements	Alternative Answers				
		Never	Rarely	Sometimes	Very Often	Always
		1	2	3	4	5
1	Before starting and closing the lessons, I invited students to pray.					
2	I gave a conclusion at the end of each lesson.					
3	I always try to make students understand the material.					
4	I always explain and give the examples of each subject matter.					
5	I used a variety of methods in the teaching process.					
6	I developed subject matter with a different method in each lesson.					
7	I made the interesting learning media so that students more easily understand the subject matter.					
8	I used audio-visual media while teaching (images and videos).					
9	I held questions and answers with students while teaching					
10	I gave students thinking time to ask and answer the question.					

11	I provided this word (great job, you are doing a very great, I love the way you explain it) to encourage students.					
12	I always smile, nod, and make friendly glances when students responded to my questions.					
13	I gave reinforcement by providing relevant and rational rewards to students.					
14	I always change my position while the teaching-learning process (in front, behind, middle, right, and left).					
15	I associated the material presented with the material that has been studied so that there was continuity.					
16	Before interacting with learning activities I explained the learning objectives first.					
17	I provided individual assistance to slow students.					
18	I guided the students who had difficulties in understanding the lesson.					
19	I divided the group every time there was a discussion assignment.					
20	I directed the class discussion carried out by the students.					

### 3.6 Technique of Analyzing Data

After collecting the data, data analysis was done by analyzed the whole data obtained. A qualitative method is kind of research without using any calculation or statistic procedure. Analyzing data refers to a method of treating the data was collected by the researcher. In this study, the writer will used some techniques to analyze the data is the interactive model analysis technique by Miles & Huberman (1904). The components in Miles and Huberman's data analysis are as follows:

#### 1. Data Reduction

According to (Miles and Huberman, 1994) qualitative data can be simplified and transformed in a number of ways, including: through rigorous selection, through summaries or brief descriptions, categorizing them into a broader pattern, and so on. Based on the data, the researcher looked for which data, themes, and patterns are important, while the data that is considered unimportant will be discarded. In this study, data collection is carried out by distributing questionnaires to 26 of the English Department Students who participated in *Kampus Mengajar* program in batch 3 and batch 4 regarding the English Department students' perception toward teaching skills through the implementation of *Kampus Mengajar* program.

#### 2. Data Display

After evaluating data, the next step is data display. According to Miles and Huberman, a presentation is defined as a structured set of information that allows for the potential of forming conclusions and taking action. The writer will deliver the data in this step. After the data presentation is done so that the writer may quickly understand the problem and go on to the next step. In general, a

presentation is an arrangement, a collection of material that has been limited down to allow for the drawing of a conclusion. Data can be presented using charts, concise descriptions, schemes, and other methods. In this study, after collecting data related to the English Department students' perception toward teaching skills through the implementation of *Kampus Mengajar* program through distributing questionnaires, the next step the researcher will group the results of questionnaires to be presented and discuss in more detail.

### 3. Drawing Conclusion and Verification

According to Miles & Huberman the conclusion is merely one component of a larger action. After the data condensation and data display steps have been completed, the final step is to draw conclusions. Drawing conclusion is a procedure in which the researcher interprets data from the start of collecting by constructing patterns, descriptions, or explanations. The conclusions are proof of the research that has been undertaken. After presenting data related to the English Department students' perception toward teaching skills through the implementation of *Kampus Mengajar* program, the writer will draw conclusions about the perception.