



**STUDENTS' PERCEPTION ON TEACHING PRACTICE PROGRAM OF  
ENGLISH EDUCATION DEPARTMENT OF MURIA KUDUS  
UNIVERSITY IN 2015/ 2016 ACADEMIC YEAR**

By:

**SITI HAJAR MAISYAROH**

**201232024**

**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY**

**2017**



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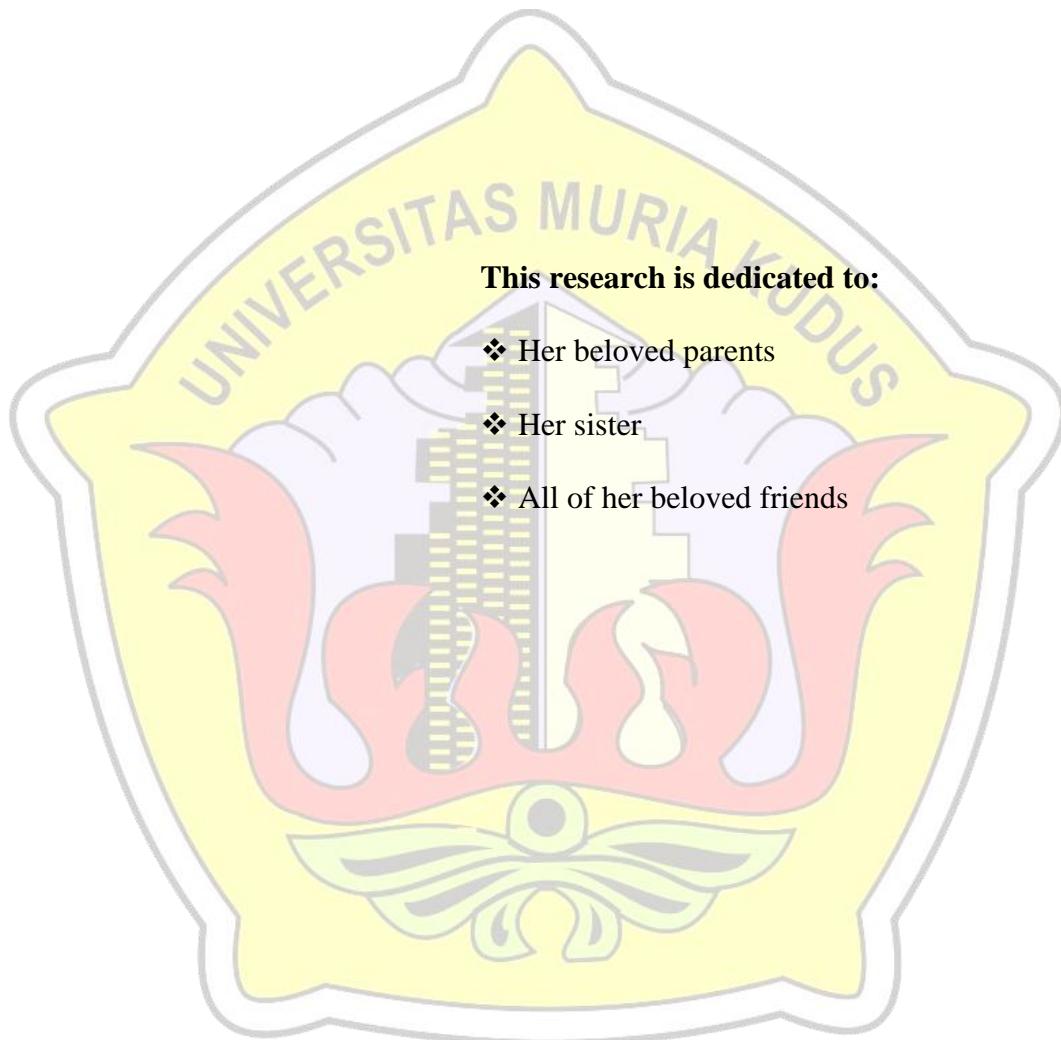
**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY**

**2017**

## MOTTO AND DEDICATION

### **Motto:**

- ❖ Spirit is the power of success.
- ❖ Do the best, lets Allah determine the result.

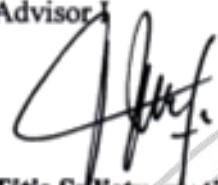


## ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Siti Hajar Maisyaroh (201232024) has been approved by the *skripsi* advisor for further approval by the Examining Committee.

Kudus, 24<sup>th</sup> November 2016

Advisor I



**Titis Sulistyowati, SS, M. Pd.**  
**NIP. 19810402 200501 2 001**

Advisor II

  
**Fajar Kartika, SS, M. Hum.**  
**NIS. 0610701000001191**

Acknowledged by  
Head of English Education Department  
The Faculty of Teacher Training and Education

  
**Diah Kurniati, S.Pd., M.Pd.**  
**NIS. 0610701000001190**

## EXAMINERS' APPROVAL

This is to certify that the *Skripsi* of Siti Hajar Maisyaroh (201232024) has been approved by the *Skripsi* Examining Committee as requirement for the Sarjana Degree of English Education.

Kudus, 21<sup>th</sup> Januari 2017

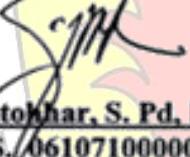
*Skripsi*-Examining Committee:

  
**Titis Sulistyowati, SS, M. Pd,**  
NIP. 19810402 200501 2 001

,Chairperson

  
**Fajar Kartika, SS, M. Hum,**  
NIS. 061071000001191

,Member

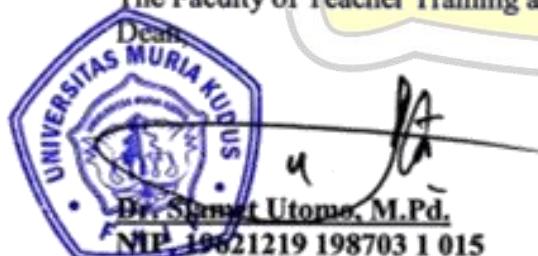
  
**Mutokhbar, S. Pd, M. Pd.**  
NIS. 061071000001204

,Member

  
**Farid Noor Romadlon, S. Pd, M. Pd.**  
NIS. 061071000001227

,Member

Acknowledged by  
The Faculty of Teacher Training and Education



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The writer expects that this research will be useful for those, especially who are in field of education and want to know more about teaching practice program. Then, suggestion and criticism from the reader will be fully appreciated and always welcome. Thank you.

Kudus, August 2016

The writer

## ABSTRACT

Maisyaroh, Siti Hajar. 2016. *The Students' Perception on Teaching Practice Program of English Education Department of Muria Kudus University in 2015/2016 Academic Year.* Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Titis Sulistyowati, S.S., M. Pd., (2) Fajar Kartika, S.S., M. Hum.,

Key Words: Teaching Practice Program, Student teachers, Perception

Teaching practice program is the most important aspect of the undergraduate teacher training program. During teaching practice program, the student teachers find an opportunity to apply their teaching skills and theories learnt into actual classroom teaching. The student teachers' perception on this program becomes an important thing as evaluation on the implementation of the program it selves.

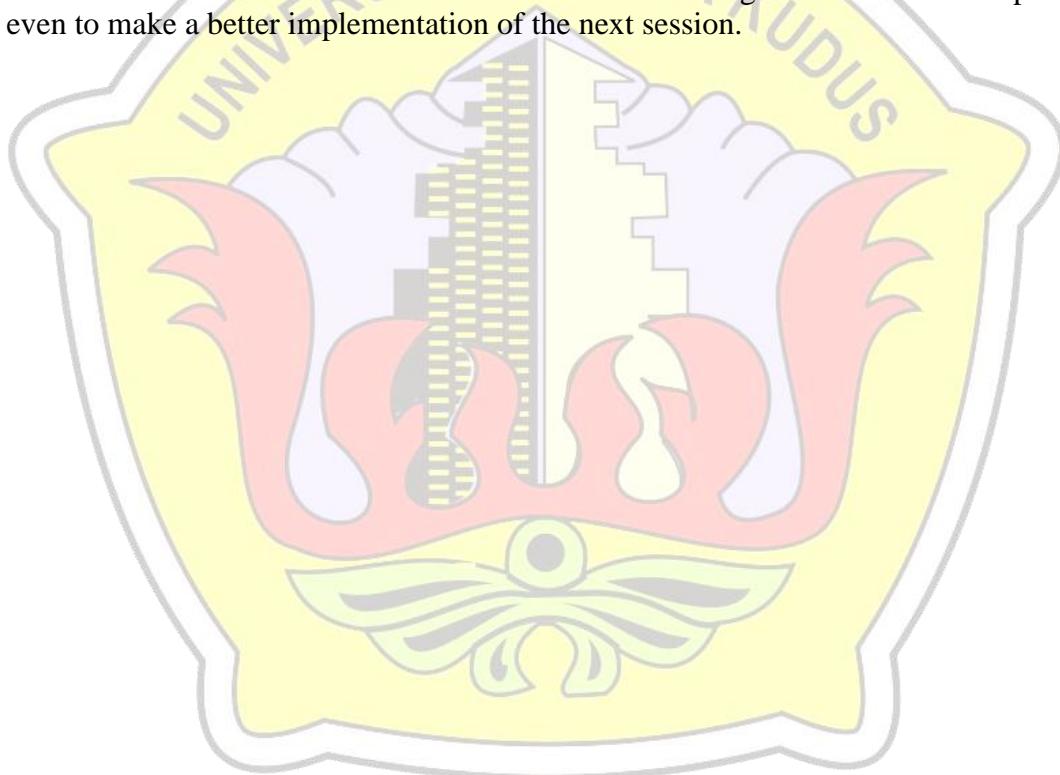
Therefore, the writer conducted a research in order to investigate the students' perception about the implementation of teaching practice program of English Education Department of Muria Kudus University in 2015/ 2016 academic year.

The design of this research is descriptive qualitative where 30 students involved as respondents. They distributed questionnaire in a form of open-ended and close-ended questionnaire. Then, the data analyzed by using descriptive percentage and the result interpreted into sentences.

The result of this research shows that the students' perception on teaching practice program is categorized into good. It can be seen from the percentage of level of agreement on each aspect of the implementation of teaching practice program which belong to good category of perception. The students' perception on teaching practice program of preparation aspect shows 80.5 % of level of agreement. Then, percentage of level of agreement on the students' perception on teaching practice program of the school infrastructure aspect is 81.2 %. The students' perception on teaching practice program of teacher advisors' performance aspect shows 70.8 % of level of agreement. While the percentage of level of agreement on the students' perception on teaching practice program of lecturer advisors' performance aspect is 70 %. Then, the percentage of level of agreement on the students' perception on teaching practice program of implementation aspect is 74.8 %. Last, the students' perception on teaching

practice program of evaluation aspect shows 68.1 % of level of agreement. Those all of the result categorized into good perception. So, it can be concluded that the students' perception on teaching practice program is good.

Considering the process and the result of this research, the writer gives suggestions. The suggestions to the student teachers especially those who will join teaching practice program are: the student teachers should improve their confidence to teach, prepare well the material in teaching, and the student teachers should improve their communication skill. Then student teachers should have variation in using teaching technique, method and strategy. While the suggestions for the Department of English Education is: the department should give the student teachers the newest pedagogical issue on language and also inform to the school about the implementation of teaching practice program to avoid misunderstanding. The last, the suggestion for the next Researcher is: the next researcher should do observation in deep about the problem around before doing research because a research can contribute new knowledge and also evaluate past even to make a better implementation of the next session.



## **ABSTRAK**

Maisyaroh, Siti Hajar. 2016. Persepsi Siswa terhadap Pratik Pengalaman Lapangan oleh Progam Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus Tahun Akademik 2015/ 2016. Skripsi. Progam Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Titis Sulistyowati, S.S., M. Pd., (2) Fajar Kartika, S.S., M. Hum.,

Kata Kunci: Praktik Pengalaman Lapangan. Siswa, Persepsi

Praktik pengalaman lapangan memiliki peranan yang sangat penting bagi mahasiswa yang belajar di fakultas keguruan. Selama melaksanakan praktik pengalaman lapangan para mahasiswa mendapatkan kesempatan untuk mengaplikasikan kemampuan mengajar dan teori-teori yang didapat selama perkuliahan kedalam kegiatan belajar mengajar yang sebenarnya. Persepsi siswa terhadap pelaksanaan praktik pengalaman lapangan menjadi hal yang penting untuk melakukan evaluasi terhadap pelaksanaan program itu sendiri.

Oleh karena itu, penulis melakukan penelitian yang bertujuan untuk mengetahui persepsi siswa terhadap pelaksanaan praktik pengalaman lapangan oleh Progam Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus Tahun Akademik 2015/ 2016.

Dalam penelitian ini, penulis menggunakan desain penelitian deskriptif kualitatif dimana 30 mahasiswa dipilih sebagai responden. Kuisioner terbuka dan tertutup dibagikan kepada para responden untuk memperoleh data persepsi siswa. Kemudian, data yang diperoleh dianalisis menggunakan deskriptif persentase dan hasilnya diinterpretasikan ke dalam kata-kata.

Hasil dari penelitian ini menunjukkan bahwa persepsi mahasiswa terhadap pelaksanaan praktik pengalaman lapangan termasuk kedalam kategori baik. Hal itu dapat dilihat dari persentase tingkat persetujuan disetiap komponen pendukung pelaksanaan praktik pengalaman lapangan yang tergolong kedalam kategori persepsi yang baik. Persepsi mahasiswa terhadap pelaksanaan praktik pengalaman lapangan pada komponen persiapan menunjukkan angka persentase 80,5 % dari tingkat persetujuan. Sementara, tingkat persetujuan dari persepsi mahasiswa terhadap pelaksanaan praktik pengalaman lapangan pada komponen sarana prasarana sekolah menunjukkan angka persentase 81,2 % dari tingkat persetujuan. Persepsi mahasiswa terhadap pelaksanaan praktik pengalaman lapangan pada komponen kinerja guru pamong menunjukkan angka persentase 70,8 %. Sedangkan, Persepsi mahasiswa terhadap pelaksanaan praktik pengalaman lapangan pada komponen kinerja dosen pembimbing menunjukkan angka persentase 70 %. Kemudian, Persepsi mahasiswa terhadap pelaksanaan praktik

pengalaman lapangan pada komponen pelaksanaan sendiri menunjukkan angka persentase 74,8 %. Yang terakhir, Persepsi mahasiswa terhadap pelaksanaan praktik pengalaman lapangan pada komponen evaluasi menunjukkan angka persentase 68,1 %. Hasil-hasil tersebut dikategorikan kedalam persepsi yang baik. Dengan demikian, dapat disimpulkan bahwa persepsi siswa terhadap pelaksanaan praktik pengalaman lapangan sudah dikategorikan kedalam persepsi yang baik.

Dengan memperhatikan proses dan hasil penelitian ini, penulis memberikan beberapa saran. Untuk mahasiswa, terutama mereka yang akan mengikuti Praktik Pengalaman Lapangan disarankan untuk: meningkatkan rasa percaya diri mereka ketika mengajar, mempersiapkan materi untuk pembelajaran dengan baik, dan mahasiswa juga diharapkan untuk meningkatkan kemampuan mereka untuk berkomunikasi. Kemudian mahasiswa juga diharapkan untuk memiliki banyak varisai dalam menggunakan teknik, metode dan strategi dalam mengajar. Sedangkan saran untuk program studi Pendidikan Bahasa Inggris adalah: memberikan isu-isu terbaru mengenai ilmu kependidikan kepada mahasiswa dan memastikan bahwa sekolah yang akan digunakan untuk praktik pengalaman lapangan mengetahui dengan pasti tentang pelaksanaan praktik pengalaman lapangan tersebut. Sedangkan saran untuk peneliti selanjutnya adalah para peneliti sebaiknya melakukan observasi mendalam tentang masalah disekitarnya sebelum melakukan penelitian karena suatu penelitian dapat memberikan pengetahuan baru dan juga dapat mengevaluasi kegiatan yang sudah dilaksanakan untuk memperbaiki kegiatan yang akan dilaksanakan mendatang.

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