



**STUDENTS' PERCEPTION OF PRE-SERVICE
TEACHERS' COMPETENCE AND THEIR READING ACHIEVEMENT
DURING PANDEMIC COVID 19**

THESIS

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THESIS
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ABSTRACT

Karimata, Maulidifi Ajrin. 2021. Students' Perception of Pre-Service Teachers' Competence and Their Reading Achievement during Pandemic. Thesis, English Language Education Study Program, Graduate Program, University of Islam Malang. Advisors: (1) Dr. Dwi Fita Heriyawati, S.Pd., M.Pd, (2) Prof. Drs. H. Junaidi Mistar, M.Pd., Ph., (3) Dr. Alfian Zuhairi., M.Pd.

Keyword: students' perception, pre-service teachers, teachers' competence, reading achievement

The objective of this research was to find out the correlation between students' perception of pre-service teachers' competence and their reading achievement.

The method of this research was classified into correlational research design. The participants of this research were 58 students in eleventh grade at SMK Negeri 1 Lamongan. The instruments of this research were questionnaire and test (reading achievement test). The test and questionnaire were analyzed by looking at the total score from the highest to the lowest, and the result of correlation was interpreted by looking the significance criteria.

The results of this research indicate that the correlation coefficient is negligible with a value of $-.069$ and the significant value shows $.608$. At sig. 2-tailed shows $.608 > .05$ which means that there is no significant correlation.

Suggestions proposed on the basis of the result are addressed to EFL pre-service teachers as well as other researcher who wish to pursue related topics in future research. The suggestion concern about the importance of pre-service teachers to given role model of good character, behavior, motivation, and attitude towards students and the necessity of further studies on the same or other factors as they are related to the reading comprehension skill.

CHAPTER I

INTRODUCTION

This chapter consists of background of the research, research question, objectives of the research, hypothesis, assumption, scope and limitation, significances of the research, and definition of the key term.

1.1 Background of the Research

In 2020, a virus has spread that has almost paralyzed several countries in the world, that is Corona Virus Disease 19 (Covid 19) such as China and several other countries. Although the Indonesian government has not issued a lock down status, Indonesia's condition is also uncertain.

Indonesia is one of the countries affected by Covid 19. Since it was declared pandemic, information related to Indonesian citizens to those detected exposed to Covid 19 has increased dramatically. WHO report on March 23, 2020 shows 19 confirmed cases of Covid in Indonesia, 514 and 48 deaths. Often over time, the development of Covid 19 does not have a sufficiently good decline value so that the PSBB (Large-Scale Social Restrictions) is implemented starting April 10, 2020 which begins in the capital city of Jakarta and will be followed by various regions.

In April to December is the final year student schedule for PPL as pre-service teacher. However, during pandemic, their activities were slightly disrupted. Starting from schools that cannot accept pre-services teacher to doing practice teaching due to online learning to various reasons given by the school to pre-services teacher who will distribute them to the school.

As pre-service teacher, it is obligatory to take part in a practical teaching program in order to deepen their abilities and competence when they are in the real world to work. But, in the pandemic era, how do they transfer their knowledge while at the university, how do they behave when helping a teacher to go online, how do they provide understanding to students regarding the material being taught.

In this case, the competence possessed by pre-service teachers is the most important thing in the teaching process, especially online learning as happened during this pandemic. Is a student able to understand the material being taught with the competencies possessed by a prospective teacher, because to see the quality of teachers can be represented through the competencies they have.

These competencies are obtained through learning while on campus before pre-service teachers enter the world of work. Therefore, improving teacher standards is very important in the field of education and can be done from the start, so that pre-service teachers will prepare themselves before getting the teaching profession. Therefore, teacher training programs should ultimately prioritize those skills and qualifications, such as facility-based teaching strategies, understanding schools, tracking student learning, understanding diversity, reflective teaching, recognizing cultures, selecting or planning authentic teaching and learning materials suitable for students with various types, methods and strategies of learning, adult learning, evaluation strategies, communication and suggestions to equip their students with critical skills. (BALYER, 2017)

Although teacher competencies are characterized in several different ways, in this study they are limited to four categories. The category is taken based on the characteristics of a good language teacher. They are; 1) Technical Knowledge, 2) Pedagogical Skills, 3) Interpersonal Skills, 4) Personal Qualities. (H. Douglas Brown, 2000)

Judging from the current pre-service teachers, many take educational courses not because they want to teach in schools, but as a stepping stone to the next level. However, teaching practice is an activity that must be done when a student takes an educational study program. Especially at this time, almost all schools carry out online teaching and learning activities and of course this will greatly affect pre-service teachers who carry out teaching practices. What kind of competence they will provide in teaching practice activities, especially in reading skills. Given that reading skills are considered the most difficult for most students. This is because reading skills are a complex process that students do in understanding their ideas, feelings, and experiences as a whole and communicatively. In addition, they must also understand the correct grammar, diction, and even punctuation in a text. Apart from that, there was something else that couldn't be avoided; differences in the speech of native English speakers and pre-service teachers. So it has the potential to cause errors. These errors can certainly lead to different interpretations of an expression both orally and in writing and of course will greatly affect students' reading achievement.

For this reason, the competence of pre-service teachers needs to be measured to determine whether these pre-service teachers are well prepared in developing

their competencies during the education phase and ready to enter the world of work. Based on this, this research focuses on investigating the competencies possessed by pre-service teachers through students' perceptions and associated with reading achievement possessed by students during the learning process with pre-service teachers.

1.2 Research Question

Based on the background of the research above, the research question is formulated as is there any correlation between students' perception of pre-service teachers' competence and their reading achievement?

1.3 Research Objective

In line with the research question, the objective of this research are to find out whether or not correlation between students' perception of pre-service teachers' competence and their reading achievement.

1.4 Assumption

This research has assumption that there is a correlation between students' perception of pre-service teachers' competence and their reading achievement. Which is, if the students' perception of pre-service teachers' competence has a good score, their reading achievement has a higher score and if students' perception of pre-service teachers' competence has a less score, their reading achievement has a lower score.

1.5 Hypothesis

From the title of this research is students' perception of pre-service teachers' competence and their reading achievement during pandemic. So, the independent

variable is students' perception of pre-service teachers' competence (X), while the dependent variable is their reading achievement (Y). This will be proposed and will be proven true in the research as follows:

H_0 : There is no significance correlation between students' perception of pre-service teachers' competence and their reading achievement during pandemic.

1.6 Scope and Limitation

The target of this research is find out the correlation between students' perception of pre-service teachers' competence and their reading achievement. In this research, the researcher chose Vocational High School students in eleventh grade and the pre-service teachers here are the undergraduate students in 6th semester who take English Department as a majority and they is carrying out teaching practice.

This research was conducted at SMK Negeri 1 Lamongan because it is easily accessible by researchers and has a period of 6 months starting from January to July.

1.7 Significance of the Research

In the research certainly has benefits. Theoretically, this research can be contribute to readers related to the competencies possessed by a teacher. This research will also provide information and become a useful reference for further research.

For the second benefit is practically, this research is expected to be useful for both pre-service teachers and teachers, as well as information material and as input regarding what competencies each teacher must possess.

1.8 Definition of the Key Term

The terms used in this research were perception, pre-service teacher, teachers' competence, reading achievement. The meanings of those terms are explained below.

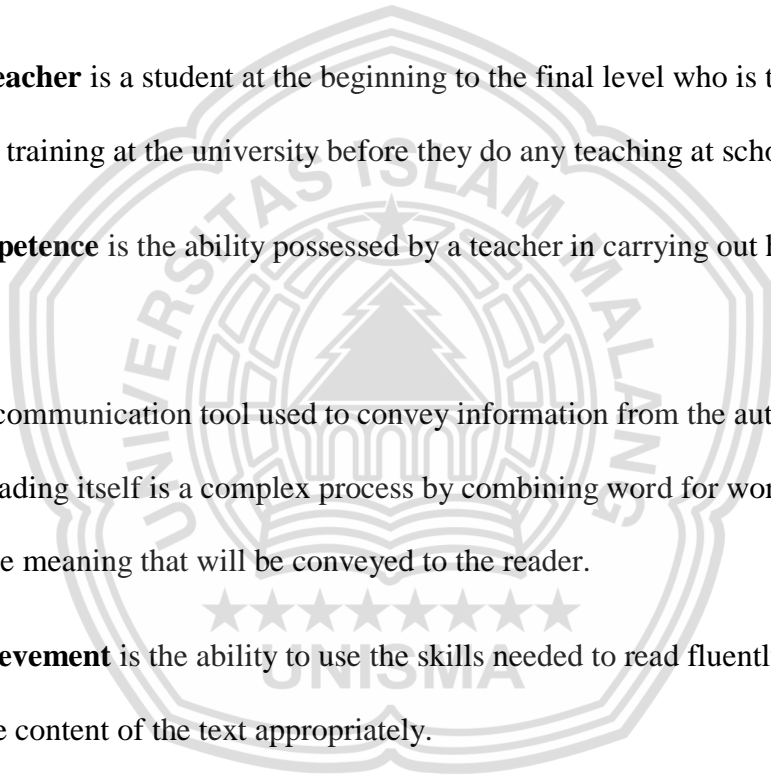
Perception is Perception is an opinion according to what the respondent (student) sees or experiences about the competencies possessed by the teacher.

Pre-service teacher is a student at the beginning to the final level who is taking education and training at the university before they do any teaching at school.

Teacher competence is the ability possessed by a teacher in carrying out his work.

Reading is a communication tool used to convey information from the author to the reader. Reading itself is a complex process by combining word for word to build or get the meaning that will be conveyed to the reader.

Reading achievement is the ability to use the skills needed to read fluently and understand the content of the text appropriately.



CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion regarding result of this research. The conclusions are drawn based on the findings of previous chapter and the suggestion directs further researchers who are interested in conducting similar research.

6.1 Conclusion

After conducting research on two variables (students' perceptions of pre-service teacher competence and their reading achievement) and analyzing the data findings, several conclusions were put forward as follows.

That almost all students gave a perception about the competence of pre-service teachers with sufficient or good categories when carrying out teaching practices. This can be seen from 48 students giving a sufficient perception and as many as 10 students giving a low perception of the total score. Meanwhile, in the reading achievement of students, who have a low category as many as 19 students, at the level of achievement which has a sufficient category as many as 4 students and in the high category as many as 35 students. Based on the results of the study, it can be concluded that students' perception of pre-service teachers' competence has no correlation to their reading achievement. The results of this study indicate that the null hypothesis (H_0) is accepted. This can be seen from the results of the correlation coefficient or r (-.069) which is smaller than the r -table (0.254), so the probability level (p) of significance (sig.2-tailed) is .608. This means that p (.608) is higher than (.05). This means that there is no correlation between students'

perception of pre-service teachers' competence and students' reading comprehension.

6.2 Suggestion

From the conclusions above, there are several suggestions that can be given. For pre-service teachers, it is important for pre-service teachers to provide examples of good character, behavior, motivation, and attitude towards students. Furthermore, pre-service teachers should focus on other factors that affect English language skills especially in students' reading comprehension, such as motivation, learning experience, background knowledge, vocabulary, methodology in teaching English, and the tools.

For other researchers, who are interested in this research and it is possible to correlate it with other variables because there are still many unexplained factors that can contribute to pre-service teachers as well as students. It is recommended to know more specifically the causes of attitudes among pre-service teachers and students. Researchers also suggest that similar studies can be conducted with larger samples and larger populations to get better results in the future.

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