

Chapter I: Introduction

Basic Consideration

Perception is very basic in understanding the human behavior, because people have the different perspective about the world and life problems. Based on Saks and Johns (2004, p. 21) as cited in Ayub (2016, p. 7) perception is the process of people translating sensory impressions into a coherent and unified view of the world around them. Perception allows us to take the sensory information and make it into something meaningful and perception related to education can be a basis for implementing and optimizing the educational environment. Meaningful, learning correlates positively with the students' perception of the educational environment, which impacts on students' learning experience. It influences how, why, and what students learn in this case is teaching practice. The concept of practice can perhaps be best translated as 'professional situation.' It is a learning environment with materials, tools and actors in which a profession is practiced. The professional worker in that environment has been trained to act professionally, that is to say to act adequately on the basis of practical knowledge. A teacher can also be considered as someone who practices a profession (Verloop, 1995, p. 20).

Shuell (2016, p. 6) found that different conceptions and definitions of learning situations are outside of school or informal education and inside of school or formal education. Learning process outside of the school can happen without talking each other or only by an experience, but learning process inside of school is happening by talking to each other. This case is between teacher and

student or between student and student. Learning inside of school is formal education. The learning activities in which the student actually engages (mental, physical, and social) determine what a student learns in the classroom. Classroom learning involves social, emotional, and participatory factors in addition to cognitive ones, and theories of learning need to take these factors into account. Teacher is not only teaching the material that we will learn but actually teacher has responsibilities or obligation to mentoring students about everything that related to the students personal ability in the class. Mentored by the teacher is very important for the student. It will give effect to students' behaviour. Mentoring process extends further than supporting the induction of new teachers into the school system through professional guidance and encouragement. Mentoring may also become an essential activity if this type of support is needed by the beginning teacher. Mentoring is the process of serving as a mentor, someone who facilitates and assists another's development. According to Harris and Wiggans (1993) as cited in Aladejana & Ehindero (2006, p. 22) "Mentoring held legitimacy as a professional learning strategy and at the same time appeared to offer a cost 'solution' in training and development of teachers". In a mentoring relationship, the two individuals are referred to as the "mentor" and the "mentee". Mentor is the teachers and mentee is the students. The ability of the teacher and communication skills by the teacher is also as a key to a mentoring relationship such as ask questions, give feedback and be open to new ideas. It also consider characteristics such as common sense, a positive mindset and a sense of humor.

In addition, According to Head, Reiman and Thies-Sprinthall (1992) as cited in Koki (2000 p. 2), “major aspects that contribute to the complexity of mentoring include the multiple needs of beginning teachers as well as their mentors, their developmental issues or concerns, their repertoire of teaching skills, the school culture that may impact positively or negatively on the mentoring process, and numerous other variables”. Research indicates that mentoring is a more challenging process than classroom teaching, and that even experienced teachers cannot always without bias assess the quality of teaching performance of beginning teachers Bey and Holmes (1992) as cited Koki (2000, p. 2). Furthermore, based on Feiman-Nemser and Parker (1992) as cited in Koki (2000 p. 2) mentoring programs pair novice teachers with more experienced in teaching and learning, provide personal and professional support, and guide the growth of the new teacher through reflection, collaboration, and shared inquiry.

Therefore, this study only focuses on students’ perception towards lecturers’ ability in mentoring students on PPL class. Because, the students were the subject who were felt and known how the lecturers ability in teaching in the class and based on the previous interview and observation that the researcher conducted on last semester 7, there were some students stated that some of lecturers when they are teaching in the class, they just focus on teaching about the material and do not combine with another aspect of mentoring such as guiding, supporting and influencing. Whereas, they want the lecturers could combine their method of teaching to make students more understand, so the ability of lecturers should be better in mentoring. Because, mentoring is important for student in this

case is for PPL student. On that ground, based on the problems above this study must be conducted because this study can show the reader who concern about lecturers ability and help lecturers to decide method for mentoring students. This study focuses on investigating perception of students and also can be used as brand new information.

Furthermore, based on Saks and Johns (2004, p. 21) as cited in Ayub (2016, p. 7) perception is the process by which people translate sensory impressions into a coherent and unified view of the world around them and make it into something meaningful. Furthermore, lecturer ability is “constructive arrangement, creating a teaching learning, knowledge with professional practice learning for educators” (David, 2013) as cited in (Cosmos, Daniel, Efiritha, Joyce, 2014, p. 309). As the candidate teacher we need to know how to be the best. In this case, the teacher or lecturer is having important position. Lecturer could sharing the experiences before and after be a lecturer. Also could give mentoring for students about how to be a good teacher or how to start teaching for the first time in front of the student. Because by mentoring of the lecturer, it will give positive impact for the future of students itself.

Looking at earlier research, the study of students’ perception towards lecturers’ ability to mentoring students in English learning process has previously conducted by some researchers. The first previous study is about exploring student teachers’ perceptions on mentoring during School experience at high schools in Gauteng Province, South Africa (Sedibe, 2014). This study was conducted in 2012; the study intended to give an overview result concerning

mentoring student teachers during their school experience in high schools.

Qualitative method was used in this study and the data collected through in depth individual interviews where one student teacher was the participant. The findings showed that mentors play an important role in the content and knowledge production and professional development of student teachers.

Meanwhile, in this context that mentors are important because they assist during teaching practice through imparting knowledge and skills to the student teachers. This in fact commences first in the classroom setting prior to their teaching practice, e.g. through lesson planning/design and lesson presentation where student teachers are given practical instructions on how to teach.

Another previous study is about mentoring a Preservice Teacher to Develop Reflective Practice. Science and Technology Education, at the Faculty of Education, Queensland University of Technology (Sempowicz, 2012). In 2012, Tracey Sempowicz conducted a research mentoring a Preservice Teacher to Develop Reflective Practice. This article reports on a case study of an experienced teacher mentor and her preservice teacher (mentee) during a practicum experience. It is aimed to understand whether the teacher's mentoring can develop the preservice teacher's reflective practices. The mentee (pseudonym Amy) was in her first field experience with a year 2 class at a school in Queensland. Gina as the mentor had been teaching for 20 years. The data sources used to gain a description of the mentor and mentee interactions during professional school experience are from video-recorded sessions of mentor-mentee dialogues, audio-recorded of informal dialogue, audio-recorded teaching

episodes, mentee-written lesson plans, mentee's written reflection, observations of four lessons by the mentor, formal individual interview by one of the researcher with the mentee and the mentor, and the mentee's Interim and Final Field Studies reports. For instance, the mentor was giving oral feedback during both the audio and video-recorded dialogue. It can be a reference for the teacher and preservice teacher to develop a good reflective practice by mentoring model.

It is very important to know how the perception of students about the lecturer ability to mentoring students, in order to be reference for the lecturer and the beginning teachers, especially for the researcher as a candidate of teacher. Based on the description above, the researcher would like to formulate the title "students' perception towards lecturers' ability to mentoring students in English learning process"

Problem statement

The researcher formulated the problem statement as follows "what are the students' perception towards lecturers' ability in mentoring students in teaching practice class?"

Objectives of the research

The objective of this research is to investigate the students' perception towards lecturers' ability to mentoring students in teaching practice class.

Delimitation of Research

This study only focuses to investigate students' perception towards lecturers' ability in mentoring students. To give brief limitation of this study, the researcher described the students perception in aspect of approachment among lecturers and students and communication skill of lecturers such as: process of teaching, guiding, supporting and influencing students. Feiman-Nemser and Parker (1992) in Koki (2000, p. 2) stated that mentoring programs pair novice teachers with more experienced in teaching and learning, provide personal and professional support, and guide the growth of the new teacher through reflection, collaboration, and shared inquiry.

Significance of Research

This study will be precious for:

1. The lecturers to know their capability and it also help them to decide the best method for mentoring students in teaching practice.
2. The students for better understanding the process of teaching as a candidate of teacher.
3. The researcher who would like to make an advance and development research of students' perception towards lecturers' ability to mentoring students in teaching practice.