

**THE STUDENTS' PERCEPTION ON REGULAR ASSIGNMENT AT
SECOND SEMESTER OF ENGLISH DEPARTEMENT OF
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2023

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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ABSTRACT

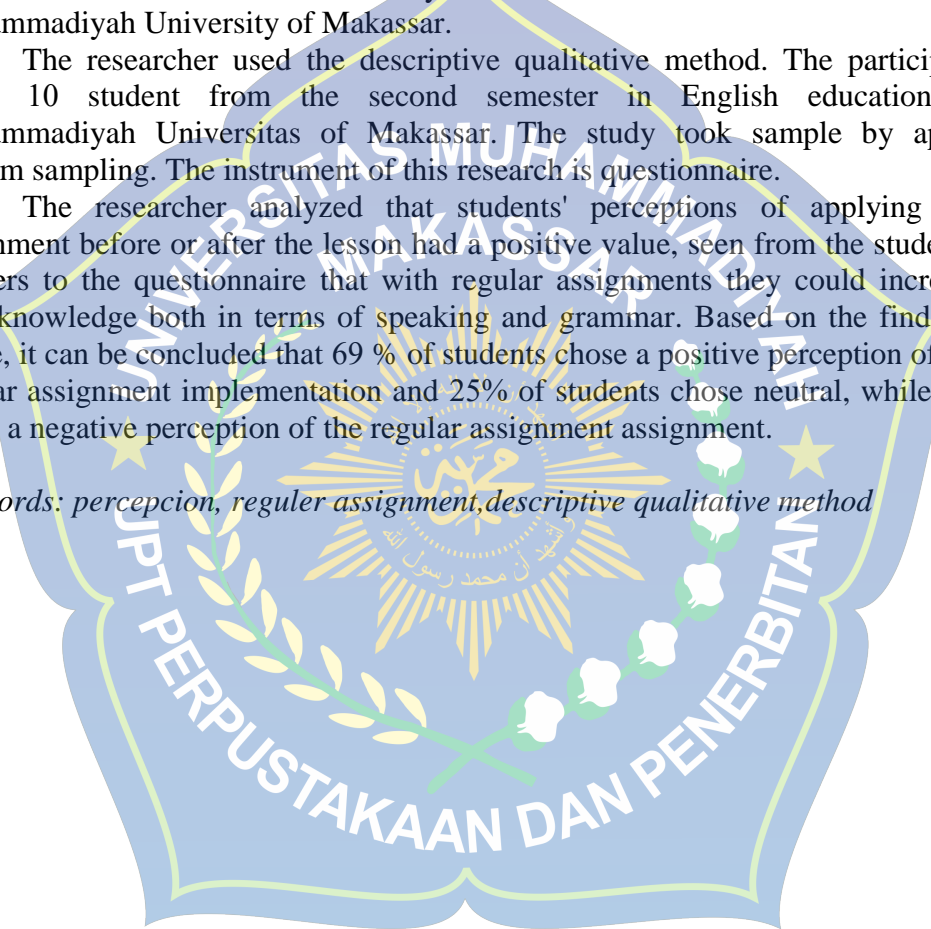
Lukman Alfandi 2023. *The Students' On Perception Regular Assignment At Second Semester Of English Departement Of Muhammadiyah University Of Makassar.* At thesis of English Education Department. The Faculty of Teacher Training and Education, university Muhammadiyah Makassar. Supervised by Nur Qalbi and Yassir Mallappiang.

This research aimed to find out the students' perception on giving regular assignment of second semester by lecturers. This research conduct at Muhammadiyah University of Makassar.

The researcher used the descriptive qualitative method. The participant werw 10 student from the second semester in English education at Muhammadiyah Universitas of Makassar. The study took sample by apply random sampling. The instrument of this research is questionnaire.

The researcher analyzed that students' perceptions of applying the assignment before or after the lesson had a positive value, seen from the students' answers to the questionnaire that with regular assignments they could increase their knowledge both in terms of speaking and grammar. Based on the findings above, it can be concluded that 69 % of students chose a positive perception of the regular assignment implementation and 25% of students chose neutral, while 7% chose a negative perception of the regular assignment assignment.

Keywords: percepcion, reguler assignment,descriptive qualitative method



ABSTRAK

Lukman Alfandi 2023. *Persepsi Mahasiswa terhadap Tugas Reguler Pada Mahasiswa Semester II Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar*). Skripsi pada Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Nur Qalbi dan Yassir Mallappiang.

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap pemberian tugas reguler pada mahasiswa semester dua oleh dosen. Penelitian ini dilakukan di Universitas Muhammadiyah Makassar.

Peneliti menggunakan pendekatan kualitatif deskriptif. Pesertanya adalah 10 mahasiswa dari semester kedua pada pendidikan bahasa Inggris di Universitas Muhammadiyah Makassar. Penelitian ini mengambil sampel dengan menggunakan random sampling. Instrumen penelitian ini adalah kuesioner.

Peneliti menganalisis bahwa persepsi siswa dalam penerapan pada pemberian tugas reguler sebelum atau sesudah pembelajaran mempunyai nilai yang positif, terlihat dari jawaban siswa terhadap angket bahwa dengan tugas yang teratur dapat menambah pengetahuannya baik dari segi berbicara maupun tata bahasa. Berdasarkan temuan di atas dapat disimpulkan bahwa 69% siswa memilih persepsi positif terhadap pelaksanaan tugas reguler dan 25% siswa memilih netral, sedangkan 7% memilih persepsi negatif terhadap tugas reguler.

Kata kunci: persepsi, tugas reguler, deskriptif kualitatif

MOTTO :

**“DON'T BE AFRAID TO WALK SLOWLY, BE AFRAID IF JUST STAND
STILL”**

DEDICATION

A Thesis for My Beloved Family

Especially for My lovely Father,

My Strongest Mother,

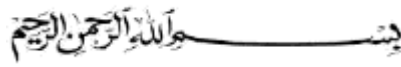
My Best Sister,

My Best Friend

Also,

My self

I deserve this a billion times.



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Praise the presence of Allah SWT because of his blessing and guidance that the writer could finish this thesis as one of the requirements for graduation Sarjana Pendidikan in English Education Department of Universitas Muhammadiyah Makassar. Salawat and salam are always addressed to the prophet Muhammad SAW because with his struggle, so people are now in a century full of knowledge.

This thesis cannot be complete without support, guidance, and assistance from various parties who significantly contribute and influence finishing this thesis. It seems it is challenging for the writer to finish her thesis. Therefore, on this occasion, let the writer say thank you so much for the honorable:

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The preparation of the thesis is prepared as well. But still lacks because nobody works perfectly. Therefore, the writer hoped for constructive criticism and suggestion from all parties. Hopefully, this research can be useful for all readers and can increase the knowledge of the writer.

Makassar, August 2023

The Writer



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CHAPTER I

INTRODUCTION

A. Background

Learning and teaching are two things that cannot be separated. They are like two side of a coin that is endless and splitless. Unfortunately there are many people not aware of that, so what is expected is not reached. Of course if we understand about that thing, therefore they would not be obtained. Teaching is guiding and facilitating what is expected learning, by looking, modeling, listening, acting, memorizing based on instruction given by a lecturer. Learning is getting of knowledge of a subject or a skill by study, experience, or instruction. As a lecturer, he should facilitate his learner to have knowledge by setting learner activity one of them is giving task assignment. So that is why learning and teaching cannot be separate.

The task is a tool that is useful for describing terminal goals into distance to be achieved, is a way to determine how a task is carried out. Tasks can foster a sense of responsibility for students so they will encourage students to be more enthusiastic about learning. In learning and teaching processes, sometimes the lecturer finds many problems, for example the students are unserious in learning or collect the paper. It can make the lecturer confuse how to teach and give solution and suggestion, so the students can get something in learning English not just as a student in English Department but they can show themselves that they are really English students. In learning and teaching English language, some of the lecturer

try to find out about the new way how make the students interest and discipline in learning English, for example some of lecturer give assignment every meeting but not all the lecturer.

Assignment is one of many ways that is important in teaching and learning English. From the assignment the lecturer know about students' achievement. Assignment is one way to make the students discipline in learning English especially in hand paper, beside that through assignment the students can be encouraged how to get score. Sometimes, there are students who does not care about that. Many students always talk about the lecturer's assignment in teaching English, some of the students agree and some of the students disagree. It because everybody has different perception in learning English.

While learning English, students must master four skills: reading, writing, listening and speaking. Some scholars consider speaking to be one of the important abilities. In Webster's New World Dictionary, speaking means speaking words orally, communicating verbally, making requests, and making statements (Nunan, 1995). While according to Chaney (1998), "speech is the process of creating and transferring meaning using verbal and non-verbal signs in different contexts, speaking is speech or utterances with The purpose is to be recognized by the speaker and the receiver. statement to acknowledge their intentions". Rebecca (2006:144) argues that speech is the primary means by which children acquire language, part of most people's daily participation in language activities, and a major driver of language change. It also provides our key data for bilingual understanding and language exposure.

Teaching English will be concerned with the capability of the student to produce what they have learnt, than just become the competence that might be student does not know how to apply it. The learning process should bring students to the real situation in their nearest environment, such their experiences. It will more encourage the student to find the motivation for them to produce easily in their active skills, both in speaking and writing. The two productive skills will show the competence to what students have learnt.

Besides bring them to the real situation, student-centered approach is essential be implemented in our teaching method nowadays. To conduct this, the teacher should know first about the students prefer in learning. The students themselves construct their own way to learn, the teacher just as a motivator and facilitator. The role of the teacher in the classroom should be less dominated. Even though, the teachers should give autonomy to the students to determine their own style in learning.

The students' of the second semester of English Department at Muhammadiyah University of Makassar have some experience about the regular assignment, assignment given by lecturer in learning process every meeting but not all lecturers. In completing assignment students often commit self deception where many students rely solely on other people to do assignment and only imitate other people's work. Therefore, lecturers should make a test with a good quality, and suitable for the students', because a good test will give influence for the students' regular assessment speaking, it can improve teaching and learning process.

Considering the explanation above the researcher is engaged to do a research entitle: “ *The Students’ Perception on Regular Assignment the Second Semester of English Department of Muhammadiyah University of Makassar*”.

B. Research Question

Based on the background above, the research question formulate is “what is the students’ perception on regular assignment at second semester of English Department of Muhammadiyah University of Makassar?”

C. Objective of the Research

From the research question above the objective of this study is to find out the students’ perception on regular assignment at second semester of English Department of Muhammadiyah University of Makassar.

D. Significance of the Research

The significances of this research is expected to provide some advantages for English teaching and learning process. The significances of this research are:

1. For lecturers, it can be used as more references to improving students’ speaking skill particularly thought giving assignment activity.
2. For students as the subjects of the research, it can be motivation to them for improving their speaking skill. Beside by this research it can be a reference or information that assignment giving can giving awareness to study.
3. For readers, This research can be used as a source or reference for further related research.

E. Scope of the Study

In collecting the data for this research, the researcher is going to limit only focus on what the students' perception about the regular assignment in speaking class in terms of giving direction at second semester of English Department of Muhammadiyah University of Makassar.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings.

There are some previous researches that relate with this research, they are:

Talebong (2015) in research entitled: “ *The Perception of the Fourth Semester Students of English Department of FKIP UKI Toraja toward Portfolio Assessment in Learning Writing*”. The conclusion of the research that most of the students agree with portfolio assessment if it is applied in learning because portfolio support the learning process. Discipline on collect paper, objective way in assessment, increasing motivation in learning.

Jama (2015) conducted a research entitle: “ *A Study on Students’ Motivation in Doing Homework at the Eighth Grade of SMP Negeri 1 Bangkelekila*”, the result showed that average percentage of the students’ who chosen seldom and never was 47% (it was hinge than always, often and sometimes), it is categorized that students’ motivation as low.

Hartati (2017) in research entitled: “ *Students’ Perception on Giving Quiz at the Beginning Class of English Department of FKIP UKI Toraja*”. The conclusion of the research that the students’ perception is positive, quiz can motivate students to study, quiz improving students’ knowledge, quiz pleasing for students and challenge them to study, quiz can improve students’ grade, quiz that given at Campus UKI Toraja was good but more improve again and quiz make students on time come to class before class started.

By comparing the previous studies above, the writer found the similarity and the difference as well. The writer found the similarity with this previous study that they are talking about perception and quiz. Talebong and Hartati study focus using of quiz, but the difference of them are Talebong talking about students' perception of the fourth semester students of English Department of FKIP UKI Toraja towards portfolio assessment in learning writing and Hartati talking about the students' perception on giving quiz at the beginning class of English Department of FKIP UKI Toraja. While Jama focuses on a study on students' motivation in doing homework at the eight grade of SMP Negeri 1 Bangkelekila'.

B. Some Pertinent Ideas

There are several item related with this research, they are perception, definition of assignment and advantages of assignment.

1. Perception

a. Definition of perception

Perception (from the Latin *percipio*) is the organization, identification, and interpretation of sensory information in order to represent and understand the environment.

Greenberg and the Baron (1999:72) defines "perception as the process by which we select, organize, and interpret information gathered by our senses in order to make sense of the world around us".

Based on the above explanation, the author can conclude that perception is the process of identifying, evaluating and understanding something, whether it is a positive or negative opinion or belief.

Perception refers to building an understanding of the word society from the data we acquire through our senses (Michener, Delamer and Myers in Paledung (2016:8). So, perception refers to the process by which we form impressions of the characteristics and personality of others.

According to Slameto (2003:103), sensory perception is a process that includes the introduction of a message or information into the human brain, human perception that is constantly in contact with the environment. Perception is defined as the act of becoming aware of one's surroundings through physical sensations, indicating an individual's ability to understand (Chambers Dictionary in Dewi:2015:20). The study concluded that perception is a process of acquiring sensory information in order to interact with our environment.

b. Component of perception

Saks and Johns (2012:10), there are three components of perception.

1. Perceptive people perceive something and achieve ultimate understanding. Three factors may have influenced his perception: experiences, motivational states, and finally emotional states. In different motivational or emotional states, the perceiver will react or perceive something in different ways. Also, in different situations, he or she may use cognitive defenses to see what he or she wants to see.
2. Target. It is the person who is perceived or appreciated. Ambiguity or lack of information about the target leads to the need for more explanations and additions.

3. This situation also greatly affects perception because another situation may require more information about the target. In other words, perception is a process of perceiving the world around us through our senses. Your senses play an important role in perception and behavior. They not only allow you to be aware of your environment, but also allow you to act in response to it. Therefore, the cognitive definition is the cognitive process that occurs according to five sources:

- a. You see something with your eyes
- b. You smell something with your nose
- c. You hear something with your ears
- d. Do you feel something is wrong with your skin?
- e. You taste something on your tongue

c. Types of Perception

Irwanto in Pai'pinan (2016:10) The aforementioned hat, there are certain types of perception, which are:

1. Speech perception

Speech perception is the process by which the sounds of language are heard, interpreted, and understood.

2. Tactile perception/tactile perception

Tactile perception is the process of perceiving objects by touch. It involves a combination of somatosensory perception of patterns on the surface of the skin and expert preconceptions about hand position and validation.

3. Taste perception

Taste is the ability to perceive the taste of a substance, including but not limited to the taste of food. Humans receive taste through sensory organs called taste buds or taste stones, which are concentrated on the upper tongue.

4. Awareness of the social world

Perception of the social world is the part of cognition that enables people to understand individuals and groups in their social world and is an element of social cognition.

According to Walters in Talebong (2015):12), there are five types of perception. They are:

a. Self Perception

Self-perception is based on self-esteem, self-perception, and self-efficacy. This means that perception occurs on the basis of the individual mind. For example: a person with good self-esteem or self-confidence, he may also have a good perception of the subject speaking that requires him to speak in front of people.

b. Environmental Perception

Environmental awareness is the perception that is formed depending on the context in which information is received. An example of this is the perception of someone or a group of the effectiveness of

using theater to develop oral expression. Information is used to obtain context-based perception of the situation.

c. Learn Perception

Learn Perception is the perception that forms around personality, culture, and habits. For example, a student studying in an Eastern environment may have a negative perception of the learning style of Western students. Who mostly raised their left hand to answer the teacher's question.

d. Physical perception

Physical perception is tangible perception. For example, how the eye sees and how the brain processes it. In other words, physical awareness is related to measurable physical activity.

e. Cultural Perception

Cultural awareness is the biggest perception and it varies from city to city, such as people's perception of the importance of English at primary school level. The perception of it may be different in each city or place. It depends on the culture applied there.

Furthermore, according to Irwanto in Pai'pinan (2016:10) there are four kinds of perception

1. perception of speech

perception of speech is the process by which the sounds of language are heard, interpreted, and understood. Speech perception

research seeks to understand how listeners perceive sounds of speech and use this information to understand spoken language.

2. perception of Touch/ Haptic perception

perception of Touch is the process of perceiving an object through touch. It involves a combination of bodily sensation perception of patterns on the surface of the skin and perception of hand position and recognition.

3. perception of social word

Social perception is the cognitive faculty that consistently enables people to understand individuals and groups in their social world, and is therefore an element of social cognition.

Based on the types of perception, it can be asserted that there are many types of perception such as self-perception, cultural perception, speech perception, tactile/tactile perception, and word perception. society. Perception comes to our mind because we see, taste, touch and our brain processes it. The way we perceive is also influenced by personality, culture and habits.

d. Kinds of Perception

According to Irwanto in Pai'pinan (2016:9) there are two types of perception.

1. Positive perception is perception that absorbs all knowledge (known or unknown) and reacts to a perceived object in a positive way. Positive

awareness helps students easily adapt to new teaching and learning situations.

2. Negative perception describes knowledge (knowledge/unknown) and negative response to perceived object (inconsistent with perceived object).

e. Proses of perception

According to Witting and Gumei (1984:54) in Pai'pinan (2016:10) cognitive processes are:

1. The object that causes the stimulus and that stimulus acts on the corresponding organ (physical process)
2. The process in the brain by which the individual becomes conscious and receives respect due to the effects of the received stimulus (physiological process). According to Walgito in Batau (2016:17) the individual can be realized in the cognitive process. There are several requirements to understand to understand it, namely:
 - a. The presence of objects in perception

Stimulus objects raises the sense or response. Stimulus can come from outside directly on the sense (respector), may come from within, which is directly on the nerve receiver (sensory).

Who works as a receptor.

- b. Sense organ or receptor

Sense organ or receptor that is a tool receive stimulus.

Besides, there should also be a tool for sensory nerve forward

the received stimulus receptor to the central nervous system the brain as the center of consciousness, and as a tool organized response in the motor nerves needed.

c. Attention

Attention is absolutely necessary in the conduct of perception which the first is a preparatory step in holding perception.

Based on the explanation above, the writer concludes that someone gets a perception by passing two steps namely physical process and physiological process. The first, an object gives stimulus which get by receptor it will be processed in brain to make someone conscious. It also explained to us how the process actually works. If you couldn't select certain stimuli then you wouldn't be a good communicator.

2. Definition of assignment

Teaching and learning activities are one of the activities where the activity is used by educators to provide an assignment in the learning activities of the students. This matter indicates that educators not only convey the contents of the lesson, but also give assignments to students as well as possible, where educators have knowledge and skills use the task.

According to Hamalik, (1994: 97) reveals the assignment is a tool that is useful for describing terminal goals into distance to be achieved, is a way to

determine how a task is carried out. Tasks can foster a sense of responsibility for students so they will encourage students to be more enthusiastic about learning.

Meanwhile, Moejdiono and Dimyanti (1993: 67) state that giving assignments can be interpreted as a format for teaching and learning interactions that are characterized by one or more assignments given by the teacher, where the completion of the task can be done individually or in groups according to his instructions.

a. Kinds of assignment

Based on the opinions of Gage and Berliner in Moejdiono and Dimyanti (1993: 69) tasks can be separated into several the types of tasks include training assignments, reading assignments, unit assignments, experimental assignments, practical tasks where these types of assignments can be made into structured tasks. The task can be seen presented below which includes:

1. Training assignment

Training assignments are the task of training students resolve problems related to previous discussion where the assignment was ever be delivered. Training assignments are given in class hours or at outside of lesson hours, adjusted to the needs and availability of time. The task given here can be in the form of practice questions that can support the understanding of teaching materials provided by the teacher.

2. The task of reading / studying certain books

The teacher assigns to students individually or a group to learn for themselves the topic or subject certain. This task guides students towards livelihood learning resources that relate to topics or topics that must be studied. Suppose students are given the task of finding sources of material from an internet or book and students are encouraged to read and understand the contents of the material contained on the internet and then summarize the core or the contents of the material they have.

3. Unit / project tasks

The teacher assigns to students based on the unit studied, or assigning students to complete a project that will produce certain results. Could exemplified, students are assigned to make a work concerning the lessons given. The task of this unit / project will involve students' abilities in various fields of study.

4. Experimental study

The task of the experiment is a rather special type of task. Experimental tasks are only given by the teacher for the topic or certain subject matter, namely the topic / subject matter that demands the existence of experiments. The experimental task can be used for prove or determine information. Example of study the experiment here, students are assigned to be able to compare an information obtained and proven.

5. Practical task

Practical tasks are tasks for students to produce something using skills physical / motorist that can be marketed or sold so assignments practically it can be useful. Practical tasks can also be in the form of physical / motorist skills training.

b. The Advantages of Assignment

According to Sagala (2010:219) the advantages of assignment are:

1. Knowledge obtained by students from learning outcomes, results experiments or the results of many related investigations with interests or talents that are useful for their lives more pervasive, durable and more authentic.
2. Assignment can increase development and courage take initiative, be responsible and stand alone.
3. Assignment can be more convincing about what is learned from lecturer, further deepens, enriches, or expands insight into what is learned.
4. Assignment can foster the habits of students to look for and process information and communication yourself
5. This method can make students excited about learning done with various variations so it is not boring.

Meanwhile, Hamalik (2000: 101), the advantages of assignment are:

1. Giving assignments gives students the opportunity to learn better, wider and more actively.

2. Giving assignments encourages students to learn and try to solve the problems they face
3. Increase student knowledge and develop a sense of responsibility and develop social sense.
4. Enabling relations between schools and families more closely and strengthen students' motivation to learn.
5. Can fill student leisure jobs and provide opportunities for students to develop their respective abilities according to the assignments given. It also entertainment, so it is a recreational tool especially if the task is of interest to them.

In giving assignment students are trained to get used to it to be able to search information about lessons, besides that students are accustomed to communicating with each other between students to add insight into developing lessons delivered by the lecturer.

c. Regular Assignment

According to Harmawati (1993: 38) regular assignments at each meeting affects student learning outcomes. Thus the task of each meeting causes students to be motivated in learning, besides that students are more active in teaching and learning activities. In improving student learning achievement not only is the teacher's role needed but students themselves are required to play an active role in the teaching and learning process. One of the important things possessed by students in improving their learning achievement is mastery of subject matter.

Students who lack mastery of the subject matter will have lower grades when compared to students who have more control over the subject matter. To master the subject matter, it requires the activities of students who are not just remembering, but more than that, namely understanding, applying, synthesizing, and evaluating learning materials. It should be realized that what the teacher expects of his students is that the learning material received by students can be mastered well. Therefore, one of the methods taken is that the assignment given by the teacher is not only done in a narrow and time-limited class, but needs to be continued at home, in the library, in the laboratory and the results must be accounted for. In giving assignments to students, the teacher is required to check and give grades. Rostiyah (1991: 113) suggests that by evaluating the assignments given to students, it will give students motivation to learn. Giving assignments to students means giving an opportunity to practice the skills they have just gotten from the teacher in the school, as well as memorizing and further deepening the subject matter. The role of assignment to students is very important in teaching.

It seems that giving assignments to students to be completed at home, in the laboratory or in the library is suitable in this case, because with this task it will stimulate students to do exercises or repeat new subject matter obtained at school or at the same time try the knowledge that they already have, and get used to students fill their free time outside of school hours. By itself it has tried to deepen understanding and understanding of subject matter. In a class, the level of ability of students is quite heterogeneous, some can immediately understand the lesson only once by the teacher, some can understand if repeated two or three times the

material and some can only understand after being repeated at home or even unable to understand at all. Generally a teacher manages his teaching speed according to the average state of the student with some adjustments to the less fortunate or those who are considered smart. However, it is likely that most students have not been properly learning, for them the learning period in the classroom is a place to start material. Giving assignments to be completed at home, in the library or in the laboratory will provide opportunities for active learning that is in accordance with the rhythm of the learning speed. This is a true learning experience for the individual concerned.

Regular assignments is a method that gives higher activeness to students when compared to other methods. Forms of tasks that are completed with the ability of students will foster creativity, initiative, independence, cooperation and encourage student interest to actively study and eliminate a sense of boredom or boredom. The more traits the task is carried out in the learning process, the more also high level of ability and skills of students in discussing the subjects delivered. Such tasks can be done outside of school hours, at home or before too, so they can be done with friends.

In order for the assignment to have a good effect, the teacher in giving assignments needs to pay attention, direct and guide students so that the goals and objectives that have been set can be achieved effective and efficient. The aims and objectives of giving assignments include:

1. To maintain and strengthen the behavior that has been learned.

2. To practice skills, concepts, and principles that have just been developed to gain a deeper understanding of that concept.
3. To remind and maintain the topics that have been studied before.

According to Kasmadi (1991: 138) the assignment of assignments has purpose and objectives as follows:

- a. Exercise and skills, and to increase learning speed and accuracy of learning.
- b. Read, absorb, and summarize what is learned.
- c. Encourage students to be responsible for learning.
- d. Develop independent learning.

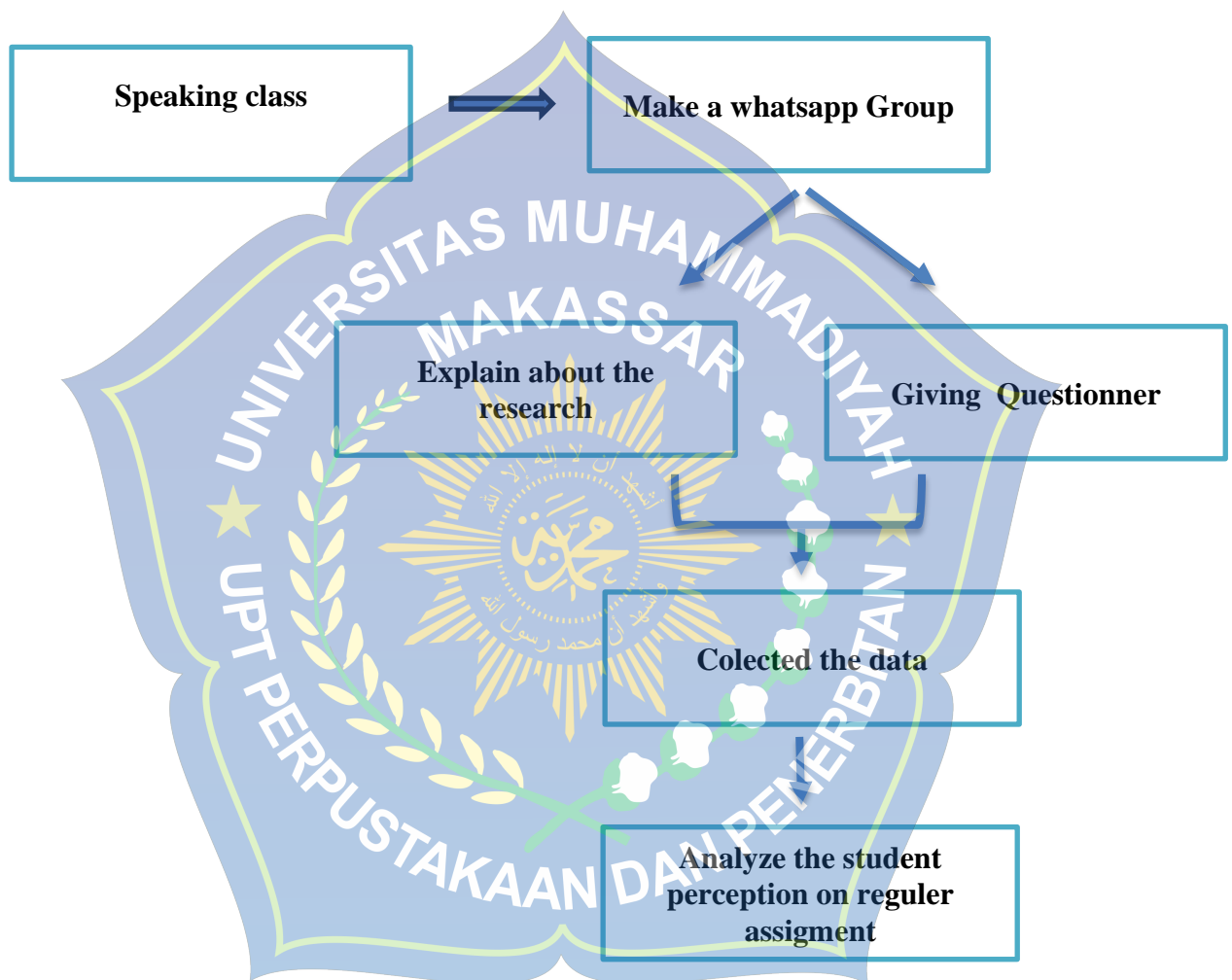
According to Slameto (1991: 88) In order for students to succeed in their learning, it is necessary to do the task as well as possible. The assignment includes doing homework, answering homemade practice questions, questions in the handbook, daily tests / tests, general tests and examinations. Learning with teaching methods that are in accordance with the material taught will increase student learning motivation. For example, giving assignments at the end of each lesson with the hope that student learning activities can be improved, so that student achievement can also increase.

Based on the explanation above, it can be concluded that the method of assigning assignments is one of the techniques used with the aim that students carry out exercises during the task, so that students' experience in learning something can be integrated and the assignment of tasks is a

method that provides opportunities for students to carry out tasks based on teacher direct instructions. With this method students can recognize their functions in a real way. Tasks can be given to groups or individuals.



C. Conceptual Framework



According to the conceptual framework, the researcher conducted research that focuses on student student perception . So the researcher analyze student perception on regular assigment especially in speking subject by used the questionner that consist of ten questions.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used descriptive qualitative method to find out the students' perception on regular assignment at the second semester by lecturers English Department of Muhammadiyah University of Makassar. In this case the researcher distributed questionner by google form to the students. This study attempts to explore subject to represent their impression on the rule of regular assugnment, especially relate to speaking learners. The question consist of 10 questions in which one question provided five categories to be selected by the subject.

B. Research Subject

Research subject of this study the researcher took the second semester in English education at Muhammadiyah Universitas of Makassar. That consisted of third classs. Therefore, the subject in this research consists of 60 students. The research sample is a portion of the population take data and can represent the entire population. The researcher take the sample by apply random sampling. The researcher take 10 from 3 classes, because base on the investigation these students has convenient for the criteria for this research.

C. Research Instrument

An instrument is a measuring tool that researchers use to collect data (Sugiyono: 2015) . Therefore, in collected the data, the researcher calculate of the score of their students questinner answer and the analyzing them. By looking up the which categories are mostly selected, by this way the researcher could

conclude the frequency level of the students perception represented by the categories selected.

D. Technique of collecting data

In collected the data, first the researcher maked a group whatsapp and invite the student, and then, the researcher explain about the content of the questionnaire, the researcher give 2 hours to the students to answer the questionnaire. After the researcher got the student's data, the researcher analyzes the questionnaire.

E. Technique of Analyzing Data

The data is obtained from the analyzing the questionnaire. Likert scales use to measure perceptions, attitudes or opinions of a person or group regarding social phenomena, operational resolutions set. Likert scales can be approved items stated in several alternative responses. Below is the Likert scales table.

No	Scale	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

The data from questionnaire are analyses by using the following formula :

$$P = \frac{F}{N} \times 100\%$$

Where :

P = Percentage

F = Frequency of students opinion

N = The number of respondents

(Sudjana, 2001 : 128)



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

To make research results, students have answered the questionnaire given by the author through the Google form. Which is where the research aims to find out students' perception on regular assignments.

The researcher used questioner as supporting data to answer the research question. Therefore, the writer collected the data from the students by giving them questionnaire that consists of 10 question.

Table 4.1 The Frequency and Percentage Type of questions

Question	Frequency (option)						Percentage (%)					
	SA	A	N	D	SDA	Total	SA	A	N	DA	SDA	Total
1.	3	6	1	0	0	10	30%	60%	10%	0%	0%	100%
2.	1	3	4	2	0	10	10%	30%	40%	20%	0%	100%
3.	0	5	5	0	0	10	0%	50%	50%	0%	0%	100%
4.	0	6	3	1	0	10	0%	60%	30%	10%	0%	100%
5.	1	8	1	0	0	10	10%	80%	10%	0%	0%	100%
6.	1	9	0	0	0	10	10%	90%	0%	0%	0%	100%
7.	2	6	1	1	0	10	20%	60%	10%	10%	0%	100%
8.	0	4	3	2	1	10	0%	40%	30%	20%	10%	100%
9.	0	4	6	0	0	10	0%	40%	60%	0%	0%	100%
10.	3	6	1	0	0	10	30%	60%	10%	0%	0%	100%
Average							11%	57%	25%	6%	1%	100%

Note:

SA: Strongly Agree

A: Agree

N: Neutral

DA: Disagree

SDA: Strongly Disagree

Based on the table above, we can see the students' perception on regular assignment. Therefore, the questionnaire that the writer used in this research consists of 10 questions and 5 options, where strongly agree (SA), agree (A), neutral (N), disagree (DA), and strongly disagree (SDA). Based on the frequency and percentage of the items on the table above, the writer described them as in the following :

1. I always do regular assignment

Table 4.2 I always do regular assignment

No	Respon	frequency	Percentage (%)
1.	SA	3	30%
2.	A	6	60%
3.	N	1	10%
4.	D	0	0%
5.	SD	0	0%
	TOTAL	10	100%

Based on the table above the researcher found 6 students (60%) said agree, 3 students (30%) said strongly agree, 1 student (10%) said neutral, 0 student (0%) said disagree, and 0 student (0%) said strongly disagree.

2. I don't find the problem in doing regular assignment in speaking subject

Table 4.2 I don't find the problem in doing regular assignment in speaking subject

No	Respon	frequency	Percentage (%)
1.	SA	1	10%
2.	A	3	30%
3.	N	4	40%

4.	D	2	20%
5.	SD	0	0%
	TOTAL	10	100%

Based on the table above the researcher found 4 students (40%) said neutral, 3 students (30%) said agree, 2 student (20%) disagree, 1 student (10%) said strongly agree, and 0 student (0%) said strongly disagree.

3. The lecturer always ask me to do regular assignment before the class started

Table 4.3 The lecturer always ask me to do regular assignment before the class started

No	Respons	frequency	Percentage (%)
1.	SA	0	0%
2.	A	5	50%
3.	N	5	50%
4.	D	0	0%
5.	SD	0	0%
	TOTAL	10	100%

Based on the table above the researcher found 5 students (50%) said agree , 5 students (50%) said neutral, 0 student (0%) strongly agree, 0 student (0%) said disagree, and 0 student (0%) said strongly disagree.

4. I am not nervous in doing regular assignment speaking subject

Table 4.4 I am not nervous in doing regular assignment speaking subject

No	Respons	Frequency	Percentage (%)
1.	SA	0	0%
2.	A	6	60%
3.	N	3	30%
4.	D	1	10%
5.	SD	0	0%
	TOTAL	10	100%

Based on the table above the researcher found 6 students (60%) said agree , 3 students (30%) said neutral, 1 student (10%) disagree, 0 student (0%) said strongly agree, and 0 student (0%) said strongly disagree.

5. My self confidence is being good after doing regular assignment in speaking subject

Table 4.5 My self confidence is being good after doing regular assignment in speaking subject

No	Respons	Frequency	Percentage (%)
1.	SA	1	10%
2.	A	8	80%
3.	N	1	10%
4.	D	0	0%
5.	SD	0	0%
	TOTAL	10	100%

Based on the table above the researcher found 8 students (80%) said agree , 1 students (10%) said strongly agree, 1 student (10%) neutral, 0 student (0%) said disagree, and 0 student (0%) said strongly disagree.

6. My grammar is being good after doing regular assignment speaking subject

Table 4.5 My grammar is being good after doing regular assignment speaking subject

No	Respons	Frequency	Percentage (%)
1.	SA	1	10%
2.	A	9	90%
3.	N	0	0%
4.	D	0	0%
5.	SD	0	0%
	TOTAL	10	100%

Based on the table above the researcher found 9 students (90%) said agree , 1 students (10%) said strongly agree, 0 student (0%) neutral, 0 student (0%) said disagree, and 0 student (0%) said strongly disagree.

7. I feel happy if there is regular assignment speaking subject

Table 4.5 I feel happy if there is regular assignment speaking subject

No	Respons	Frequency	Percentage (%)
A1.	SA	2	20%
2.	A	6	60%
3.	N	1	10%
4.	D	1	10%
5.	SD	0	0%
	TOTAL	10	100%

Based on the table above the researcher found 6 students (60%) said agree , 2 students (20%) said strongly agree, 1 student (10%) neutral, 1 student (10%) said disagree, and 0 student (0%) said strongly disagree.

8. I do not feel anxiety if there is regular assignment speaking subject

Table 4.8 I do not feel anxiety if there is regular assignment speaking subject

No	Respons	Frequency	Percentage (%)
1.	SA	0	0%
2.	A	4	40%
3.	N	3	30%
4.	D	2	20%
5.	SD	1	10%
	TOTAL	10	100%

Based on the table above the researcher found 4 students (40%) said agree , 3 students (30%) said neutral, 2 student (20%) disagree, 1 student (10%) said disagree, and 0 student (0%) said strongly agree.

9. I always get good score in doing regular assignment speaking subject

Table 4.8 I always get good score in doing regular assignment speaking subject

No	Respons	Frequency	Percentage (%)
1.	SA	0	0%
2.	A	4	40%
3.	N	6	60%
4.	D	0	0%
5.	SD	0	0%
	TOTAL	10	100%

Based on the table above the researcher found 6 students (60%) said neutral, 4 students (40%) said agree, 0 student (0%) strongly agree, 0 student (0%) said disagree, and 0 student (0%) said strongly disagree.

10. I believe if all of students in Unismuh Makassar always do regular assignment their grammar and speaking skill will improve

Table 4.8 I believe if all of students in Unismuh Makassar always do regular assignment their grammar and speaking skill will improve

No	Respons	Frequency	Percentage (%)
1.	SA	3	30%
2.	A	6	60%
3.	N	1	10%
4.	D	0	0%
5.	SD	0	0%
	TOTAL	10	100%

Based on the table above the researcher found 6 students (60%) said agree, 3 students (30%) said strongly agree, 1 student (10%) neutral, 0 student (0%) said disagree, and 0 student (0%) said strongly disagree.

B. Discussion

In this section the writer analysis the result of the data findings. The analysis is intended to describe the students perception on regular assignment by the second semester of English Department of Universitas Muhammadiyah of Makassar. According to Harmawati (1993: 38) regular assignments at each meeting affects student learning outcomes. Thus the task of each meeting causes students to be motivated in learning, besides that students are more active in teaching and learning activities. In improving student learning achievement not only is the teacher's role needed but students themselves are required to play an active role in the teaching and learning process.

According to Hamalik (1992: 97) reveals the assignment is a tool that is useful for describing terminal goals into distance to be achieved is a way to determine how a task is carried out. Taks can foster a sense of responsibility for students so they will encourage students to be more enthusiastic about learning. Moejdiono and Dimyanti (1993: 67) state that giving assignments can be interpreted as a format for teaching and learning interactions that are characterized by one or more assignments given by the teacher, where the completion of the task can be done individually or in groups according to his instructions. Gage and Berliner in Moejiono and Dimiyati (1993: 69) tasks can be separated into several the types of tasks include training assignments, reading assignments, unit assignments, experimental assignments, practical tasks where these types of assignments can be made into structured tasks.

From the explanation above, the writer tried concentrated to analyze the students' perception on regular assignment. I always do regular assignment, show that 6 students (60%) said agree, 3 students (30%) said strongly agree, 1 student (10%) said neutral, 0 student (0%) said disagree, and 0 student (0%) said strongly disagree. In this case students prefer to agree that they are always given and do regular assignments. I don't find the problem in doing regular assignment in speaking subject, show that 4 students (40%) said neutral, 3 students (30%) said agree, 2 student (20%) disagree, 1 student (10%) said strongly agree, and 0 student (0%) said strongly disagree. From this statement, 4 students did not have problems doing regular assignments, but 4 students chose neutral.

The lecturer always ask me to do regular assignment before the class started, show that 5 students (50%) said agree , 5 students (50%) said neutral, 0 student (0%) strongly agree, 0 student (0%) said disagree, and 0 student (0%) said strongly disagree. In this statement half of the students who chose agreed that they always do regular assignments before starting learning.

I not nervous in doing regular assignment speaking subject. Show that 6 students (60%) said agree , 3 students (30%) said neutral, 1 student (10%) disagree, 0 student (0%) said strongly agree, and 0 student (0%) said strongly disagree. In this statement, students prefer not to be nervous when doing regular assignments.

My self confidence is being good after doing regular assignment in speaking subject, show that 8 students (80%) said agree , 1 students (10%) said strongly agree, 1 student (10%) neutral, 0 student (0%) said disagree, and 0

student (0%) said strongly disagree. In this statement, students agree that when they do regular assignments, their self-confidence increases and gets better.

My grammar is being good after doing regular assignment speaking subject, Show that 6 students (60%) said agree , 3 students (30%) said neutral, 1 student (10%) disagree, 0 student (0%) said strongly agree, and 0 student (0%) said strongly disagree. In this question 6 out of 10 students stated that their grammar improved when doing regular assignments.

I feel happy if there is regular assignment speaking subject, show that 6 students (60%) said agree , 2 students (20%) said strongly agree, 1 student (10%) neutral, 1 student (10%) said disagree, and 0 student (0%) said strongly disagree. In this statement, 6 out of 10 like it when the lecturer gives regular assignments, especially in speaking courses.

I feel anxiety if there is regular assignment speaking subject, show that found 4 students (40%) said agree , 3 students (30%) said neutral, 2 student (20%) disagree, 1 student (10%) said disagree, and 0 student (0%) said strongly agree. In this statement, 6 out of 10 like it when the lecturer gives regular assignments, especially in speaking courses.

I always get good score in doing regular assignment speaking subject, show that 6 students (60%) said neutral , 4 students (40%) said agree, 0 student (0%) strongly agree, 0 student (0%) said disagree, and 0 student (0%) said strongly disagree. In this statement 6 out of 10 chose neutral that they always get good grades after doing regular assignments, because as we know that lecturers have their own assessments.

I believe if all of students in Unismuh Makassar always do regular assignment their grammar and speaking skill will improve, show that Based on the table above the reseacher found 6 students (60%) said agree, 3 students (30%) said strongly agree, 1 student (10%) neutral, 0 student (0%) said disagree, and 0 student (0%) said strongly disagree. In this statement 6 out of 10 students agreed that by using regular assignments students' abilities could improve both in students' grammar and speaking.

From the explanation above data analysis in the previous chapter, most students agree with regular assignment. From the respondent that researcher placed to do at Muhammadiyah university of Makassar, there are perception that the researcher collected from the students and it makes the researcher think that, are these perception actually come from inside their heart about the regular assignment. From the findings above, the researcher analyzed that students' perceptions of applying the assignment before or after the lesson had a positive value, seen from the students' answers to the questionnaire that with regular assignments they could increase their knowledge both in terms of speaking and grammar. Based on the findings above, it can be concluded that 69 % of students chose a positive perception of the regular assignment implementation and 25% of students chose neutral, while 7% chose a negative perception of the regular assignment assignment.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of the research have presented the difference of the students' perception. From the findings above, , the researcher analyzed that students' perceptions of applying the assignment before or after the lesson had a positive value, seen from the students' answers to the questionnaire that with regular assignments they could increase their knowledge both in terms of speaking and grammar. Based on the findings above, it can be concluded that 69 % of students chose a positive perception of the regular assignment implementation and 25% of students chose neutral, while 7% chose a negative perception of the regular assignment assignment.

B. Suggestion

In relation to the research conclusion above, the writer give suggestion:

1. For the lecturers

The reseacher suggested for the lecturers to apply the regular assignment for the next given assignment, teaching and learning process.

2. For the future researchers

The writer suggest to the next writer who want to continue this research so that she/he does the best than this research, and this research can enrich the theory of teaching and learning for the future researches.

3. For the students

The students have to study hard, and the students should be aware that there are advantages and disadvantages regular assignment.



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A

P

P

E

N

D

I

E

S



APPENDIX A
Questionnaires

SA = Strongly Agree

A = Agree

N = Neutral

D = Disagree

SD = Strogly Disagree

NO	Question	Answer				
		5 SA	4 A	3 N	2 D	1 SD
1	I always do regular assignment					
2	I don't find the problem in doing regular assignment in speaking subject					
3	The lecturer always ask me to do regular assignment before the class started					
4	I am nervous in doing regular assignment speaking subject					
5	My self confidence is being good after doing regular assignment in speaking subject					
6	My grammar is being good after doing regular					

	assignment speaking subject					
7	I do not feel happy if there is regular assignment speaking subject					
8	I feel anxiety if there is regular assignment speaking subject					
9	I always get good score in doing regular assignment speaking subject					
10	I believe if all of students in Unismuh Makassar always do regular assignment their grammar and speaking skill will improve					

(Sudjana, 2001 :

APPENDIX B

students perceptions

Name

10 responses

Ridwan Jafar

Andika safar

Indah lestari

Nurilmi Aulia Amar

Ahmad Yunus

Nurul Ramadhani Putri Amril

SURYA FEBRIAN

Nur Alizah

Sumarni

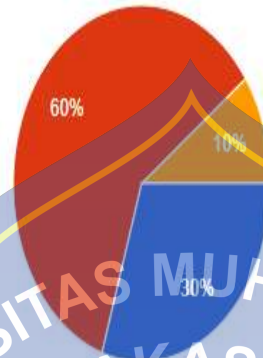


I always do regular assignment

10 responses

 Copy

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

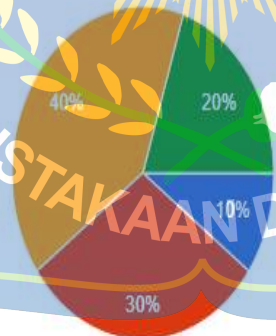


I don't find the problem in doing regular assignment in speaking subject

10 responses

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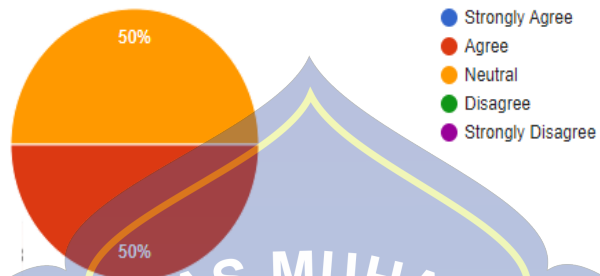
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree



The lecturer always ask me to do regular assignment before the class started

 Copy

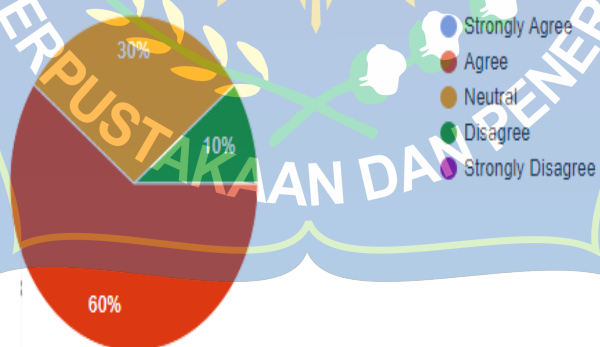
10 responses



I am not nervous in doing regular assignment speaking subject

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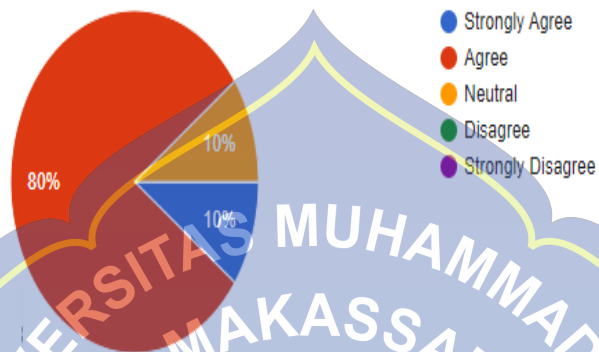
10 responses



My self confidence is being good after doing regular assignment in speaking subject

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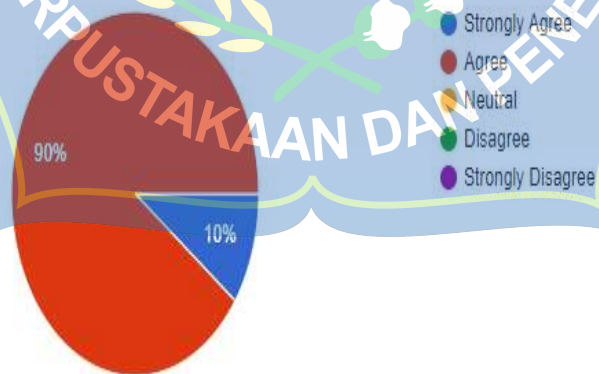
10 responses



My grammar is being good after doing regular assignment speaking subject.

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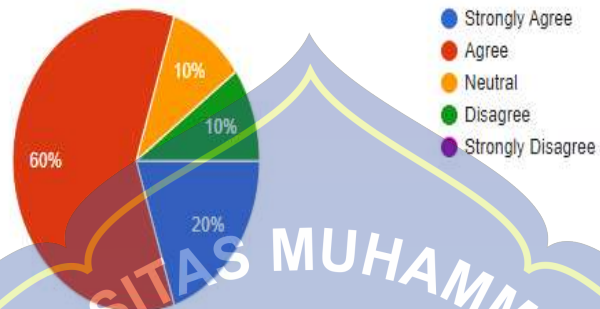
10 responses




I feel happy if there is regular assignment speaking subject

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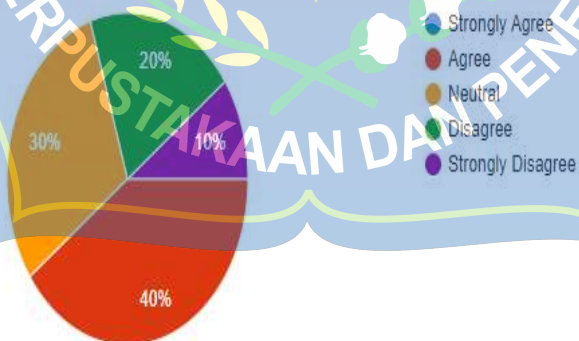
10 responses



I do not feel anxiety if there is regular assignment speaking subject

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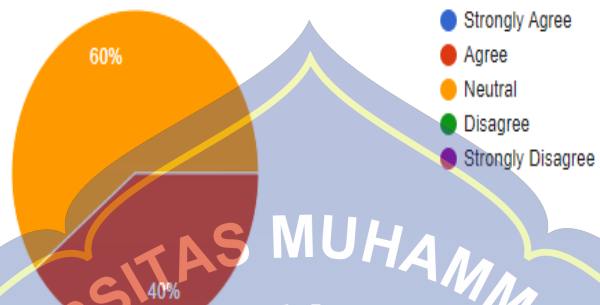
10 responses



I always get good score in doing regular assignment speaking subject

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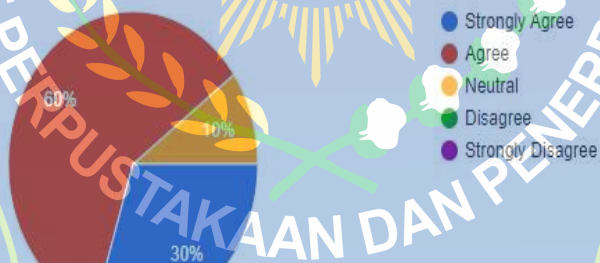
10 responses



I believe if all of students in Unismuh Makassar always do regular assignment their grammar and speaking skill will improve

Copy

10 responses




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Perihal : Pengantar Penelitian

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Ketua LP3M Unismuh Makassar
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Tempat/Tanggal Lahir : Lingso / 18-02-1998
Alamat : Jl. Paccinang Raya IV No. 73

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: **THE STUDENTS' PERCEPTION REGULAR ASSIGNMENT AT SECOND SEMESTER OF ENGLISH DEPARTEMENT OF MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Karirraan*

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Makassar, 6 Jumadal Uly 1445 H
07 Agustus 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



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Nomor : 2230/05/C.4-VIII/VIII/1444/2023

21 Muharram 1445 H

Lamp : 1 (satu) Rangkap Proposal

08 August 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Ketua Lembaga Perpustakaan dan Penerbitan
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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14532/FKIP/A.6-4II/VIII/1445/2023 tanggal 3 Agustus 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : LUKMAN ALFANDI

No. Stambuk : 10535 1105216

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"THE STUDENTS' PERCEPTION REGULAR ASSIGNMENT AT SECOND SEMESTER
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Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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NBM 1127761

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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Lukman Alifandi
NIM : 105351105216
Judul Penelitian : The Students' Perception Regular Assignment At Second Semester Of English Department Of Muhammadiyah University Of Makassar
Tanggal Ujian Proposal : 4 Agustus 2023
Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

Kegiatan Penelitian
Giving questioner by google form

Nama Dosen
Dr. Nur Qalbi, SS., M.Hum.

Paraf Dosen

No	Hari/tanggal		
1	08 Agust 2023		
2			
3			
4			

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Dr. Ummi Kuddati Syam, S.Pd., M.Pd.
NBM. 977 807

Mengetahui,
Dekan FKIP Unismuh Makassar
Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

Makassar, Agustus 2023

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Nomor : 0266/FKIP/05/A.5-VI/VIII/1445/2023

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Nama : Lukman Alfandi
NIM : 10535 11052 16
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adapun benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2022/2023 terhitung sejak 11 Agustus 2023 s.d 22 Agustus 2023, dalam rangka penyusunan Skripsi dengan judul:

"The Students Perception Regular Assigment At Second of English Departement of Muhammadiyah University of Makassar".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

08 Shafar 1445 H

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**SURAT KETERANGAN
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Nomor : 0162/BG-FKIP/Research/IV/1441/2020

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Melalui surat ini, Prodi Pendidikan Bahasa Inggris FKIP Unismuh Makassar dalam hal ini Ketua Jurusan menerangkan bahwa telah menerima judul beserta draf penelitian yang saudara(i) ajukan pada tanggal 13 Januari 2020. Dengan keterangan dan pertimbangan di bawah ini:

Nama Mahasiswa : LUKMAN ALFANDI
Kelas : B
NIM : 105351105216
Dosen MK Seminar on ELT : Dr. Hj. Andi Tenri Ampa, M.Hum.
Judul Penelitian : THE STUDENTS' PERCEPTION ON REGULAR ASSIGNMENT AT SECOND SEMESTER OF ENGLISH DEPARTMENT UINSMUH MAKASSAR

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2. Yassir Mallappiang, S.S., M.Pd.

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2. Memperbanyak referensi dalam bentuk jurnal ilmiah (Nasional terakreditasi dan internasional terindeksasi)
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Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 27 Sya'ban 1441 H
21 April 2020 M

Menyetujui,
Ketua Jurusan
Prodi Pendidikan Bahasa Inggris

Ummi Khaerati Syam, S.Pd., M.Pd
NBM 977807



Tersakreditasi Program Studi II



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LETTER OF ACCEPTANCE
0835/BG-FKIP/LOA/B/VIII/1445/2023

Dear LUKMAN ALFANDI

It is our pleasure to inform you that, after reviewing your paper:
THE STUDENTS' PERCEPTION ON REGULAR ASSIGNMENT AT SECOND SEMESTER OF ENGLISH DEPARTEMENT OF MUHAMMADIYAH UNIVERSITY OF MAKASSAR
The manuscript ID: 1081

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Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the author has submitted the manuscript through the open journal system (OJS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The manuscript according to the limitations or description of the journal	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LoCT has been submitted by the author	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The manuscript has followed the existing templates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The article processing charge (APC) has been submitted by the author	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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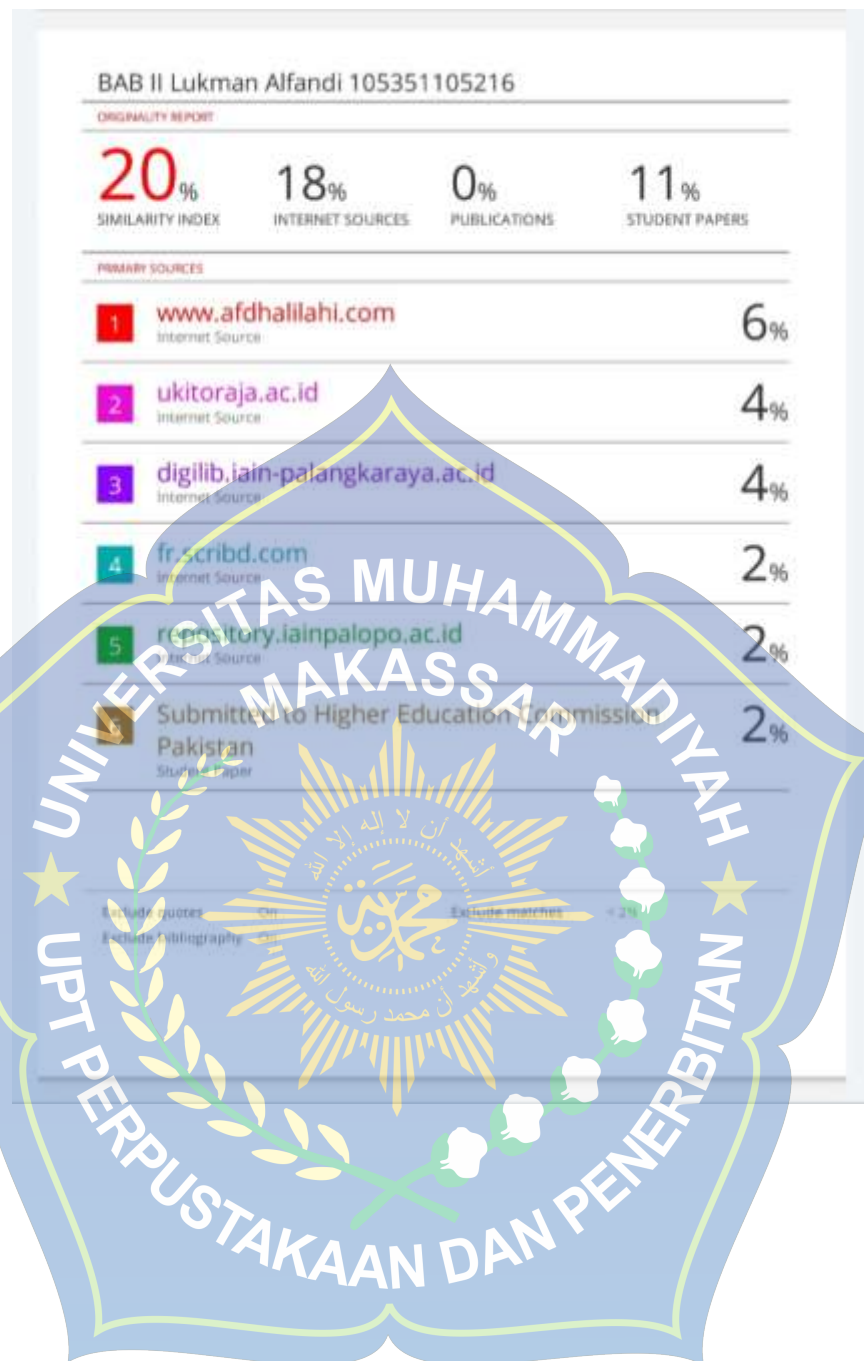
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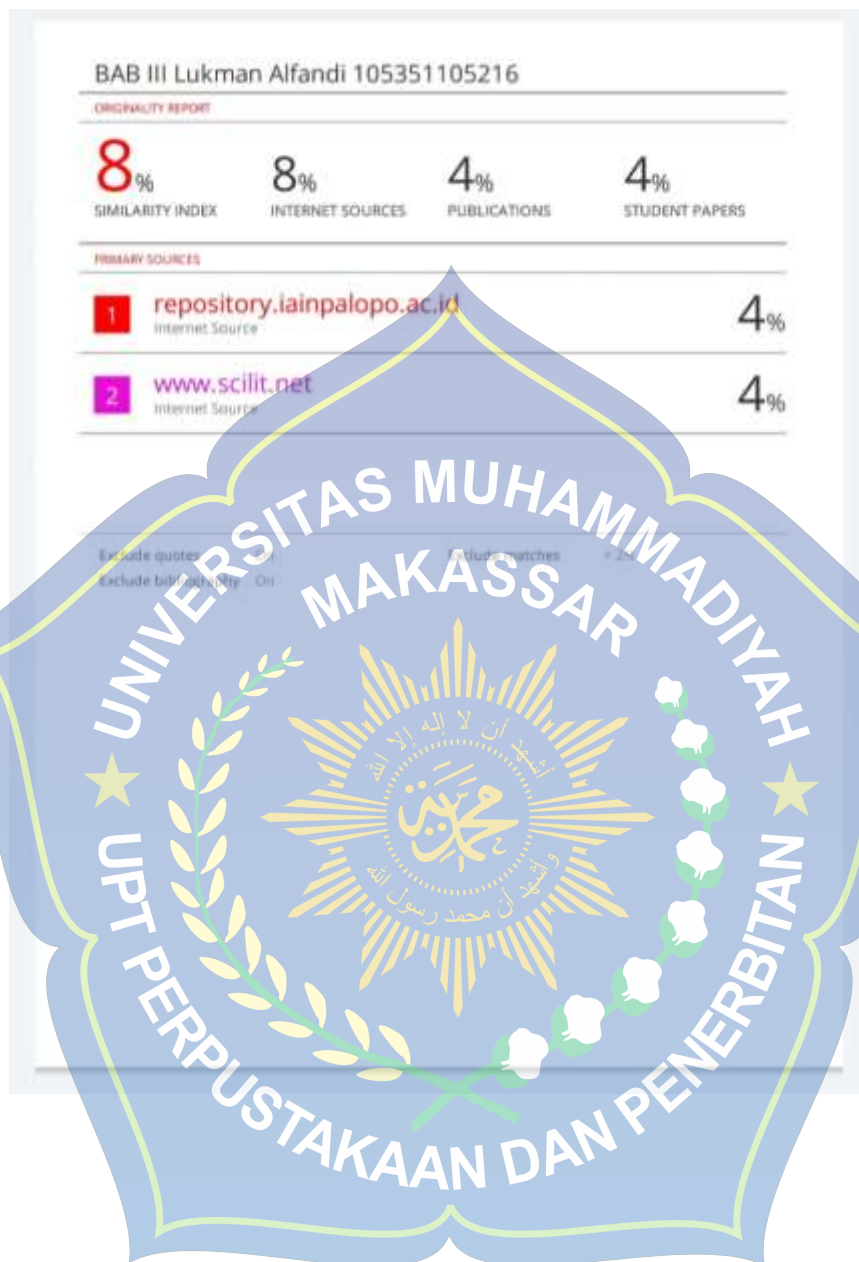
Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

s











Curriculum Vitae



The researcher, Lukman Alfandi was born on eighteen of February, 1998 in Langso . He is the first child from two siblings. His father is Marthen Joni and his mother is Suriani he has one sister. He started study at SDN 139 Tampapute in 2004 to 2010.in 2010, he continued his Junior High School at SMP Negeri 2 Mengkendek then graduated in 2013, in the same year, he continued her Vocatinal High School at SMK Andika Mebali and finished it in 2016. Finally he continued his study as ordinary students specializing in English Education in Faculty of Teacher Training and Education at Muhammadiyah University of Makassar. At the end of his study, he could finish his thesis with the title the students' perception regular assignment at second semester of English departement of Muhammadiyah University of Makassar.