

## PERCEPTION OF PBI UNY STUDENTS ON ELT LEARNING IN PBI CURRICULUM

by Dra. Nury Supriyanti, M.A., Ani Setyaningsih, S.Pd., M.A., Nunik Sugesti, S.Pd., M.Hum., Humaera Silvia Maristy, M.Pd, Nindya Sekarwangi, Anindya Citra Apsari, Windarti

### ABSTRACT

The mission of the PBI Study Program is to educate and train professional English teachers. According to Wallace (1991) a professional profession is a science whose knowledge is not possessed by just anyone, but that knowledge is very useful for many people. The knowledge possessed by a professional must be specialized and based on scientific discoveries. Furthermore, it can be concluded that the profession has characteristics. The title of 'profession' will claim at least some of these qualities: based on scientific knowledge, always reviewed and assessed periodically, nuances of service to the community, carried out with high standards carried out skillfully. To carry out its mission above PBI UNY has always tried to provide an understanding that teaching English must be based on scientific knowledge. The scientific knowledge possessed by the English teacher is English Language Teaching or known as ELT (English teaching). Actually, apart from these two courses, there are other ELT supporting courses. However, in this study, only these two subjects were used as the focus of his perception because the other courses were a deeper and broader development of the two courses. . In the PBI curriculum from time to time, this provision is manifested in English Language Teaching lectures, which basically consist of English language teaching methodology and English Instructional Technology courses, each consisting of 4 credits. develop a professional attitude from an early age. Because of the importance of this course for prospective English teachers, it is hoped that PBI students will have confidence in the importance of ELT lectures in their future English teaching careers. This belief is needed so that the next student has the will and is serious about studying the course, thus supporting the achievement of PBI's mission. With the above background, the aim of this research is to obtain accurate and adequate information about the attitudes and beliefs of PBI students towards the existence of ELT Methodology and English Instructional Technology courses in the PBI curriculum. This goal is important because the demands on the quality of teacher education, in this case the education of English teachers, are getting higher. The confidence that is developed will equip students to develop themselves into prospective professional teachers. This study tries to reveal the students' beliefs regarding the ELT lectures that they have taken and should have taken. Students who are currently in semester 6 have already received these two courses in semesters 4 and 5. Thus they have felt or experienced what and why ELT contained in the two courses A. Type of Research This research includes descriptive research to explore and classify phenomena or social reality by describing a number of variables related to the problem or unit being studied. The method used is a survey method to obtain facts from existing symptoms and seek factual information related to student perceptions of ELT lectures. B. Research Setting This research was conducted on students of the 2018 English Language Education Study Program. The research was conducted within 8 months at the Faculty of Language and Arts, State University of Yogyakarta. Research Subjects The subjects of this research were students of the 2018 English Education Study Program. All members of the population were the subjects of the study (120 students). Researchers chose this batch of students with the consideration that these students had taken all courses related to learning English. The research data were collected through interviews and filling out questionnaires by respondents. Interviews were conducted to be able to dig deeper data. Instrument. To obtain the targeted data, a questionnaire developed with a Likert scale with 5 answer choices was used to measure student perceptions and an interview sheet. The researcher used expert test and reliability was tested with Cronbach's Alpha coefficient. Data were analyzed through the stages of determining scores, determining categories, making scoring data, and processing them with SPSS.

Kata Kunci: *Perception, students of PBI, ELT lectures*