

Chapter One

Introduction

In this chapter, the researcher discusses six points related to the research introduction. The first point is background of the research explaining the reasons why this research is conducted. The second is identification of the problems. The third is delimitation of the problem in which the researcher limits the scope of this research. The fourth point discusses the research questions. The fifth point states objectives of the research. The sixth point elaborates the significance of the research.

Background of the Research

Internship program is a program that requires the pre-service teachers to practice teaching in a real situation which aims to prepare them to be a future teacher in the future. As pre-service teachers, they do not only need to learn the content knowledge that they can get from classroom learning but they also need to master what so called of pedagogical skill which can be obtained from the internship program. According to Otara (2014), internship program is designed to prepare pre-service teachers not only for their roles as classroom teacher, but also as a professional who is able to learn teaching practice and coordinate with future teachers and other internship members. It trains them how to prepare and teach the material, to design assessments, and other teaching related duties like conditioning

the classroom or even dealing with the chaos situation, and also by being trained to make good communication between future teachers and internship members, it will make pre-service teachers more confident when communicating with their students in class. According to Novitasari (2017), internship program is a program to allow pre-service teachers not only to learn how to teach English in the class but also to learn how to create a lesson plan as guidelines for teaching and how to make instructional media. By joining the internship program, pre-service teachers are prepared to be a professional teacher who know how to do the teaching properly.

Some experts also agreed that the program is very crucial for the pre-service teachers' development, one of them is from Bransford, Darling-Hammond, and LePage in Mergler and SpoonerLane (2012), pre-service teachers in education programs prepare to become good teachers and help pre-service teachers to increase the quality of teachers in education. Kiggundu and Nayimulu (2009) stated that a pre-service teacher is a teacher in one school, but he/she is still learning how to be a good teacher or teacher in the future. According to the pinion before, by doing the internship, it will give pre-service teachers some experiences in working environment to develop their understanding of certain problems in order to become good teachers.

There are some higher institutions that use the internship program to train their students. An English Language Education Department (ELED) in a Private University in Yogyakarta has experienced in holding the program. It requires the students to join the program properly since the final score is counted in their GPA. In each year, they do the internship program on a different stage. The first year, they were required to teach the elementary students. In the second year, they were sent to the junior high schools to teach the students. The last year, or the third year, they were required to teach the senior high school's students. The schools were all chosen by the department.

The good impact of this program that the researcher saw from the pre-service teachers who took part in internship program was the preparation of the mentality of the pre-service teachers if they will be a real teacher in the future. For those who are experienced in joining the internship program will not be surprised about how difficult teaching is. During the internship program, the pre-service teachers has been trained how to deal with the students patiently even though they act out of control. Moreover, the pre-service teachers also learn how to engage with the students naturally that makes them can pay attention to the material and also respect the teacher.

Based on researcher's observation there are some challenges that happened during the program which can cause demotivation for some pre-service teachers. Every pre-service teacher has their own perceptions towards the challenges, for the researcher observation most challenges happened in the first year. All the pre-service teachers in the department have

to teach the elementary school's students in their first year. The researcher found some of them, including the researcher, was not ready to deal with the children in the classroom. The researcher perceives that it is too early to put the first year students in the real work environment. It creates some real challenges for the pre-service teachers that also give a bad impact to the teaching process. However, the regulation has been changed since the last two years which make the program has not been implemented for the first year student.

However, despite of the challenges that happen during the program, based on researcher's experience the pre-service teachers somehow have their own strategies to overcome them. Each individual has their own strategy to manage their problems depends on their own necessity. The researcher saw many of the pre-service teachers tried to talk to the students outside the classroom, for example during the break time, to create a friendship with them. Thus, when it comes to the classroom learning, the children will engage with the learning process without feeling any gaps with the teacher.

Based on all the issue about the internship program above, the researcher is curious to conduct a research to find out the pre-service teachers' perceptions towards the internship program. The researcher wants to find out the benefits that the pre-service teachers get from joining the internship program. Moreover, the researcher also curious to explore some challenges that the pre-service teachers face during the program. Since each individual has their own challenges, the researcher also intends to identify how they overcome those challenges with their

own strategy that can make them survive in the program. Based on all the reason above, the researcher want to conduct a research entitled “Pre-Service Teachers’ Perception on the Implementation of Internship program”.

Identification of the Problem

The researcher identifies the problem from the research background. There are several problem that can cause some challenges in doing the internship program. The most common one is because not every pre-service teacher would be a teacher in the future. Sometimes, the challenges come from their own self since they do not have any desire to be a teacher. No matter how the department design the program to be as practical as possible, some people will still find it challenging since it does not suit their desire.

The second problem, the pre-service teachers feel confused because they have not got any knowledge before on how to create lesson plan, teaching materials and assessment for they have not taken any course related to it. Even if the pre-service teachers are given a semester to prepare the lesson plan, teaching materials, and assessment they still do not have enough knowledge to apply it. The pre-service teachers are guided by the professional teacher in making the lesson plan, teaching materials, and assessment, and also the teaching report. However, the focus is on the material, not how to run the classroom. Sometimes the professional teacher does not explain clearly what the pre service teacher must do when teaching in the classroom, they only tell

the pre service teacher to making the lesson plan, teaching materials, and assessment, and also the teaching report. So, when it comes to the real teaching process, the pre-service teachers are equipped with a good material and teaching plan, but they have no idea how to run them properly. It may create some real challenges for them that they have to overcome during the teaching practice experience. Thus, are the phenomenon which are related to the internship program that can cause some challenges for the pre-service teachers.

Pre-service teachers nowadays are facing a new problem in doing the internship program because of the pandemic. This also makes the researcher wants to find out if there are any special challenges that they found in doing the program during the pandemic. This case is very rare since it never happened previously. Thus, the researcher is also aimed to conduct this study in order to identify a very rare condition which will make this research will be significant

Delimitation of the Problem

There are so many aspects that can be identified from the internship program. However, the researcher aims to limit the problems on the benefits from the internship program as perceived by the pre-service teachers. The benefits will cover any significances that they got from the program related to their teaching experience. Moreover, another issue that will be explored in this research are the challenges in joining the internship program from their perceptions. The last thing that will be observed in this research is the strategies that the pre-service teachers apply to overcome the challenges in doing the program.

There are several courses that are related to the program as mentioned above, such as developing teaching instruments and also teaching practice. However, this research limits the scope only on the internship program. The researcher only aims to focus on how the pre-service teachers perceive the internship program, thus this research does not discover any findings outside the focus.

Research Questions

Based on the background above, the researcher formulates the problems of this research as follows:

1. What are the benefits of joining an internship program as perceived by the pre-service teachers?
2. What are the challenges faced by the pre-service teachers in joining an internship program?
3. How do the pre-service teachers overcome the challenges in joining an internship program?

Objectives of the Research

Based on the research questions above, the objectives of this research are:

1. To explore the benefits of joining an internship program as perceived by the pre-service teachers
2. To identify the challenges faced by the pre-service teachers in

joining an internship program

3. To find out the strategies applied by the pre-service teachers to overcome the challenges in joining an internship program

Significances of the Research

The research is aimed at giving benefits to several parties. The parties are the institution, pre-service teachers, future researchers, and the school's teachers.

For the institution. This research can be used as a guidance in helping the institution to develop the program to be more suitable for the pre-service teachers. This research can also be used as guidance for revising and developing the program, By knowing the pre-service teachers' perceptions, it will help them in making the most out of the programs.

For pre-service teachers. By knowing the benefits, the challenges and strategies to overcome them, this research hopefully becomes one of the references for pre-service teachers to enrich their information in doing internship program. The pre-service also can use this research as a guide for them when they face the challenges doing the internship program.

For future researchers. This research helps future researchers in conducting their research by giving them ideas on topics for research. They can also take benefits from this research by using it as one of their references when conducting similar studies.

For the school's teachers. This research can be used as a guidance for the school's teacher to guide the pre-service teachers who

are placed in their school. In this case, the school's teachers can give proper guidance for the pre-service teachers to make the best out of the internship program.