

## **Chapter 1**

### **Introduction**

This chapter describes seven things that encourage the researcher to conduct this research. The first is the background of the study, which elaborates on the problem and makes statements related to the reason for conducting the research. The second is a problem statement to find the problem of the statements. The third is the delimitation of the problem and contains the limitations of the problem being researched. The fourth component is a research question based on the research problem. The fifth is research purpose, which defines the research's purpose. Last but not least, there is the significance of the study and its organization.

### **Background of the Study**

In the modern world, it will be challenging for people to grow their skills without experience. Therefore, by having experience, a person will have the ability to gain knowledge. According to Merriam-Webster, "experience" is a characteristic that each person requires in order to learn new things and acquire new abilities through direct observation or participation. This is in accordance with *Kampus Merdeka's* curriculum policy, which states that every university requires students to carry out learning activities outside of college, such as internships in the workplace or other employment opportunities. One of the students who needs an internship is a student of education, especially an English student, and usually the internship program for English students is conducted in the sixth semester and the student is distributed among different schools.

The presence of internship programs can assist pre-service teachers in enhancing their capabilities. In order to be prepared to succeed when they are given real teaching jobs with real and actual responsibilities, student teachers should consider participating in an internship program at their place of education. This will give them the chance to practice teaching in a real teaching and learning environment while being guided and supervised by a tutor teacher (Kiggundu and Nayimuli, 2009). Besides, D'Andrea (2005) mentioned that internships give students priceless knowledge and have the power to transform their lives. One of the advantages of an internship teaching program is experience, whether academic or non-academic. An academic experience is beneficial for pre-service teachers to learn and develop the skills required for effective teaching. During the internship program, the pre-service teacher learns how to design a syllabus, choose the appropriate teaching materials, determine what kind of learning media will be used, and prepare a learning evaluation. These are helpful in keeping the flow of teaching and learning in the classroom.

A syllabus serves as a guide for both teachers and students by outlining some objectives that should be met. It is a manifestation of one's beliefs about the nature of language and learning., according to Rabbini (2002). The development of syllabuses is done by syllabus designers and material developers based on educational consequences and what they believe is important for students at all levels of education. Based on this process, students are forced to learn what the syllabus designers want them to learn rather than what they actually need to master to be useful outside of the classroom. It can be concluded that the syllabus is very important for a pre-service teacher, and one of the reasons for this is that the lesson plans that have been created greatly assist the teacher in terms of delivering material. This is because the teacher can predict how many times a material can be completed face-to-face.

Apart from understanding the syllabus, a pre-service teacher must also know the appropriate teaching materials. The development of teaching materials is crucial to raising students' skills from lower to higher levels, and teachers can do everything to aid their students in learning more effectively. However, according to Burkill and Eaton (2011:18), regardless of the student's level of ability, the instructor must create materials that help them advance from the low or bottom end of the ladder to the high or top end of the ladder. It means that the quality of those materials directly impacts the quality of teaching. During the internship, the pre-service teacher can learn how any type of learning material, including worksheets, videos, group activity instructions, or any other, can be altered by them to best meet the needs or learning preferences of each individual student, for instance by incorporating various media.

Designing relevant activities into the teaching and learning process in the classroom is essential. The use of media in the presentation of material is one method of teaching English. It will add interest and enjoyment to the process of teaching and learning. Moreover, according to Schramm (in F. Fitriansyah & A. Widiansyah, 2019), the media is a technology that transmits messages that may be seen, heard, and read and that contain information or instructions. As a result, educational media is a method for disseminating learning-related information. In light of the demands of the students and the subject matter, a pre-service teacher will learn how to be creative in producing and utilizing media. Learning evaluation is the process of obtaining the data and information needed to determine how far and how much learning has taken place in order to make the necessary judgments and improvements to maximize results. This is based on the opinion of Mahrens & Lehmann (1978 in Purwanto, 2013, p. 3), who state that evaluation is a process of planning, obtaining, and providing information that is needed to make alternative decisions. Meanwhile, Arifin (2017, p. 2) pointed out that to assess

the success of the learning process, the teacher must undertake evaluation, which is a crucial stage. By understanding the learning evaluation, pre-service teachers can find out the skills, motivation, talents, interests, and attitudes of students towards learning programs.

In addition to the numerous benefits the internship program provides for improving academic skills, pre-service teachers can benefit greatly from a non-academic aspect as well, such as learning how to determine a good attitude during the teaching process that can impact the learning outcome. The most crucial element in education and learning is the teacher (Ulug et al., 2011). Consequently, teachers have little impact on students' learning outcomes. The teacher's attitude is one of the factors that affects the students. Each student hopes for teachers who have a welcoming, accepting attitude. When there is a positive relationship between the student and the teacher, the student will feel calm and at ease while studying. However, if there is a negative relationship between the student and the teacher, the student is likely to be lazy or perhaps lack enthusiasm to learn. On the other hand, the supervisor teacher's attitude during the internship also affects how well a pre-service teacher learns. Additionally, Gibson & Dembo (in Yaakob D et al., 2018) defined that supervisory teachers influence pre-service teachers to practice their skills, so they are more confident and capable of resolving the issue of student learning.

The role of the supervising teacher during the internship has a significant impact on the learning performance of a pre-service teacher. Furthermore, the supervising teacher can provide critical expertise in academic and non-academic experience. The supervisor has an important role in the success of a pre-service teacher. According to the book *Guidelines for Implementing Field Experience Program at Indraprasta University PGRI* (2010:8–9) (in Dasmos & Sumaryati, 2014), the duties of the

supervisor are to assist and guide student practice in doing internship programs in schools. The supervisor's objective is to improve, construct, and guide student teachers in the academic setting; however, if everything is really not going as planned or isn't even educating due to the supervisor's own attitude, there's a big problem for pre-service teachers. Therefore this study aims to investigate the pre-service teachers' perceptions of the supervisory teacher during the internship program.

Furthermore, the researcher is intended to conduct the research entitled, "Pre-Service Teachers' Perception toward the Supervisor Teachers in One of the High Schools in Yogyakarta during the Internship Program." The purpose of this study is to learn how the supervisory teacher's attitude affects the success of pre-service teachers.

### **Statement of the Problem**

Based on the research title, "Pre-Service Teachers' Perception toward the Supervisor Teachers during the Internship Program in Senior High School in Yogyakarta," the researcher did observations during the internship to find out if there is an obstacle for students during the internship program that affects their performance. Here, the researcher will explain the result of the observation, which can be formulated as follows:

The researcher first finds out that there are several students who struggle with several obstacles related to the implementation of the internship process. These constraints include the ineffectiveness of students in carrying out apprenticeship programs, the location of the school, which is quite far away, sometimes unfavorable weather factors, and unfavorable relations with the supervisory teacher. It can be

concluded that seemingly insignificant obstacles such as these can become quite significant if not addressed in advance.

The second result of the observation is that there are many tasks that are considered quite heavy, and the assignments must be completed in a short period of time during the internship. In the meantime, students must also complete a number of other assignments outside of the internship. In other words, not all students have adequate time management skills, which is regarded as an impediment during the internship.

The third is the discovery of a lack of school facilities, which raises the stakes considerably. School facilities, on the other hand, are an important component in ensuring the continuity of the teaching and learning process. Some school facilities are not available, such as projectors, writing instruments, and language practice tools such as scrabble. Things like this are, of course, an obstacle that cannot be denied.

The last and final point is about teachers' inappropriate attitude toward pre-service teachers. This is another problem that many students face. Dealing with inappropriate lecturers can lead to a number of issues, one of which is a breakdown in communication. It started with instructions that were not given clearly and accurately. Aside from the agreement, regulations are not being followed properly. As a result, the lecturer and student must establish a positive relationship.

The issue under discussion here is a serious one in terms of education because, as most of us know, internship programs are essential for pre-service teachers to gain experience. If this issue is not addressed, it will have an impact on the students' academic development in the future.

## **Delimitation of the Problem**

This study is limited to pre-service teachers' perceptions about the supervisor's teacher attitude in a teaching practice program. The researcher focuses on the pre-service teachers' perceptions of the attitude of the supervisor teacher and what the pre-service teachers' perceptions of their expectations are towards the supervisor teacher's attitude throughout the internship. The researcher took this into account since she was interested in the supervisor teacher's attitude during the orientation for the internship program and what pre-service teachers thought of it. Furthermore, this research was conducted at one of the senior high schools in Yogyakarta that have a teaching practice program.

## **Research Question**

Based on the problem in this study, the researcher finds several research questions to conduct this research, as follows:

1. How are the pre-service teachers' perceptions on the attitudes of the supervisory teachers during the internship program in senior high school in Yogyakarta?
2. What are the pre-service teachers' expectations on the supervisor teachers' attitudes during the supervision of the pre-service teachers in the internship program?

## **Objectives of the Research**

The aim of the study is to identify the pre-service teachers' perceptions of the attitudes of the supervisory teachers and the pre-service teachers' expectations of the

supervisory teachers in supervising the pre-service teachers during the internship program.

### **Significance of Study**

The result of this research is expected to provide some advantages. The advantages can be describe as follows:

**Student.** The researcher aspires for this study to serve as a guide for everyone, particularly students who plan to do research on how pre-service teachers perceive the behavior of lecturers who supervise them while they are interns. Additionally, by having a positive outlook, students can reflect on this information and learn how to become educators. It also serves as an illustration of how a teacher ought to conduct themselves professionally at work. In this manner, this study will be highly beneficial to students.

**Teacher.** The researcher of this study anticipate that it could be useful to teachers. This study will have a positive effect, especially by inspiring teachers to constantly strive to better themselves and set a good example for their students. In addition, this study aims to serve as a warning for instructors, particularly English teachers, about the negative effects of having a negative attitude. As a result, both teachers and pre-service teachers will be benefited by this research.

### **Future Researcher.**

This research can be useful as a source of references for relevant researchers on internships for pre-service students. On the other hand, it can help future researchers by increasing their knowledge about the impact of internship programs. Besides, this



research will be one of the resources that provides information, such as discoveries, literature, or some cases, to other researchers who may be interested in researching attitudes. As a result, the findings of this study can be used to guide future research.

### **Organization of the Study**

The first chapter describes the research. This chapter presents the background of the study, the statement and limitations of the study's problem, research questions, and the purposes of the study. Chapter two explains more about the definition of attitude, teacher attitude, and the impact of good and bad attitudes on students. Chapter Three presents the methodology of the research. This chapter is organized as follows: the research method used in this study, the research setting and participants, the data collection method, and the data analysis. Chapter four explains the findings and discussion in this study, and the last one is chapter five, which explains the suggestions and conclusion