

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the discussion about the background of the research, the statement of the research problem, objectives of the research, significance of the research, scope, and limitation of the research, and definition of key terms.

### **A. Background of the Research**

Education is an effort to make people develop their potential. According to law No. 20 of 2003 concerning National Education System in paragraph 1 said that Education is a conscious and planned effort to create an atmosphere and learning process so that students actively develop their potential to have religious-spiritual, self-control, personality, intelligence, noble character, and skills what is needed by itself, the community develops all their potentials through the learning process available at certain levels, and types of education. According to Sudarwan Danim in Moh Saifulloh's research (2012:207), it was stated that five main factors for improving the quality of education, they are: headmaster, teachers, students, curriculum and networking.

Education is closely related to the teaching and learning process. Teaching and learning process is a process that contains a series of actions of teachers and students based on the reciprocal relationship that takes place in educational situations to achieve certain goals (Usman 2001:4). The learning process is teaching and learning activity in the classroom in which there are two roles, namely teacher and students.

Based on the Republic of Indonesia Government Regulation No. 19 of 2005 about National Education Standards, paragraph 28 stated that Educators must have academic qualifications and competencies as agents of learning, be healthy physically and spiritually, and have the ability to realize national education goals. Academic qualifications are the level of education that must be fulfilled by an educator as evidenced by a diploma or certificate. According to Finch & Crunkilton (1992:220) said that Competencies are those tasks, skills, attitudes, values, and appreciation that are deemed critical to successful employment. So, this statement the teacher must have the knowledge, skills, and good behavior in carrying out their duties to become a professional teacher. The teacher as an educator must have four competencies.

The first competency is pedagogical competence. Pedagogical competence is the ability of a teacher to organize the quality of the learning process, the attitude and actions of a teacher can be a role model. According to Ryegard, et.al (2010) pedagogical competence refers to educational and teaching qualifications. One of the qualifications, the teachers should have the ability to manage and run the process of teaching and learning in the classroom. Besides, Aimah, et al. (2017:67) defines, pedagogical competence needs to be built through practices in a classroom setting that faces real problems and students with various characteristics.

The second competency is personality competence. These competencies are related to the behavior of the teacher who must have good values. Personality is the element that determines the teacher's interaction

with students. Teachers must have good personalities. So, they can be used as role models. According to Kheruniah, et al. (2013:108) said that personality competence is the basis for three other kinds of competence. In this case, a teacher is demanded to explain the learning process, and the most important thing is how a teacher makes a learning process the site of a student's competence formatting and personality quality improvement. The hope of a teacher's personality competence is the personality ability (pertinacious, stable, mature, wise, and prestigious) and becomes a teacher having ethics for his or her students in order to emerge positive attitude for students. Teacher's competence includes attitude, value, personality, and behavior.

The Third competency is professional competence. Teacher's professional competence is the teacher's ability in planning and implementing the learning process. The teacher has the task to direct the learning activities to achieve the learning objectives. So, the teacher was asked to be able to convey learning materials to students. The teacher must also update itself and mastering the learning material. According to Beijaard (1995:282) said that a teacher's professional identity is composed of three factors: the subject they teach, their relationship with pupils, and their role conception. Valencic Zuljan (2001:131) also said that the professional development of teachers as the process of a meaningful and long life of learning, in which teacher develops their conceptions and change their teaching practice: it is a process that involves the teacher's personal, professional and social dimension and then represents the teacher's progress towards critical independent, responsible decision making and behavior.

The last competency is social competences. Social competence is the ability of teachers to adjust to the demands of the work environment around them. Based on Government Regulation Number 19 of 2005, article 28 stated that the ability of educators as part of the community to communicate and socialize effectively with students, fellow educators, education personnel, parents/guardians of students, and surrounding communities.

So, education is very important in giving knowledge. Education also closely with the teacher. The teacher as an important role in the class. The task of a teacher is to manage the classroom. According to Law NO. 14 of 2005 about Teachers and Lecturers stated that teachers are professional educators with the main task of educating, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. So, to prepare professional teachers in academic pieces. English Education Department of IAIN Tulungagung is a study program that educates students to become an English teacher. One of them was done with pre-conditions in the form of an internship program.

An internship is a training or work experience that will be practiced directly by a student to apply the knowledge he or she has gained during college. The purpose of the internship program to prepare students to be competent teachers. According to the National Association of Colleges and Employers 2011 stated that an Internship is a form of experimental learning that integrates knowledge and theory learned in the classroom with practical application and skills developments in a professional setting. The internship

program allows students to gain valuable applied experience. It makes connections in professional fields they are considering for career paths and employers the opportunity to guide and evaluate talent.

The internship program in the State Islamic Institute of Tulungagung especially in the English Education Departement as one of the educational institutions that open paths to the department of education plays an important role in producing teacher's competence. The internship program is an important part of the educational process at the bachelor level of education which is intended to provide learning experiences to students in real situations in the field to strengthen pedagogically, personality, professional, and social competences in improving the quality of learning in the classroom. Ismail (2018:3) said that In US, Internships have become a popular way to bridge the transition from education to work. In 2004 three of four colleges, students were competing for an internship which is a significant increase since the 1980s. So, Internship program activities are carried out by students in learning activities by working in an educational institution. Students who follow the Internship program are not only required to use the knowledge and academic skills that have been obtained through lectures, but they are also required to gain professional teaching experience and integrate their experiences into their behavior patterns as effective and productive personalities.

In essence, the Internship program is a program that provides insight and practical experience to educate students regarding real learning activities in class. So, students can master various competencies in carried out by the

tasks based on their expertise. The activities of the internship program include the observation of the school's culture and learning activities (planning, implementing, and evaluating). Based on the guidelines of Internships book "Pedoman Magang IAIN Tulungagung" (2019), the Internship program is carried out in an integrated manner, namely on Internship program I and Internship program II.

The activities carried out in Internship program 1 are observation and interview. The internship students observe about the culture of school and learning activity in class. In cultural observation, internship students observing the habits and behaviors of students and English teachers. They also observe the atmosphere of the school such as the facilities and infrastructure school for the students. Besides that, the internship students also observe the learning activities. In this case, it is very necessary for the internship students as a reflection and guides for observation of learning activities includes: the preparation of learning activities, starting the lesson from opening until closing, mastery of the materials, the instructional strategies used by teachers, the use of media and learning resources, use of language, learning evaluation, learning outcomes, responses, attitudes, problems were faced by students during the learning process, and how the teacher's attitude or actions in overcoming the problems properly and wisely. The interview was carried out after the internship students had made observations. Interview data is used to completing the observation data. So, The Scope of activities of the Internship program I is an observation of school culture and learning activities in class. Internship students were accompanied

by the teacher in preparing and guiding students in the process of completing the results of observations.

According to Yoppy in his thesis (2015) said that the teacher is the guide and assess the internship students at school. The teacher assesses students in making the lesson plans (RPP) and implementation of learning in the classroom. Based on the guidebook "Pedoman Magang IAIN Tulungagung (2019)", the teacher's tasks include (1) Teacher guiding internship students in the process of observing school culture and learning activities; (2) The teacher provides data and information about KI / SK and KD and syllabus to completing the learning tools that will be used on Internship Program II; (3) Teacher guide internship students in the process of developing learning tools; (4) Teacher assessing the learning tools developed by internship students; (5) The teacher becomes a model for Internship students.

The implementation of the Internship program II as a means for internship students to know their ability to apply the theory and practice that has been carried out in internship program 1. In this case, the task of the teacher is to assist the implementation of the lesson study of internship students, starting from the preparation of learning tools, the implementation of learning, and reflection discussion. During the Internship Program, the teachers as educators directly related to internship students. So this study, the researcher wants to know the teacher's perception towards internship students while teaching English in class.

Besides that, the assessment of the teacher. There will be perceptions that arise from students towards the internship students. During the implementation of the Internship program, Internship students will be interacting and communicating with students. According to Hasanah Zaitun in her thesis (2019) said that the student is one of the main elements in the interaction between teachers and students. so that the actions of the teacher should be oriented on the capabilities and needs of students.

Based on observations obtained when the researcher has conducted observations at MAN 3 Tulungagung there are various kinds of student characters which include: (1) There are students who are very enthusiastic when listening to teacher's explanations in class. (2) Some students are not focused on when students teaching English in class. Therefore, the researcher also interested to know students' perceptions towards the internship students while teaching English in class.

Also, there are many previous studies. The researcher also found some previous studies. The first previous studies are Mona Nutriansi from Sanata Dharma University with the title “The Perception of the Teaching Practice Program Students of Pendidikan Bahasa Inggris on Micro Teaching Course in Sanata Dharma University”. This study was aimed to investigate the micro-teaching course of Pendidikan Bahasa Inggris in Sanata Dharma University. The result of this study, the researcher found that the students had a positive perception of the micro-teaching course.

The second previous studies are Kosmas Sarkol from Sanata Dharma University with the title “Students Perception of Learning English in Senior



High Schools of Kaimana, West Papua”. This study was aimed to investigate the students' perception of learning English in Kaimana Senior high school.

The last previous studies are Yulia Nur Aini from Sebelas Maret University with the title “The Students' Perceptions on The Competence of Pre-Service Student Teachers of English Education Department of Teacher Training and Education Faculty of Sebelas Maret University. This study was aimed to know about the students’ perception on the competence of pre-service students teachers of English Education Department Teacher of Teacher Training and Education Faculty of Sebelas Maret University viewed from the pedagogical, professional, personality, and social competences.

Based on the paragraph above, the researcher must do research that focused on how the perception of teachers and students towards internship students. So the researcher was interested in carried out research entitled “*Teachers and Students’ Perception of MAN 3 Tulungagung Towards Internship Students of IAIN Tulungagung in Teaching English*”.

## **B. Statement of Research Problem**

Based on the background above, the research formulated research question that conducted in this study as follow:

1. What is the teacher's perception towards the internship students of IAIN Tulungagung in teaching English in class?
2. What is the student's perception towards the internship students of IAIN Tulungagung in teaching English in class?

### **C. Objectives of the Research**

From the research question, the aim of the study can be stated on follows :

1. To know the teacher's perception of the internship students of IAIN Tulungagung in teaching English in class.
2. To know the student's perception of the internship students of IAIN Tulungagung in teaching English in class.

### **D. Significance of the Research**

The researcher hopes that the result of this research will give some contributions to the English language teaching-learning, as follows:

#### **1. For the School**

For the school, especially for MAN 3 Tulungagung. The research finding of this research is expected to give a clear and detailed description of dealing with teachers' and students' perceptions of teaching and learning English. The researcher hopes that in the future in teaching English, the school will implement more various media and provide adequate facilities in learning English.

#### **2. For the Teacher**

For the teacher who teaches English, especially in MAN 3 Tulungagung, the result of this research is expected to give information, input, even suggestion to the better improvement of

their duty as educators to help their internship students gain meaningful and useful learning.

3. For the Students

This research hopefully gives the motivation to improve their ability especially in learning English.

4. For Faculty of Tarbiyah and Teacher Training

The result of this study are expected to provide benefits to the Faculty of Tarbiyah and Teacher Training and it can be taken into consideration for maximizing the potential of students to produce teacher candidates who have values, attitudes, knowledge, and skills professionals.

5. For the Future Researcher

The result of this research can be used as an input in the teaching-learning process. It is expected that this research can be used as a reference and information to the other researchers who research *Teachers and Students' Perception of MAN 3 Tulungagung Towards Internship Students of IAIN Tulungagung in Teaching English*.

## **E. Scope and Limitation of the Study**

The scope of the study are limited to the subject and object investigated.

1. The subject of this study are English teacher and students of MAN 3 Tulungagung

2. The object of this study is teachers and students' perception of MAN 3 Tulungagung towards internship students of IAIN Tulungagung in teaching English.

## **F. Definition of Key Terms**

The definition of key terms is to avoid misunderstanding of the reader about the term used. Then the research provides some of the definition of the key term related to the topic as follows:

1. Teachers' Perception

Teachers' perception about the importance of teaching English in senior high school is important thing for supporting the process of teaching and learning. The teachers who know that English is important for student will realize to teach more enthusiasm and try to be a good teacher for their students. It impacts to the increasing of teaching and learning process.

2. Students' Perception

Students' ways of seeing, understanding or interpreting opinions on how the internship students of IAIN Tulungagung in teaching English in class.

3. Internship Program

According to Indonesian Education University (2012:1) stated the Internship program is an integrated part of the education process at the bachelor level of education in the real situation in the field to achieve competencies that have been fully defined.

#### 4. Teaching English

Teaching English as a foreign language is a challenging task in developing countries in general and in our country in particular (Zahra Akbari, 2015). Furthermore, Brown (2000,19) also mentioned that the teacher's understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques.