CHAPTER II

REVIEW OF RELATED THEORIES

This chapter the researcher discusses the theories that are relevant to this research which is about "*Teachers and Students' Perception of MAN 3 Tulungagung Towards Internship Students of IAIN Tulungagung in Teaching English.*"

A. Perception

1. Definition of Perception

Etymologically, the word "perception" originates from the Latin word, "precipice", (to perceive). According to Muhammad Ikhwan on his thesis said that perceiving ideas and concepts are viewed from two dimensions. The first is the conscious recognition and interpretation of sensory stimuli that serve as a basis for understanding, learning, and knowing or for motivating a particular action or reaction. The second is the result or product of the act of perceiving instinctive knowledge that has been used to define or explain the term perception.

Perception is the process of recognizing and interpreting sensory stimuli. According to Hamachek (1995:199) said that the perception as to how individuals experience stimuli by the sensory receptors, from the world around them. People's perception was affected by how they view the world around them. Therefore individuals' interpretation of sensory stimuli will be affected by their views.

Perception is a process where one will form an impression of someone or something (Campbell, 1967). Perception is constructed as a result of individual observation towards certain things or events occur around them which will produce certain perceptions. The perception then affected their attitude towards certain matters or objects of attitude.

Based on those definitions above, it can conclude that perception is the process of assessing someone's what they see, hear, and feel. Perception gives stimulus to what someone sees. Then, these are processed by the brain to produce an opinion about something.

2. Components of Perception

Perception is a process that involves organizing, identifying, and interpreting sensory inputs for representation and understanding of the environment. According to Saks and Johns (Pawar and Sapre, 2014), the components of perception are perceivers experience, motivational state, and emotional state affect his or her perception. The person who becomes aware of something and comes to a final understanding.

a. The perceiver

This refers to a person whose awareness is focused on the stimulus and thus begins to perceive it. Many factors may influence the perceptions of the perceiver. The three major factors include motivational state, emotional state, and experience. All of these factors, especially motivation and emotion, greatly contribute to how the person perceives a situation. This means that the person only

perceives what he wants to perceive, even though the stimulus acts on his or her sense.

b. The Target

This includes the object of perception. Its something or someone who is being perceived. The amount of information gathered by the sensory organs of the perceiver affects the interpretation and understanding of the target.

c. The Situation

The environmental factors, timing, and degree of stimulation also affect the process of perception. These factors may render a single stimulus to be left as merely a stimulus, not a percept that is subject to brain interpretation. However, an ambiguous stimulus may sometimes be transduced into one or more percepts. When this occurs, a process called "multistable perception" occurs.
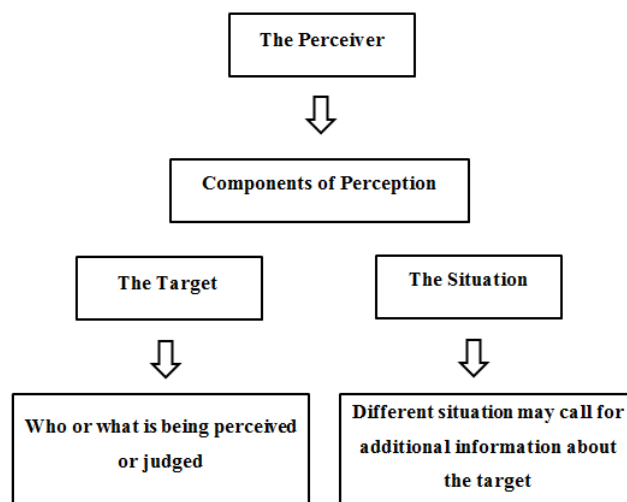
Figure 2. 1 Components of Perception

3. Factors Affecting Perception

According to Saks and Johns said that the perception process mainly affected by two factors namely the internal (endogenous) factors and external (exogenous) factors (In Pawar and Sapre, 2014), as follows:

a) Internal Factors (endogeneous)

These factors reside in-person concern. These include one‟s needs, desires, personality, and experience.

1) Needs and desires

An individual's perception of stimuli is influenced by inter alia, he needs and desires at that time. Perception varies depending upon variations in his or her needs and desires from time to time.

2) Personality

Closely related to needs and desires is the personality of the perceiver, which affects what is attended to perceived in the given situation. As mentioned earlier, research studies suggest that secure individuals tent to understand or perceive others as warm and self-accepting individuals perceive themselves as liked, wanted, and accepted by others.

3) Experience

Experience and knowledge serve as a basis for perception. While one's successful experience enhances his or her perceptive ability failure erodes his or her self

confidence. Successful experience also helps the perceiver understand stimuli with more accuracy.

b) External Factors (exogeneous)

The external factors relate to what is to be perceived and the situation. These are size, intensity, frequency, status, contrast, and movement.

1) Size

The principle of size says that the larger the object, the more is the probability that it is perceived. Size attracts the attention of the individual. A full-page spread advertisement attracts more attention than a few lines in a classified section. The reason is not difficult to seek. The size establishes dominance and enhances perceptual selection.

2) Intensity

Intensity is closely related to size. The intensity principle of attention states that the more intense the stimuli, the more likely it is to be perceived. As an example, a loud noise or strong odor will be noticed more than a soft sound and weak odor. Following the intensity principle, the superiors may yell at their subordinates to gain attention. Advertisers also use intensity to attract and gain the consumer's attention.

3) **Frequency/Repetition**

The repetition principle states that a repeated external stimulus is more attention-getting than a single one. It's for this reason that advertisers go for repetitions advertising to gain the customer's attention to their product.

4) **Status**

The status held by an individual also influences his or her perception of things or events. The researcher suggests that people with high status often exert more compared to those holding low status.

5) **Contrast**

As per the contrast principle, the external stimuli which stand out against the background will receive more attention. For example, plan safety signs with black lettering on a yellow background or with white lettering on a red background are more attention attracting.

6) **Movement**

The movement principle says that people pay more attention to a moving object than the stationary ones. People will be attracted more by a running train than one standing on the platform.
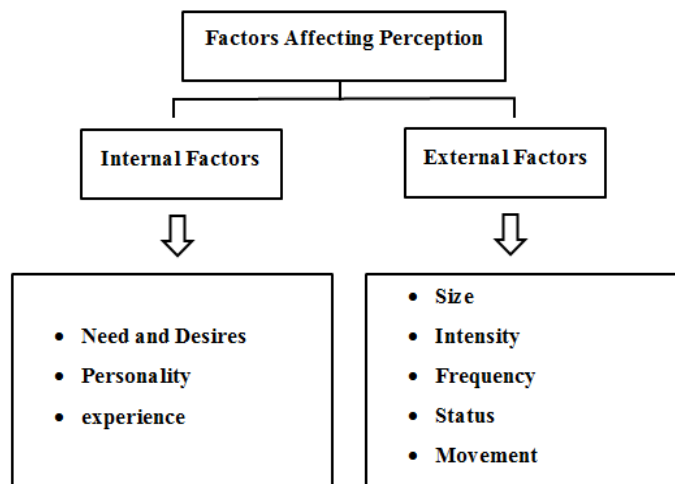
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Internal Factors:
- Need and Desires
- Personality
- experience

External Factors:
- Size
- Intensity
- Frequency
- Status
- Movement

Figure 2. 2 Factors Affecting Perception

The factors that affect perception were important in this study, as the respondents each focused on different stimuli from either the external or internal environment.

So, in this study, the perception played an important role, as data was collected in order to determine how are the perception of teachers and students towards internship students of IAIN Tulungagung in teaching English in class.

4. **Teacher's Perception**

The teacher is the most associated person with internship students. in the book "Pedoman Magang IAIN Tulungagung 2019", the teacher's task as follows:

a) Guiding internship students in the process of observation of school culture and learning activities.

b) Providing data and information about KI/SK/ KD and syllabus to develop learning tools that will be used in the implementation of the internship program.

c) Guiding the process of preparing a learning tool.

d) Assessing learning tools compiled by internship students.

e) Discuss the results of teaching activities with students for the improvement and further enrichment of teaching performance.

f) Accompanying the implementation of Lesson Study, starting from the preparation of learning tools, the implementation of learning, to the discussion of reflection.

Therefore, teachers are given the trust and duty to guide an internship student in applying teaching skills, and given authority to assess the competence achieved by internship students.

5. **The Roles of Students' Perceptions in the Teaching and Learning**

Students are in a unique position to contribute to a comprehensive view of classroom practice because they experience it more than anyone else in the education system. Although students receive the same instruction from the same teacher in the same classroom, each student will interpret it differently. In the other words, they will take different things away from the lesson.

According to Farley (2014) students' perceptions data can offer a big picture view of what is happening in the classrooms. It means that students' perceptions are an important determinant of student behavior

during the process of teaching and learning. By having understanding of these perceptions can be more useful in explaining their behavior than the well-intentioned inferences sometimes made by teachers.

It can be concluded that investigate the students' views and perception toward teaching strategies implemented in the classroom are useful for teacher. The teacher can used it as the evaluation to create an effective learning activities based on the students need and desire. If the students gained the benefit from the learning strategy being implemented, the teacher can improve the learning activities in order to foster the students to be more motivated during the class activities. Whereas, the teacher should change the learning strategy, when it doesn't make the students motivated during the process of the teaching and learning.

Students have the tendency to perceive that a good teacher is a teacher who can show you a good personality of every aspect of life, for example in the actions and words. Student's perceptions start from physical recognition or behavior carried out by the teacher. At that time they had to teacher assessments and conclusions. Students can form impressions about the teacher, whether the teacher can set a good example for their students.

Psychologically it is said that one's behavior is a function of the way a person sees. In the process of perception, there are three main components (Aristiana, 2015), as follows:

a) Selection is the process of filtering by the senses against stimuli from outside.

b) Interpretation is the process of organizing information so that it has meaning for someone. Interpretation is influenced by various factors, such as experience, the system of shared values, motivation, personality, and intelligence.

c) Interpretation and perception are then translated in the form of behavior as a reaction. So the process of perception is to make a selection, interpretation, and rounding of information that arrives.

In the educational environment, students often give signals that the teacher must do to get an overview of them. The first impression is often given a specific value by the students because the first impression that will form a picture at the next meeting.

The first impression will be new insights arose from students to being considered in doing teaching in class. Therefore, a teacher can take the positive side of student behavior to be used as learning material, especially for apprentice students to benefit from these experiences.

B. Internship Program

1. Definition of Intenship Program

According to Internship's Handbook (Pedoman Magang IAIN Tulungagung 2019 stated that education that the internship program is an integrated part of the education process at the bachelor level of education in a real situation in the filed in an effort to achieve competences that

have been fully defined. Students who act as teachers to train their readiness and mentality to become professional teachers.

According to Internship's Handbook (Pedoman Magang IAIN Tulungagung 2019) was compiled and implemented with the following references.

a) Law No. 20 of 2003 about the National Education System (State Gazette of the Republic of Indonesia Year 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301).

b) Law No. 14 the Year 2005 on Teacher And Lectures (State Gazette of the Republic of Indonesia Year 2005 No. 157, Supplement to the State Gazette of the Republic of Indonesia Number 4586).

c) Law No. 12 the Year 2012 on Higher Education (Official Gazette of the Republic of Indonesia Year 2012 No. 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336).

d) Government Regulation No. 19/2005 concerning National Education Standards (Statute Book of the Republic of Indonesia No. 41/2005, Supplement to Statute Book of the Republic of Indonesia No. 4496) as amended by Government Regulation No. 32/2013 concerning Amendment to Government Regulation No. 19/2005 (the Statute Book Republic of Indonesia Year 2013 Number 71, Additional State Gazette of

the Republic of Indonesia Number 5410) and Government Regulation Number 13 of 2015 concerning Second Amendment to Government Regulation Number 19 of 2005 concerning National Education Standards (State Gazette of the Republic of Indonesia of 2015 Number 45, Supplement to State Gazette of the Republic of Indonesia Indonesia Number 5670).

e) Presidential Regulation No. 50 the Year 2013 on the Amendment of State Islamic University Tulungagung Tulungagung State Islamic Institute (State Gazette of the Republic of Indonesia Year 2013 Number 120).

f) Permendiknas No. 22 of 2006 on the Content Standard for Primary and Secondary Education.

g) Permendiknas No. 23 of 2006 concerning Competency Standards for Graduates for Primary and Secondary Education Units.

h) Permendiknas No. 24 of 2006 on the Implementation of Standard Content and Competency Standards for Primary and Secondary Education Unit.

i) Permendiknas No. 41 of 2007 on the Processing Standards for Primary and Secondary Education Unit.

j) Permendiknas No. 73 the Year 2013 on Implementation of Indonesian National Qualifications Framework for Higher Education.

k) Regulation of the Minister of Religion No. 15 in 2018 on Workforce Education Institutions.

The Educational Internship Program is a course that provides education students with insight and practical experience on real learning activities in the classroom, thus mastering various competencies in carrying out tasks according to their area of expertise. These learning activities include observing school culture and learning activities, learning planning, implementing learning, and evaluating learning. Internships are carried out in an integrated manner, namely on campus (Internship I) and in partner schools (Internship II).

The aim of the Internship program is to produce students who have insight and experience about real learning activities in the classroom at the level of certain education units.

2. The Purpose of Intenship Program

The purpose of the internship program in the internship guidelines of Indonesian education universities (2012: 2), aims to:

a. General Objective

So that students gain factual educational experience in the field and as a vehicle to prepare professional teaching and educational staff. The intended experience includes knowledge, attitudes, and skills in the profession as educators, as well as being able to apply it in the administration of education and

teaching, like in school or outside the school with full responsibility.

b. Special Purpose

1) To know carefully the school environment in terms of academic, social, physical, and administrative.

2) It can apply a variety of basic knowledge and skills of Teacher/Education as a whole and integrated into real situations at school.

3) Gain teaching experience in real situations at school.

4) Integrating a variety of learning experiences and appreciation in an effort to achieve the integrity of academic competencies as determined by each study program.

According to Oemar Hamalik (2003:171) said that the internship Students are a series of activities programmed for LPTK students, which include both teaching and non-teaching exercises. This activity is an event to form and foster professional competencies required by the work of teachers or other education personnel. The target to be achieved is the personality of prospective educators who have a set of knowledge, skills, values, and attitudes, as well as the behavior patterns needed for their profession and are capable and appropriate to use them in the administration of education and teaching, both in school and outside of school.

Internships program is carried out in stages, namely Internships I and Internships II. In detail, each of them can be explained as follows:

a. Internship I is an internship held on campus to equip a variety of competencies needed by students to be ready to carry out an internship II at school. Internship I activities on campus include:

1) Carry out cultural observations and learning activities at school.

2) Prepare Cultural Observation Reports and Learning Activities.

3) Identification of KI/SK/KD and continued with the preparation of learning tools that will be taught in Internship II.

4) Peer learning practices and Lesson Study exercises on campus.

b. Internship II is an Internship that is carried out at the training school. At Internship II, students are introduced to the various matters related to real learning activities and whole class and practice under guidance (assistant of teachers) in the framework of Lesson Study. Internship II activities at the school include:

1) Aligning/revise (if necessary) the learning device that was drafted at the first Internship and observations advanced during the Master Tutors teach.

2) Implementation of instructional practices guidance (assistant teachers) in the actual classroom.

3) The Implementation of Lesson Study.

3. **Benefits of Internship Program**

   a. **For Students**

   1) Deepening students' understanding of the educational process at school with all its problems.

   2) Provide experience to students about the learning process and school administration.

   b. **For Schools**

   a) Getting a chance to participate in preparing to form prospective teachers or educational staff of competent candidates.

   b) Obtaining energy assistance, knowledge and ideas for school development.

   c. **For the Faculty**

   a) Obtain feedback from the experience of internship students on the development of education in the field for the adjustment and development of the academic program of the Faculty of Tarbiyah and Teacher Training.

   b) Increase cooperation with schools.

C. Teaching English in Senior High School

Teaching English as a foreign language is a demanding task when it comes to the places where English serves limited exposure (Khan, 2011). English is taught and used as a foreign language in Indonesian schools. The Indonesian government implements a program that English is taught at senior high school because the student is expected to have skills for listening, speaking, reading, and writing.

The aim of teaching English in schools is based on the Decree of the Minister of Education and Culture No. 060/U/1993 dated 25th February 1993 and the 1989 Constitution on the System of National Education that the final goal of the English subject at the schools is to enable the students to functionally proficient in English in the globalization era (Rachmawati, 2008). Meanwhile, Nurkamto (2003:287) stated that the aim of the teaching of English in the schools has been to develop the students' communicative competence that would help the students in their university education.

Meanwhile, The aims of teaching English at Senior High School are to achieve the functional and informational level of literacy. On a functional level, students can use the language to fulfill their communication such as reading newspapers, and manual or instruction. In the informational level of literacy, students can access knowledge with their language ability (BSNP, 2006). The ability to communicate in English is the ability to deliver the message orally and in writing, the productive skills, the ability of speaking and writing. The ability to access knowledge is the ability to read the written

text and to listen to the oral text, the receptive skills, the ability of reading and listening (Zaim, 2013).

1. **The Characteristics of Senior High School**

According to Mark Pennington, most high school students have achieved the formal operational stage, as described by Piaget. These students can think abstractly and need fewer concrete examples to understand complex thought patterns. Generally speaking, most students share the following characteristics:

a) They need to understand the purpose and relevance of instructional activities.

b) They are both internally and externally motivated.

c) They have self-imposed cognitive barriers due to years of academic failure and lack self-confidence.

d) They may have "shut down" in certain cognitive areas and will need to learn how to learn and overcome these barriers to learning.

2. **English Teaching in 2013 Curriculum at Senior High School**

According to wachidah (2013), the 2013 English Curriculum seems to be the reactions or correction of the previous curriculum and the reality that happened. The reality shows that most high-school learners can hardly use English in the real world even for simple purposes. its also far below the nationally set standards of English Competence.

a. The Principles of English Curriculum

1. The 2013 English Curriculum is bringing back the true goal of English teaching. The final goal of English teaching is the development of communicative competence in the English language. CLT (Communicative Language Teaching) is adopted on the 2013 Curriculum.

2. The 2013 English Curriculum is expected to shift from very teacher-centered to more student-centered.

3. Students learn social function, text structure, and lexicon grammar. Topics are closely related to the students' life at school, home, and society.

4. Students learn English by observing, questioning, exploring, associating, and communicating. The processes of observing, questioning, exploring, associating, and communicating are expected to promote students to have critical, analytic, investigational, procedural, and communicative competence.

5. The teacher plays as a model of language user and language learner.

6. Students use authentic or near authentic texts, spoken, and written from various sources, including English textbooks for other subjects.

7. Students are empowered for the availability of texts.

8. Students are expectted to learn English interpersonal, transactional, functional communication.

9. Students should learn attitude, knowledge, and skills

10. The students learn English by activities, real texts, and using the language.

b. Teacher's Role in Curriculum Implementation

According to (Maulidia, 2014:127) said that curriculum 2013 is basically a refinement of the previous curriculum. The target of curriculum change is none other than the teacher as the direct implementers in the classroom. While the curriculum is the planned program, teachers ate the actors that implement the program through the teaching and learning process.

There are several roles that teachers should have:

1. **Teacher as a learning designer**

   As a professional teacher, he or she designs a learning plan which will be conducted in the classroom. The study design is expected to be both structured and practical.

2. **Learning motivation**

   One of the hardest roles of teachers is maintaining the willingness of students to explore the learning material as much as possible. Motivation as revealed in many studies is a very potent factor to make students excited to learn optimally.

3. **Learning mediator**

   The presence of teachers in the teaching and learning process could serve as an intermediary actor between the

sources of learning and students. The teacher presents the subject matter to students' learning and students receive, examine, and discuss the matter. As a mediator, the teacher lays the platform for the teaching and learning process. The teacher interposes something within the environment with which the students interact.

4. Learning inspiration

Teachers become a major source of inspiration for students in managing the subject matter. Thinking and strategy delivered by the teacher will encourage students to learn independently and creatively.

English Teacher of Senior High school must have the ability to make the study more interactive and interesting. So that the students will join the study well. According to Suryati (2005) mentions that students are still a long way from producing a text themselves, and activities will involve speaking, listening, reading, information gathering, and so on. The good quality of the teacher depends on how well he or she could teach in the classroom. The teachers should have the competence and higher responsibility to do the planned program. The teachers were demanded to create students to be productive, creative, and innovative in realizing the aims of learning.

c. Teachers' Competence

One of the purposes of the Internship Program is to train internship students to be competent teachers. A competence teacher should master 4 competencies: pedagogical competence, personality competence, social competence, and professional competence.

According to the Indonesian republic Constitution about Teacher and lecturer, a competent teacher should master 4 competencies: pedagogical competence, personality competence, social competence, and professional competence. An internship student should master 4 competencies above because of internship students in the school play as teachers that participate in the implementation of the teaching-learning process in the school.

Pedagogical competence is the ability to manage students learning, planning and implementation of teaching, and learning evaluation. Pedagogical competence is the ability to give good and appropriate instruction for any specific student. It concludes, but not limited to, knowledge of teaching method, approach, and technique, assessment, and classroom procedures. Teachers that have pedagogical are teachers that master certain study, teaching, knowledge, about the teaching method, also teaching approach. In addition, Pedagogical competence is also shown by teachers' ability to help, guide, and lead. Teacher competence is so extensive, so it must determine explicit indicator, in order that teacher can understand their obligation as an educator to master it.

Personality competence is a person's ability that has steady, stable, adult, wise, and power, became a good model for students, and has a good attitude. Personality competence also includes a teachers' attitudes and beliefs on teaching, learning, their role, all of which affect the way they choose, evaluate and comprehend the knowledge acquired, as well as the way they benefit from this knowledge in practice, as this very practice is shaped by that knowledge. An internship program can enhance teacher effectiveness by Internship students in empathy and interpersonal skill. According to Arifet, all (2012: 163) important personality traits needed for teaching effectiveness are the big five personality traits: (a) conscientiousness: dependable, hard-working, organized, self-disciplined, persistent and responsible; (b) Emotional stability: calm, secure, happy, unworried; (c) agreeableness: cooperative, worm caring, good nature, courteous trusting; (d) Extraversion: sociable, outgoing, talkative assertive, gregarious; (e) Openness to experiences: curious intellectual, creative, cultured, artistic, sensitive, flexible imaginative. Teachers that have high expectations for their students and insist on promoting learning for all students tent to be more effective. Teachers must have a good personality to foster motivation in students.

Social competence is about being able to manage and contribute to the social interactions teachers have. Social competence is the ability to achieve personal goals in social interactions while simultaneously maintaining a positive relationship with others over

time and across situations. The social skills of students increasing have been recognized as critical to learning and achievement, but the social competence of teachers is just as important to the classroom. Social competence involves 5 major emotional, cognitive, and behavior competencies: self-awareness, social awareness, responsible decision making, self-management, relationship management (insert all in Jennings and Greenberg 2009:494).

According to khomenko (2008:118) a professional competence of a teacher is the multifactor phenomenon, plugging in itself the system of theoretical knowledge of teachers and methods of their application in concrete pedagogical situations, valued orientations of teacher, and also integrative indexes of his culture (speech, style of intercourse, relation to itself and to the activity, to the contiguous areas of knowledge and other). Professional competence of teacher is the high-quality description of the personality of a specialist, which includes the system of scientific and theoretical knowledge both in a subject domain and in the area of pedagogic and psychology.

3. **Teaching English Approach**

Richard and Rodgers (2001, 15) stated that Approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Furthermore, Anthony (1963) stated that approach is

a set of assumptions dealing with the nature of language, learning, and teaching.

According to Brown (2000, 61) stated they are several approach concerns within a CLT framework. They are as follows:

a. **Learner- Centered Instruction**

This term applies to curricula as well as to specific techniques. It can be contrasted with the teacher-centered and has received various recent interpretations. Learner-centered instruction includes:

1) Techniques that focus on or account for learners' needs, styles, and goals.

2) Techniques that give some control to the student (group work or strategy training)

3) Techniques that allow for student creativity and innovation.

4) Techniques that enhance a student's sense of competence and self-worth.

b. **Cooperative and Collaborative Learning**

Cooperative learning is more structured, more prescriptive to teachers about the classroom, more directive to students about how to work together in groups (Oxford 1997:443).

c. **Interactive Learning**

Interactive learning is practicing oral communication through the give and take and spontaneity of actual conversations (Brown, 2000:63).

d. **Content-Based Instruction**

According to Brown (2000:64) stated that this approach refers to the concurrent study of language and subject matter, with the form and sequence of language presentation directed by content material.

e. **Task-Based Instruction**

Task-based instruction is a perspective that you use in the classroom in terms of a number of important pedagogical purposes.

4. **Teaching English Methods**

The method is procedural of the teacher in teaching and learning. According to Richard and Rodgers (2001:5) said that Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all which is based upon, the selected approach. They are several methods, they are as follows:

a) **Grammar Translation Method**

According to Larsen (2000:14) stated The Grammar Translation Method is not new. This method was used for the purpose of helping students read and appreciate foreign language

literature. Larsen (2000,14) also stated that this method students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better.

b) **Direct Method**

Larsen (2000:20) stated that the direct method has one very basic rule no translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly in the target language throughout the use of demonstration and visual aid.

c) **Audiolingual Method**

Richard and Rodgers (2001:31) stated that the Audiolingual methodology owed its existence to the behaviorist model of learning. Using the stimulus-response reinforcement model. It attempted through a continuous process of such positive reinforcement, to engender good habits in language learners.

d) **Total Physical Response**

Richard and Rodgers (2001:42) stated that Total physical response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

e) **Silent Way**

The silent way is one of the methods in teaching and learning that the teacher should be silent as much as possible in

the classroom but the learner should be encouraged to produce as much language as possible (Richard and Rodgers, 2001:46).

f) Suggestopedia

Richard and Rodgers (2001:56) stated that Suggestopedia is a specific set of learning recommendations derived from suggestology. The most conspicuous characteristics of suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher.

g) Cooperative Language Teaching

Richard and Rodgers (2001:102) stated that Cooperative Learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom.

D. Previous Studies

Previous studies related to this study is conducted by Mona Nutriansi (2015) with the research entitled *"The Perception of Teaching Practice Program Students of Pendidikan Bahasa Inggris on Micro Teaching Course in Sanata Dharma University"*. The purpose of that study was to investigate the perception of teaching program students on the micro-teaching course. It conducted by using a quantitative approach with surveys method. the participant of this research was the seventh-semester students of the teaching practice program of Pendidikan Bahasa Inggris in Sanata Dharma University.

In gathering the data, the researcher used a questionnaire. The result of this research showed that the students had a positive perception of micro-teaching courses especially in personal competence, pedagogical competence, professional competence, and social competence.

Then, the research about The perception of students has been conducted by Kosmas Sarkol (2016). The title is "*Student Perception of Learning English in Senior High Schools of Kaimana, West Papua*". This study aimed to investigate the students' perception of learning English at Kaimana Senior High school. This data is acquired from a questionnaire and interview. The data were analyzed both quantitatively and qualitatively. The result of this study, the writer categorized into three categories, namely score showing an advanced or well-developed perception, score describing moderate (not extreme) perception, and score un-advanced perception of learning English.

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 of 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.

So, from the previous studies above, in this research, the researcher not only investigates the students' perception of internship students in

teaching English. The researcher must do research that focused on how Teachers and Students' Perception of MAN 3 Tulungagung Towards Internship Students of IAIN Tulungagung in Teaching English.