

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Based on the Constitution number 14 year 2005 about teacher and lecturer, the preparation of future teacher candidates is regulated in the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia number 55 year 2017 about teacher education standard. In the regulation article 9, it is stated that the standard learning process in the Bachelor of Education Program covers the School Field Experience. According to Guyton and McIntyre (1990), the quality of field experience should be really considered since pre-service teachers do the “real” teaching in this stage.

According to the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia number 55 year 2017 article 1 number 8, School Field Experience is the process of observation and apprenticeship done by students of the Bachelor of Education Program to study aspects of learning and management of education in schools. In the new regulation, School Field Experience is divided into two stages which used to be only one stage. In the first stage (Introduction to School Field Experience I), pre-service teachers have to do an observation about a school, then in the second stage (Introduction to School Field Experience II), pre-service teachers are going to do an internship in the school. Doing an observation before

starting to teach is essential for pre-service teachers because it will not only introduce to things such as the situation in the class and how a teacher should communicate with the students, but also make pre-service teachers aware of the condition of the school (Richards and Farrell, 2011).

Introduction to School Field Experience I is a program where pre-service teachers are required to observe the organizational structure and work procedures, school rules and regulations, vision and mission, ceremonial-formal activities in school (for example: flag ceremonies, briefing meetings), daily activities in the form of curricular, co-curricular and extracurricular activities, and practices of positive habits in a school for six days. Pre-service teachers who take Introduction to School Field Experience I must be in semester 4. In contrast with Introduction to School Field Experience II which has been implemented for the past few years, Introduction to School Field Experience I is a new program.

First applied to pre-service teachers in the 2016 batch, Introduction to School Field Experience I is considered a new program in the Faculty of Teacher Training and Education Widya Mandala Surabaya Catholic University. Due to that reason, the writer in this study feel the necessity to discover the implementation of this program at the Faculty of Teacher Training and Education WMSCU in the English Department students' perception. The participants here are the pre-service teachers namely English Department of Faculty of Teacher Training and Education students' batch 2016 and 2017 who have already experienced the program. By revealing

students' perception, the writer also can help the faculty to improve the program in the future because this provided feedback derived directly from pre-service teachers' perceptions

1.2 Research Questions

What are the English Department students' perceptions on the implementation of Introduction to School Field Experience I?

1.3 Objective of the Study

The objective of this study is to find out what the English Department students' perceptions on the implementation of Introduction to School Field Experience I are.

1.4 Theoretical Framework

The writer of this study focused on revealing the English Department students' perception of the implementation of Introduction to School Field Experience I. This study was made based on the nature of perception and was divided into two categories (bottom-up and top-down process), and the implementation of Introduction to School Field Experience I in Faculty of Teacher Training and Education WMSCU. For a better research, the writer also adopted the regulation of Introduction to School Field Experience I by the government, which was written in the Regulation of the Minister of Research,

Technology, and Higher Education of the Republic of Indonesia number 55 year 2017 about teacher education standard.

1.5 Significance of the Study

The writer expects that this research is useful for the Teaching Practice Laboratory in Faculty of Teacher Training and Education of WMSCU to improve the implementation of Introduction to School Field Experience I in the future. Also, this research helps both the Teaching Practice Laboratory and students to implement this program better in the future by giving some positive feedbacks. Moreover, this research is helpful for those who want to make a similar study.

1.6 Limitation and Scope

This study focused on the implementation of Introduction to School Field Experience I in Faculty of Teacher Training and Education WMSCU. The writer wanted to do a research about this because Introduction to School Field Experience I is a new program that has just been initiated. Therefore, the writer chose to focus on English Department students' perception on the implementation of Introduction to School Field Experience I.

There were 60 students of English Department of Widya Mandala Surabaya Catholic University who participated in this study. The writer randomly chose 30 students from the 2016 batch and 30 students from the 2017 batch.

1.7 Definition of Key Terms

- a. Perception: a process of obtaining and preparing information that begins at the lowest sensory levels (senses), afterwards, it steadily directs to a more difficult series of actions. In other words, the information is gained then prepared into the final understanding which has more convoluted mechanism. (Demuth, 2013)
- b. Introduction to Introduction to School Field Experience I: the process of observing the organizational structure and work procedures, school rules and regulations, vision and mission, ceremonial-formal activities in school (for example: flag ceremonies, briefing meetings), daily activities in the form of curricular, co-curricular and extracurricular activities, and practices of positive habits in a school for six days.

1.8 Organization of the Study

This study is organized into five chapters. The first chapter is the introduction which is composed of the background of the study, the research questions, objective of the study, the theoretical framework, the significance of the study, limitation and scope, the definition of key terms, and the organization of the study. The second chapter is the review of related literature which is built from the related theory, government's regulation, and some previous studies. The third chapter is research method which comprises of research design, subject, research instrument, data collection procedure, and data analysis procedure. Onwards, the fourth chapter discusses about the

findings and discussion. Then, the fifth chapter concludes all aspects in this study and gives suggestions for the Teaching Practice Laboratory and next researchers.