

**EFL PRE-SERVICE TEACHERS EXPERIENCE IN TAKING  
PLP PROGRAM AT SECONDARY SCHOOL IN PALEMBANG**

**A THESIS**

**BY**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

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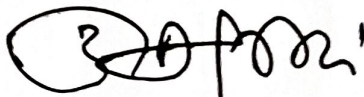


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**This thesis was defended by the writer in the final program examination and was approved the examination committee on:**

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## DECLARATION

I, the undersigned,

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Certify that thesis entitled “EFL Pre-service Teachers Experience in Taking PLP Program at Secondary School in Palembang” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules recommended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized work.

Palembang, 15<sup>th</sup> July 2024

The Undersigned



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## **DEDICATION**

I am sincerely dedicated this thesis to:

My beloved parents, Chairil Mustofa and Yusnaini, my supportive and beloved sisters and nephews, Agnes Nhia Marcellina, Anggia Nararia Septona, Azyrna Najwa Ramadyuffa, Azrilla Marcelo Keandra, and Cezhio El-Haidar. Thank you for your love without limits, never-ending prayers to me, your support, and for everything you present for me.

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Palembang, 15<sup>th</sup> of July 2024

The writer,

A handwritten signature in black ink, consisting of several overlapping loops and lines, positioned above the name.

Azhara Salwa Chantika

# **CHAPTER 1**

## **INTRODUCTION**

This chapter presents the background of the study, the problems of the study, the objectives of the study, and the significance of the study.

### **1.1 Background of the Study**

Quality human resources cannot be separated from the education process. Education plays an important role in improving the quality of social, spiritual, intellectual, and professional competencies. According to Notoatmodjo (2017), there are two aspects to human resource quality: physical (physical quality) and non-physical (non-physical quality), which include the ability to work, think, and other skills.. In Indonesia, education aims to educate the nation's life and develop the Indonesian people as a whole, who have faith, devotion to God Almighty, noble character, skills, are physically and mentally healthy, have an independent personality, and have social and national responsibilities. The learning process is the most appropriate activity throughout the educational process. This means that the success or failure of achieving educational goals depends on the learning process that students go through as learners (Muhibbin Syah, 2017:87). To have an objective understanding of learning, it is necessary to clarify the meaning of learning. Learning is a process in which a person tries to obtain new changes in his overall behavior as a result of his own experience in interacting with his environment (Slameto, 2003).

The world of education is closely related to teachers and students. "Menjadi Guru Professional" by Moh. Uzer Usman (2002) that the definition of professional teachers is people who have special abilities and expertise in the field of teaching so that they are able to perform their duties as teachers with maximum ability. So, professional teachers are people who are well educated and trained, as well as having experience in the field. The main task of teachers must be carried out professionally, namely educating, teaching, training, and evaluating students in the context of teaching activities. Teachers must also have academic qualifications, abilities, educator certificates, physical and spiritual health, and the ability to achieve national education goals (Article 8). The academic qualifications



referred to in Article 8 are obtained through an undergraduate education program (Article 9). To improve the quality of education, various components are needed that support and influence each other. Of the many components needed, teachers are an important component in improving the quality of education. The innovations made by the government will not improve the quality of education without professional and competent teachers. So, it can be stated that in preparing professional teachers, it must be done and prepared starting from the academic level, both in the academic setting on campus as well as the earliest possible field introduction in schools or other educational institutions. The purpose of this direct introduction to the field is to ensure that pre-service teachers can understand, know, live, animate, and have critical and analytical abilities towards their profession in the future. That way, the government has made various efforts, one of which is launching the Introduction to School Field (PLP) program.

Introduction to School Field (PLP) is a new program for pre-service teachers at Sriwijaya University. As one of the educational institutions that plays a role in improving the quality of education, the Faculty of Teacher Training and Education (FKIP) of Sriwijaya University aims to produce graduates who are able to handle education and teaching tasks competently and professionally. To maximally realize the competencies determined by each study program at FKIP Sriwijaya University, it is necessary for the English Education Study Program to participate in the PLP Program.

Introduction to School Field (PLP) program is a development of the previous program, namely PPL (Field Experience Practice) for pre-service teachers. Usman & Maruf (2013) stated that, in the PPL program, pre-service teachers are educated and trained to apply the learning theories they have learned in college directly to schools, while in the PLP program, EFL pre-service teachers observe and analyze the problems that exist in schools and then try to provide solutions to these problems. Nurasiah & Supriatno (2015) stated that PLP is one of the steps to improve education carried out by LPTK (Education Personnel Education Institute) to implement the Bachelor program. According to Permenristekdikti No. 55 of 2017 concerning teacher education standards, PLP are a process of observation and practice carried out by education students in

order to explore the components of teaching and learning activities and the administration of education personnel at school. PLP courses have a minimum weight of four (4) credits, which includes: planning carried out by students under the guidance of mentor teachers and supervisor; implementation held in partner schools; reporting the results of observations and evaluations; assessment; and providing feedback conducted by the mentor teacher.

In general, this Introduction to School Field activity is expected to equip pre-service teachers to further enhance their experience and skills professionally in accordance with the demands of the world of work and technological developments that develop in society, especially in understanding and applying pedagogical competencies. Suhartoyo et al. (2020) stated that pedagogical competence is the ability to manage learning activities that must be mastered and applied by teachers in the implementation of learning activities. According to Nurhidayah, the Introduction to School Field (PLP) is viewed from two sides, namely: (a) The general objective is for pre-service teachers to gain factual and contextual educational experience in applying a set of knowledge, attitudes, and skills that can support the achievement of mastery of pedagogical competence, personality, social, and subject matter. (b) The specific purpose of this Introduction to School Field (PLP) is for pre-service teachers to apply basic knowledge and skills of teaching or education as a whole and integrate them in actual situations so as to build a foundation for teacher identity through several forms of activities in partner schools.

Introduction to School Field (PLP) is an activity of observation in the form of internships in partner schools. Observation and analysis of the problems found in schools are the main activities in the PLP program. Observations made at school are observations that include the process of activities in schools, such as the learning process, teaching and learning, extracurricular activities, school management, <sup>school</sup> rules, and discipline, as well as the duties and responsibilities of all school officials. In addition, they should be able to gain experience from these activities so that they can truly become good and professional teachers.

In their implementation in the field, PLP activities clearly face various problems. The limited ability of pre-service teachers, the time of supervisor,

principals, mentor teachers, and the partner school environment are identified as being caused. Problems like this make the implementation of PLP experience obstacles. Therefore, these various problems must be the concern of the parties involved in this PLP program.

The writer is interested in conducting this research because of the experience of Writers and friends during the implementation of PLP, which was carried out in the 7th semester of 2022. Many experiences were gained during the implementation of PLP, which lasted for one month. Writer want to research further in accordance with the PLP Guide. Because of this, research on pre-service teachers in Indonesia is still lacking. The writer would like to know what the PLP Program expects of EFL pre-service teachers and the reality experienced by EFL pre-service teachers while in the field implementing PLP, including the problems and obstacles. Therefore, the writer conducted this study to identify and analyze the experiences experienced by EFL pre-service teachers during PLP and what coping strategies were used. This research was then titled “EFL Pre-Service Teachers Experience in Taking PLP Program at Secondary Schools in Palembang.”

## **1.2 The Problems of the Study**

The problems of this study are formulated into the following question:

1. What does the PLP Program expect EFL Pre-Service Teachers to have?
2. How do EFL Pre-Service Teachers experience the PLP Program at Secondary Schools?
3. What are the challenges EFL Pre-Service Teachers face while practicing the PLP Program?

## **1.3 The Objectives of the Study**

Based on the problems mentioned above, the objectives of this study are:

1. To find out what PLP Program expect EFL Pre-Service Teachers to have.
2. To find out how EFL Pre-Service Teachers experience the PLP Program at Secondary Schools

3. To find out the challenges faced by EFL Pre-Service Teachers during the PLP Program.

#### **1.4 The Significance of the Study**

The findings of this study served as a practical guide for future pre-service teachers in carrying out their Introduction to School Field. The significance of the findings is expected to potentially give the EFL Pre-Service Teacher resources on the challenges to expect during Introduction to School Field. The significance of this research for the institution is that the result will inform the faculty and English study program at Sriwijaya University about the challenges encountered by English students and the coping strategies that they use to deal with the challenges that they encountered during PLP in schools based in Palembang City. And for other researchers, this study is expected to be a reference for those who are interested in conducting similar studies.

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