

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

The Teacher Professional Education Program (PPG) is a strategic initiative that aims to prepare pre-service teachers to have the professional competencies needed in education. The PPG Program significantly impacts teacher professionalism, aligns with outcomes-based teaching and evaluation, and fosters essential skills and abilities for future educators (Mardhiah et al., 2023). The PPG structure comprises various components, including lectures, workshops, and, most importantly, pre-service internships. Pre-service internships are a crucial element of the PPG program, providing pre-service English teachers with the opportunity to gain hands-on experience in the field. During these internships, pre-service teachers practice teaching at schools under the guidance of mentors.

Pre-service internships are essential for preparing pre-service English teachers with relevant teaching skills. Direct experience in the field helps pre-service teachers relate classroom theory to real teaching practice. Internships enable pre-service teachers to implement their theoretical knowledge effectively (Sharafie et al., 2019). Ulvik et al. (2018) state that internships for pre-service English teachers play a crucial role in preparing them to become competent educators. These internships allow pre-service teachers to experience the dynamics and challenges of teaching English in real-world settings.

However, pre-service internships also present challenges, particularly in bridging the gap between theoretical knowledge and practical application (Adams et al., 2022; Amin et al., 2020). Research by Karunaratne and Perera (2019) indicates that the effectiveness of pre-service English teacher training can be measured by the extent to which interns acquire academic, personal, and enterprise skills during the internship. This suggests that the internship experience is not solely about pursuing theoretical knowledge but also about gaining a deep understanding of the practical aspects of English language teaching.

Effective classroom management is a very important skill for every teacher, including pre-service English teachers. The ability to manage the classroom well determines the success of the teaching and learning process. Lew and Nelson (2016) highlight that one of the main challenges faced by pre-service English teachers during internships is effective classroom management. This includes managing time, using appropriate teaching methods, creating a conducive learning environment, handling diverse student behaviors, and responding to individual student needs. Internships are intensive periods that require pre-service teachers to balance multiple responsibilities (Filiz & Durnali, 2019). In teaching practice, pre-service teachers are often faced with situations that require them to be able to adapt quickly and make wise decisions, to keep the class running smoothly.

Preliminary observations suggest that pre-service English teachers may encounter various challenges during their internships, such as a lack of teaching experience and difficulties in adapting to the practical realities of teaching in schools. However, further detailed research is needed to explore these challenges and identify effective strategies to help pre-service teachers overcome them. Sometimes, the theory taught in class may not always align with the reality faced when teaching in the field (Schwendenwein, 2013). This internship experience provides the opportunity to find effective and creative solutions. Pre-service teachers can learn from their own experiences, identify the most effective teaching strategies, and develop adaptation skills.

Several studies have identified various challenges pre-service teachers face during internships (e.g. Falah et al., 2023; Hishamudin & Li, 2023; Jayadi & Adi, 2022; Ugalingan et al., 2022). Alamri (2018) explains that one way to address these challenges is to improve the quality of the practical component in teacher education programs by finding solutions to the challenges experienced. This research highlights that while pre-service English teachers often face various challenges during their internships, further investigation is needed into the specific challenges and solutions encountered. Therefore, this study aims to unveil the detailed challenges faced by pre-service English teachers during their internships and the solutions they found in their teaching experiences in real classrooms. It is

hoped that this research will provide valuable insights to improve the preparation of pre-service English teachers and offer positive benefits for students learning English in the future.

## **1.2 Formulation of the Problems**

This research has a formulation of the problems:

1. What are the challenges of pre-service English teachers during Internship?
2. What are the solutions found by pre-service English teachers during Internship?

## **1.3 Operational Definitions**

- 1.3.1 Internship Experience** : Internship Experience refers to the teaching period undertaken by pre-service English teachers during their preparation period before starting a full-time teaching career.
- 1.3.2 Pre-service English Teachers** : Pre-service English Teachers refer to individuals who are preparing to become English teachers and are undertaking an internship.
- 1.3.3 Challenges** : Challenges in this context refer to the obstacles or difficulties faced by pre-service English teachers during their internship. The types of challenges that pre-service English teachers may face during teacher internships include classroom management, classroom teaching, and student learning, institutional and personal adjustments.
- 1.3.4 Solutions** : Solutions are strategies, actions, or approaches pre-service English

teachers take to overcome the challenges they face in teaching English. For example, designing and managing learning that is relevant, interesting, and effective.

#### **1.4 Aims of the Research**

This research aims to explore the internship experiences of pre-service English teachers and analyze the challenges they face and the solutions they find. By better understanding these experiences, this research seeks to provide insights that can be used to improve new teachers' preparation for the challenges of English language teaching.

#### **1.5 Significance of the Study**

- 1.5.1 Theoretical Significance** : The results of this research can guide the development of more effective internship/teacher training programs. By understanding the internship experiences of pre-service English teachers, we can identify areas that need improvement in the preparation of new teachers. Additionally, it also provides valuable information for educational institutions and mentors working with pre-service teachers.
- 1.5.2 Practical Significance** : The identified solutions can serve as a guide for more effective implementation of internship programs. The research findings can also provide recommendations for better professional development programs for pre-service English

teachers, thereby helping them overcome challenges they may face during their internships.

### **1.5.3 Empirical Significance**

: This data can provide a deeper understanding of the reality on the ground. This research can increase the validity and reliability of information related to the experiences of pre-service English teachers.