

**STUDENTS' PERCEPTION ON THE SUPPORTS  
OF THE SCHOOL MENTORS DURING  
TEACHING PRACTICUM**

**THESIS**

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# THESIS

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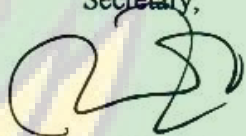
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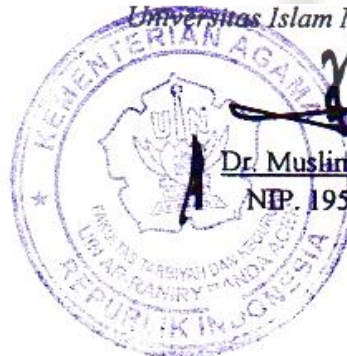
  
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**Students' Perception on The Supports of School Mentors During Teaching  
Practicum**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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## ABSTRACT

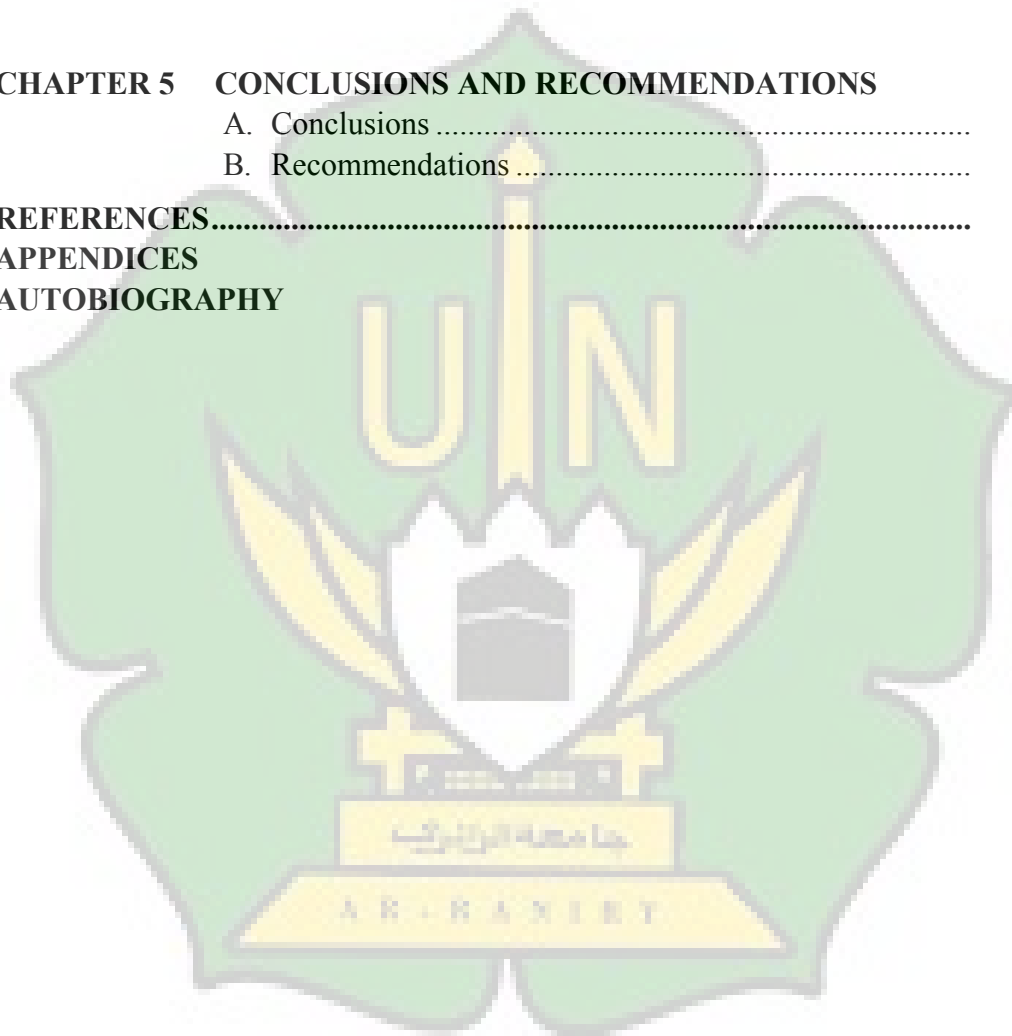
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The purpose of this study is to explore students' perceptions of supports provided during teaching practicum. The data collection process was carried out by interviewing ten students, five males and five females, who had participated in the PPKPM program for the 2019-2020 period at different schools in Aceh Tengah. The material obtained from interviews was transcribed and analysed. The results show that students' perception of their school mentors' support during teaching practicum is sufficient. Most of them gave a positive opinion of the support provided. However, they argue that the support provided should be increased. Some students felt that if the support provided still lacks. It caused by several things, namely the lack of experience as a school mentor, the miss of obligations as a school mentor, and the inadequate system of the school in assisting the communication between students' practicum and school mentors during teaching practicum. Therefore, they argue that school mentors must always know and remember their obligations as a school mentor so that students' internship can get proper guidance from their school mentors.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Pre-service teachers called for the process of teacher education in getting ready student teachers to practice effectively and independently (Dam & Blom, 2006). One element of education is putting trainees in school to gain experience of the realities of teaching. The teaching practicum is a quintessential duration for every prospective teacher. Practicums propose helping student teachers begin to understand the disconcerting experiences of teacher practice, creating complicated professional knowledge to end up professional teachers (Glazier, 2009). It is this experience that makes them face real educating conditions which at the equal time can lead them to the dedication of attrition of their professional desire (Freemyer, 2008).

Training prospective teachers via teaching practicum is a crucial technique of imparting the required abilities for student-teachers (Maphosa, Shumba, & Shumba, 2007) because it is the first opportunity that student-teachers have to journey the real teaching practices (Ngidi & Sibaya, 2003). The teaching practicum lets student-teachers discover their abilities and creativities that help them in their future teaching processes. It is the stage in which they face the world of their expert service and the moment they emerge as aware of the concept put into practice.

Teaching and learning through teaching practicum experience, which is seen as a very complicated way, is significant for the professional preparation of student teachers (Farrell, 2007). Tok and Yilmaz (2011: 101) view practicums as "an important rite in a teacher's career." This field experience is the key to becoming a professional because student teachers can experience real classroom conditions and get acquainted with various kinds of knowledge and educational strategies and methods (Chien, 2014).

In short, the teaching practicum method constitutes the first experience for each candidate teacher's professional education. No doubt, the school-based practicum trip represents the most critical and vital element of all teacher education programs for professional instruction (Farrell, 2001, 2003; Crookes, 2003; Wright, 2010). Through the teaching practicum, which is usually considered a 'core getting to know experience,' student teachers emerge as socialized into the teaching profession (Farrell, 2001).

Mentoring is a requirement of every instructing program whose mission entails the desire to instruct more qualified teachers. In other words, mentoring is a central process that includes more than surely supervising scholar-teacher's tasks. During teaching practicum, student-teacher want to be guided, advised, and supported via mentoring by skilled teachers of the school. The mentors' responsibility deals with grasp pre-service teachers' wishes and environment and supporting them apprehend the realities they are dealing with in their experience.

However, it depends on how well the assistance from the school mentor provides mentoring and support. Whether the guidance given is always in accordance with what practicum students need is essential in this research. It because I found a problem where students who had done practicum at school last year complained about the guidance and support that they got from their mentors. Therefore, in this study, I would like to know more about this case. This study will be conducted in the English undergraduate study program at the Islamic state university of Ar-Raniry. This study aims not only to identify students' perceptions of the guidance obtained from mentors but also how the support gained by students.

#### **B. Research Questions**

The research questions of this study are :

- a. What are students' perceptions on the supports of their school mentors during teaching practicum?
- b. How students' perceived the guidance that they got from their school mentors?

#### **C. Research Aims**

This study is specifically designed to:

- a. Find out students' perceptions on the supports of their school mentors during teaching practicum.
- b. Determine the extent of students satisfied with the guidance they receive from their school mentors.

#### **D. Significances of Study**

The research is expected to be useful for:

##### **1. *Researcher***

This study's result can give useful knowledge about the support of school mentors to their student-teacher during teaching practicum. So it can always develop researcher-self to be a future professional teacher.

##### **2. *School mentor***

This study can hopefully provide information about the extent of guidance and support given to students during teaching practicum. So, school mentors know what supports that must provide to students practicum during teaching practicum.

##### **3. *Students***

This study is useful as a reference for reflection on how the guidance and support which they will get from their school mentors during teaching practicum so that they can face the problem which exists.

##### **4. *Supervisor of the college***

This research can be useful to provide some information about how the guidance and support which their students will get from their school mentors during teaching practicum so that the supervisor frequently have to supervise their students.

##### **5. *Further Research***

The result of this study will provide beneficial knowledge and information about the support of the school mentor to student-teacher during teaching

practicum, and it can be a reference to further research in conducting similar research.

## **E. Terminologies**

### **1. School Mentors**

School mentor is a teacher in specific fields of study who have the task of accompanying and guiding student's practicum activities at school. School mentor is a teacher in schools where the practitioner is assigned to guide students who practice according to their field of study. School mentor plays an essential role in guiding practical students in implementing PPL. Besides, the mentor is also significant in guiding students in doing teacher assignments apart from teaching (Dasmo & Sumaryati, 2014).

In this research, the school mentor indicates teachers in a school who provide support to students of teaching practicum both support in the form of direction and guidance, so that the objectives to be achieved carried out well and prosperous.

### **2. Teaching Practicum**

Teaching practicum is a core aspect of any teacher education program; It depends on the program's level. It is also a place for students to experiment with the knowledge they have acquired and apply it with the things they learned in college. Numerous studies emphasized the value of practicum in teaching programs. Specific expertise is needed to make a student-teacher an appropriate

teacher in the future. Also, teachers are required not only for pedagogical knowledge but also for pedagogical content knowledge (Jusoh, 2015).

Therefore, teaching practicum in this research indicates that a program in which students are sent by their institutions to carry out teaching practices in designated schools within a specified period to gain teaching experience as prospective teachers before entering the work-life in the future.

### **3. *Perception***

The Dictionary of Language Teaching and Applied Linguistics defines perception as “the recognition and understanding of events, objects, and stimuli through the use of senses: sight, hearing, touch, and others. (Richards & Schmidt, 2010). Perceptions based on past experiences, assumptions about human behavior, knowledge of other circumstances, current moods/desires/wishes, and expectations.

In this research, perception used to determine the extent of students satisfied toward the support they received from their school mentor during teaching practicum.



## CHAPTER II

### LITERATURE REVIEW

#### A. School Mentor

##### *1. Definition of School Mentor*

School mentor is a teacher who is in charge of assisting students practicum during teaching practicum, which is related to the field of study occupied by student practicum (Mukhibad and Susilowati, 2010: 113). School mentor is a teacher in a particular field of study who has the task of helping and guiding students in the teaching practicum activities at school. The school mentor plays a vital role in the implementation of the teaching practicum. The school mentor also has a crucial role to play in mentoring students to carry out teaching assignments in addition to teaching.

Teacher mentoring programs have been mentioned and applied significantly in the United States, Australia, and the United Kingdom. In the latest years, teacher mentoring has emerged as the most common response of school authorities to the needs of new teachers. Murray (2001) suggests that mentors can act as both role models and sponsors, but their primary involvement in the mentee's career development is the most crucial feature of the relationship.

Mentoring is not only about telling, giving solutions, criticizing mistakes, giving advice, or jumping in to handle solutions without being asked; a mentor is a person who guides another to success (Wright and Young, 2001). Mentoring is primarily about developing the competence of students' practicum to become a

professional teacher. The focus of its development is the student learning service inside the class and outside the class. It means that the mentoring process must be able to develop the teacher's actual learning skills so that students' practicum has sufficient resources to carry out their duties in the future as a real teacher.

In Malaysia, numerous researches have carried out on mentoring in schools at Teacher Training Colleges. Most of the research has concerned exploring the relationships of mentors and student practicum, specifically in the institution of partnerships with schools via mentoring. So far, it seems that there has been tremendously little systematic research on mentoring for the professional improvement of student practicum throughout the teaching practicum period.

According to Norasiah (2001), mentoring had some effects on student practicum's performance, and they are used to be an obvious need for splendid coaching for the mentor teachers. It implied that there is a need for high-quality approaches to look at mentoring for student practicum throughout teaching practicum that would be capable of enhancing current mentoring systems.

From the explanation above, it can conclude that school mentors have an essential position in the success of student teaching practicum, which is assigned to guide students practicum following their subject of study. So, the meaning of the teacher as a mentor is a professional educator who strives to advise, guide, show the way, and nurture his professional colleagues and students so that they are directed in the right direction so the experience can be gained and the success of students' practicum during teaching practicum can be achieved.

## ***2. Obligation and Responsibility of School Mentor***

Academically, the school mentor has duties and responsibilities, which are quite influential in the continuity of teaching practicum implementation. Students who have been symbolically submitted by the institution to the school will be the school mentor's duty and responsibility in guiding and training the students while they carry out the teaching practicum in that school.

For within the allocated time, the school mentors will carry out their duties and obligations as a mentor towards student practicum. According to Dasmo & Sumaryati (2014), school mentors' obligations are :

- a. Assisting the students' practicum to get to know the school situation in general and provide orientation around the teaching practicum program in the field of study he provides.
- b. Explaining the students' practicum about the possible activities that can conduct in the school.
- c. Guiding the students' practicum to arrange the program teaching practicum.
- d. Assisting students in practicum to provide the necessary facilities and infrastructure in teaching practicum.
- e. Organizing teaching models to be observed by students practicum
- f. Giving assignments/teaching materials to the students practicum and guiding them to make the design of learning and the development of teaching materials.

- g. Checking the design of learning compiled by the students' practicum before the lesson for improvement.
- h. Monitoring, supervising, and evaluating student practicum when teaching practicum.
- i. Providing guidance on the implementation of teaching that has just been done by the students' practicum and giving an assessment.
- j. Guiding the students' practicum to draw as much experience as possible from school.
- k. Monitoring attendance, activeness of the students' practicum in carrying out all activities programmed teaching practicum and examine and provide endorsement in the personal books of each student practicum.
- l. Assessing activities during teaching practicum using the instruments/formats provided.
- m. Submitting a list of teaching practicum and all related instruments to the supervisor during the practicum withdrawal.
- n. Checking the final report of the teaching practicum prepared by the students' practicum, providing suggestions for improvement and endorsement

Based on the description above, a school mentor is a significant position that guides students' practicum in doing teacher assignments. The school mentor has the task of assisting and guiding students' practicum in teaching practicum at school. So, the school mentor plays an essential role in guiding students' practicum to implement teaching practicum.

### ***3. Function of School Mentor***

A school mentor also has a function regarding the implementation of his tutelage. Based on Fatimah (2010), a school mentor's functions are:

- a. As a guide for students practicum's how to behave as professional teachers,
- b. As a guide in preparing learning preparation (RPP),
- c. As a guide in making learning media,
- d. As a guide in learning activities in class,
- e. As a guide in planning and conducting classroom research,
- f. As a guide in planning and implementing non-teaching activities,
- g. As a guide in social activities among fellow students practicum, teacher majors, students and other education staff in a school,
- h. As an evaluation of observation activities, independent guided learning, and the final exercise of learning,
- i. As a consultant along with the supervisor in improving the quality of students practicum's abilities as teachers, and
- j. As a sanction for students' practicum if they violate school rules and misbehave

## **B. Teaching Practicum**

### ***1. Definition of Teaching Practicum***

Generally, teaching practicum (PPL) is called learning practice. Teaching practicum is not only learning practice, but it covers all activities of teachers in

schools. Teaching practicum is an intra-curricular academic activity that involves teaching training and other educational tasks in a guided, directed, and integrated manner to meet the requirements for the formation of professional staff in education.

Substantially, PPL can be referred to as “learning experiences.” It is because students’ practicum is indeed in the process of learning from experience during teaching practicum of the educational profession. In the learning experience, students’ practicum is expected to gain practical knowledge and professional abilities that they would not be able to get on campus. Therefore, student’s practicum as teacher candidates master the theory of teacher training and education and are also competent in the practice at educational institutions.

Mukhibad and Susilowati (2010: 112) stated that “teaching practicum (PPL) is one of the curricular components that requires integration between mastery of material and practice.” It means that teaching practicum is a program/course given to students to gain experience as a teacher. Teaching practicum is also a bridge for students to apply the knowledge they have acquired in college to be practiced in school.

In many trainer trainings programs, teaching practicum is an obligatory course to be taken by all the students like it a necessary section of teacher’s expert improvement though the nature, size, and frequency of the practicum varies from one institution to another. As this is a central and vital aspect of teacher education, a lot of time and interest need to be spent and given to ensure that student teachers undergoing the path organized physically and mentally.



For that, most teacher education programs design their teaching practicum course in such a way as to give the student teachers as much exposure to the real teaching world as they can. Calderhead and Shorrock (cited in George and Worrell, 2002) recognized three precise contexts that supply specialized experience to the students' practicum. Among them are; the truth that mastering to educate is individually unique in which students practicum carry the exceptional experience with them to the learning process, and the other one is called context-specific. Two, In this case, the different contexts the students' practicum are in will generally produce specialized experience, perhaps due to the fact of the effect from the cooperating teacher, university supervisor and others surrounding them.

Shulman (as stated in Tuli and File, 2009) also elaborated that teaching is a "combination of art, a craft, and a science. Knowing what to teach, how to educate it, and what strategies to use with particular topics, unique types of students, and specific settings, all combine to form the expertise and competencies that outline teaching expertise" (p.110). All of this information is essential for teachers, specifically teachers, to be to develop.

Teaching practicum has a vital role in measuring the scientific quality of students' practicum. In this program, some students are qualified to teach, and students who do not have excellent skills. Teaching practicum also provides other experiences that are not obtained by students during lectures on campus. It is known that the teacher's task is not only to teach but also to perform other tasks in the form of administration, guidance, and others. In addition to the main task of teaching, students will thus receive support for knowledge.

From the explanation above, it can be concluded that teaching practicum is a program in the education of teachers, designed to train prospective teachers to master the ability of teachers as a whole and integrated. This program includes both teaching exercises and educational tasks outside of teaching (non-teaching exercises). Teaching practice is intended to make students' teaching competencies so that after graduation, they will have the ability to teach skillfully and productively.

## **2. Objective of Teaching Practicum**

Teaching practicum is the time for students mastering to become teachers to experiment with the exclusive matters they study in school. In general, teaching practicum aims to train prospective students practicum to demonstrate performance in real situations, both in learning activities and other teaching assignments. Specifically, teaching practicum activities have the following objectives:

- a. Students' practicum can become acquainted with the physical, administrative, academic, and social psychology of the school where pre-service training takes place.
- b. Students' practicum may be able to master a variety of necessary learning skills.
- c. Students' practicum can apply a wide range of professional skills of the teacher as a whole and can be integrated into a real school atmosphere.
- d. Students' practicum may be able to develop their personal and social aspects of the school environment.

- e. Students practicum can conclude on the educational value of their appreciation and experience during the practicum by reflecting on and delivering the results of that reflection in the final report on the implementation of practicum teaching activities.

Based on this, the teaching practicum aims to equip students with quality practices that meet the needs of employers. Students' experiences during teaching practicum are provisions that will be very valuable as a form of real experience to become a real teacher.

### **3. *Benefit of Teaching Practicum***

The benefits of general teaching practicum are to provide provisions to students' practicum to have professional competence, pedagogical competence, and social competence. The implementation of teaching practicum is expected to provide benefits to all components related to the teaching practicum, such as students' practicum, schools, and tertiary institutions.

#### **a. Benefits for Students' Practicum**

- 1) Get the opportunity to practice the provisions obtained during lectures at the teaching practicum place.
- 2) Know firsthand the process of teaching and learning in schools.
- 3) Maturing ways of thinking, increasing the power of reasoning students in conducting studies, formulation, and solving educational problems in schools.

#### **b. Benefits for Schools**

- 1) Improve the quality of education.

- 2) Provide input to schools on new things or ideas in the planning of future education programs.
- 3) Strengthen cooperation between training schools and university institutions in question that can be useful for graduates later.

c. Benefits for University Institutions

- 1) Obtain input on educational cases that are used as research considerations.
- 2) Expanding and improving the network of cooperation with schools.
- 3) Obtain input on the progress of the implementation of teaching practicum so that the curriculum and methods used can be adjusted to the demands that exist in the field.

**4. Principles of Teaching Practicum**

The principles for implementing the teaching practicum as follows:

- a. The teaching practicum is implemented based on joint responsibility between institutions and schools.
- b. The teaching practicum must be managed properly by involving various elements of an institution, the Department of Education, and schools.
- c. Students' practicum must be guided intensively and systematically by tutors or supervisors who comply with the practicum requirements.
- d. Students' practicum should not be released at school and handed over entirely to the school mentor, but all elements of teaching practicum implementers must be actively and responsibly involved.

- e. Implementation of teaching practicum must be a separate activity and cannot be entrusted into other activities, such as an internship.
- f. The teaching practicum must be implemented in practical schools and cannot be replaced by micro-teaching or peer-teaching.
- g. Student-teacher candidates who carry out teaching practicum may not be used to fill the teacher shortage in the school.
- h. The teaching practicum is implemented in a one-semester block.

### **5. *Kind of Teaching Practicum Activity***

In general outline, teaching practicum activities that take place at school are grouped into six types of activities as follows:

#### **a. Observation and orientation**

This activity is intended to ensure that students are well acquainted with the school environment where students carry out practicum teaching, both in the physical environment and in the school's social environment. This activity took place from the beginning to the end of the teaching practicum in schools under the guidance of the school coordinator and the school mentor.

#### **b. Practical learning**

Practical learning activities include the following activities:

- 1) Before appearing to do teaching-learning, students practicum must create a unit of study or consult with the school mentor or supervisor. The lesson plans must be made by students' practicum in elementary, middle, and high school.

- 2) Before teaching-learning practicum, students practicum must observe the school mentor who is doing learning in front of the class as a model teacher.





c. Guided learning in front of the classroom

Students' practicum is allowed to perform learning in front of the class under the school mentor's direct supervision. The experience's focus is on student learning skills (opening and closing lessons explaining, asking, giving reinforcement, varying stimulation, managing the class, using methods, media or learning tools, and small group leadership skills) in class. After learning, students' practicum must consult with the school mentor, to obtain feedback and follow up on this activity are expected to take place several times or at least four times in the classroom.

d. Evaluation

Students practicum who carry out the teaching practicum in the classroom will be assessed by school mentors. Each student participant will collect a minimum grade of 4 (four) times the assessment of teaching practicum in elementary, junior high, or high school. For each assessment, the learning plan must be different. The final value of teaching practicum in each school by taking an average value of 4 (four) times the assessment collected by students without final exams.

e. Non-practical learning

Non-practical learning is student practicum activities outside of practical learning in class, including weekly ceremony activities (as coaches or ceremonial participants), school pickets, coaches for extracurricular or student council activities, school committee activities, and so forth.

f. Report

Students' practicum is required to report on the teaching practicum results in schools by the predetermined reporting formats. The report is submitted after all teaching practicum activities in the school have been completed, which means that students practicum only conduct a final report, which includes the implementation of practicum teaching activities in the school. The reports must be signed by the school mentor, supervisor, and headmaster (school stamp).

**6. *The Material of Teaching Practicum Activity***

In teaching practicum activities, teaching practicum activity material consists of subject matter, field-oriented observational material, basic material training in learning necessary skills, subject matter of guided learning skills training and other teacher assignments, subject matter of training in learning skills, and other teacher assignments independently.

a. The primary material for teaching practicum activities are:

- 1) Field recognition (observation and orientation).
- 2) Training in necessary learning skills.
- 3) Guided training of learning skills and other teaching assignments.
- 4) Training of learning skills and other teacher assignments independently.
- 5) Learning practice test.

b. Field observation-orientation material includes:

- 1) Physical, environmental, and functional relationships between schools and the community.
  - 2) The rules of the teacher and students.
  - 3) Characteristics of students, teachers, principals, and administrative staff.
  - 4) The pattern of the relationship of functions and organizational structures between the principal, teachers, administrative staff, and students.
  - 5) The curriculum of the schools.
  - 6) Media, learning resources, and laboratories.
  - 7) School administration, both academic and non-academic.
  - 8) Guidelines for evaluation and guidance.
  - 9) Learning strategies for learning in the field of study and its evaluation.
  - 10) Intra and extra school organizations with various school committee activities.
  - 11) School organizations.
- c. The initial material training in fundamental learning skills includes:
- 1) Questioning skills.
  - 2) Providing reinforcement skills.
  - 3) Vocational skills.
  - 4) Skills to explain lesson.
  - 5) Skills for opening and closing lessons.
  - 6) Skills to guide small group discussions.

- 7) Class management skills.
  - 8) Small group and individual learning skills.
- d. Guided training subject matter and other teacher training materials
- 1) Guided learning skills training, including:
    - Compile details of effective weeks, annual programs, semester programs, weekly and daily.
    - Develop materials, media, and learning resources.
    - Compile lesson units/preparations for daily learning or modules.
    - Implementation of learning activities, and
    - Implementation of assessment of learning outcomes.
  - 2) Guided other teacher training skills. Other teacher training skills training is training whose material is outside of classroom learning activities, namely:
    - Planning and implementing school administration, especially the administrative tasks of teachers in the field of study.
    - Planning and implementing mentoring consultants learning fields of study.
    - Planning and implementing curricular and extracurricular activities, such as coaching OSIS, PMI, Scouting, Arts, Sports, and others.
- e. The primary material training in learning skills and other teacher tasks independently

Independent training consists of two stages:

- 1) Self-managed practice
- 2) Self-initiated practice by students



### ***7. The Target of Teaching Practicum Activity***

With the purpose, as mentioned earlier, it is expected that the students' practicum will have a clear picture of the tasks that must be carried out in the implementation of the teaching practicum. Meanwhile, the main component of teaching practicum is training that the ultimate goal is the formation of integrated teacher skills that can be applied in real situations at school and outside of school. Teaching ability is very complex, which requires gradual mastery. Therefore, the stages in teaching practicum training must be carefully arranged so that the exercise can produce maximum results. Meanwhile, the main objectives of the teaching practicum are:

- a. Implementation of education and training activities for prospective teacher students and for teachers or educators as an effort to improve the quality and independent character.
- b. Implementation of research activities and institutional development of PPL to improve the quality of the education component.
- c. Implementation of Community Service activities through the activities of academic staff and students through real PPL activities.
- d. The implementation of household activities to provide excellent service.

## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

Research design is one of the essential parts of doing research. According to Kothari (2004), a research design is a severe complication associated with defining a research problem. This research used a qualitative research design, specifically semi-structured interview. It used to identify the students' perceptions and the extent of their satisfaction with the guidance they receive from their school mentors during teaching practicum. Qualitative research is a systematic scientific inquiry that seeks to build a holistic, mostly narrative description to inform the researcher's understanding of a social or cultural phenomenon (Astalin, 2013).

#### **B. Participant**

##### ***1. Population***

A population is all the individuals or units of interest; typically, there is not available data for almost all individuals in a population (Hanlon & Larget, 2011). The research population involved students of the English Education Department who have completed their PPKPM's Program of the 2019-2020 academic year UIN Ar-Raniry.

##### ***2. Sample***

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012). This research used simple random sampling to take the samples. According to Hamed (2016), the simple random sample means that every case of the population has an equal probability of inclusion in the sample.

The sample drew from ten students, five males and five females, who have done teaching practicum at different schools in PPKPM's program of the 2019-2020 academic year of English Education Department UIN Ar-Raniry at Aceh Tengah, Aceh province.

### **C. Methods of Data Collection**

The data collection method that this research used was semi-structured interviews. The semi-structured interview employs a blend of closed- and open-ended questions conversationally with one respondent at a time, often accompanied by follow-up, why or how questions. The dialogue can meander around the topics on the agenda—rather than adhering slavishly to verbatim questions as in a standardized survey—and may delve into totally unforeseen issues (Adams, 2015).

This research used semi-structured interviews to get additional information according to the research questions. The interview asked about their perception of the support they got from their school mentors during teaching practicum. The response is for the answer to the first research question. Then the students will be asked how their perception of the support they got from their school mentors



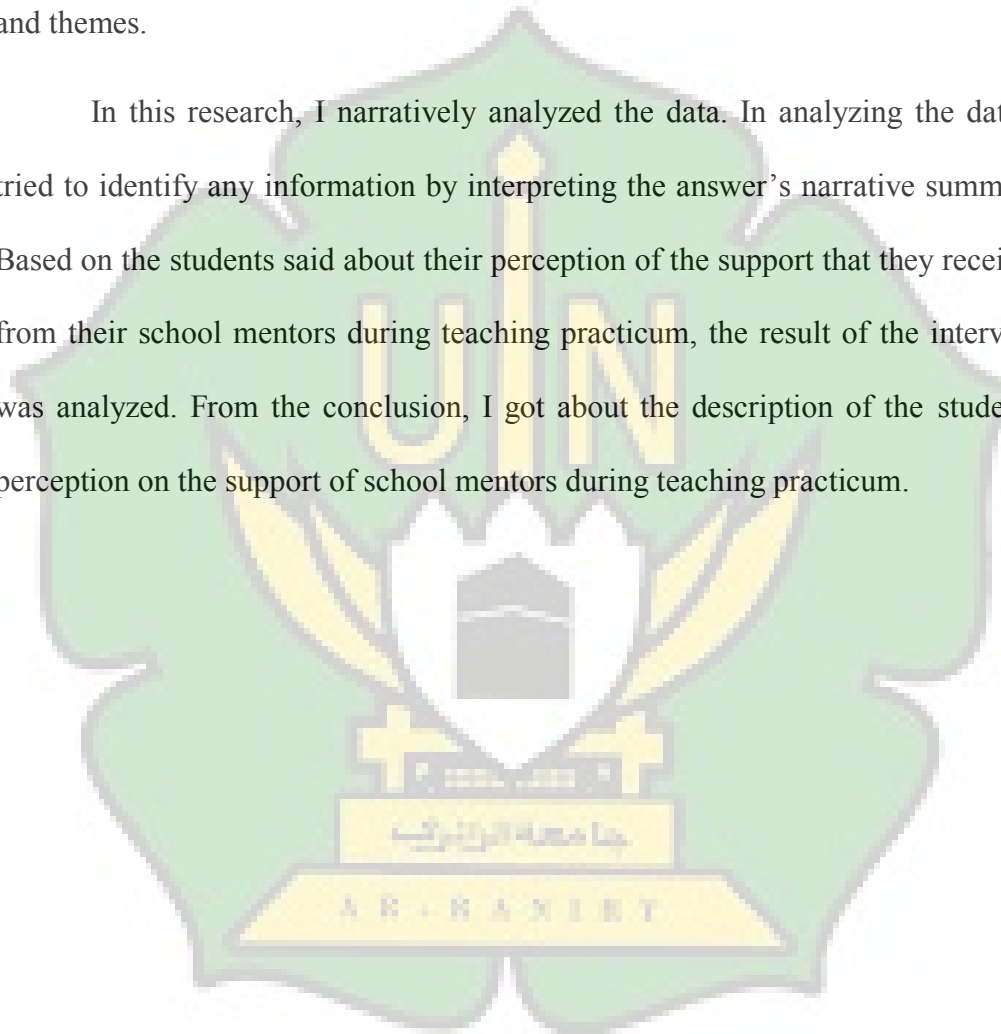
during teaching practicum. Then the answer is for the answer to the second research question.



#### **D. Methods of Analysis**

Data analysis is the process of reducing a large amount of collected data to make sense of them. Three things occur during analysis: are organize data, reduce data through summarization and categorization, and identify and link the patterns and themes.

In this research, I narratively analyzed the data. In analyzing the data, I tried to identify any information by interpreting the answer's narrative summary. Based on the students said about their perception of the support that they received from their school mentors during teaching practicum, the result of the interview was analyzed. From the conclusion, I got about the description of the students' perception on the support of school mentors during teaching practicum.



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. The Analysis of Data

In this section, I would elaborate on an analysis of the data from the interview. I used a semi-structured interview to find more in-depth information from ten English Language Education Department students. In the interview, I asked three main questions and eight supporting questions. All of the questions are related to their perceptions on the supports of their school mentors during teaching practicum. Based on the interview, the results are varied.

##### ***1. What Students' perceptions on the supports of their school mentors during teaching practicum is***

There are so many support or guidance that school mentor can give to their student practicum. In the previous chapter, I have already mentioned that there are fourteen points of school mentor responsibility in supporting their student practicum. But in the interview, I only highlight the five most important points of support and guidance during teaching practicum.

##### **a. Help students to adapt to the learning situation of the school**

The first point that I highlight is whether their school mentor helps them adapt to the school's learning situation. According to their answer, most of them perceived that their school mentor helps them adapt to the school's learning situation. But, only two respondents said that they try to adapt by themselves because of no help from their mentors.

- b. Providing an example of teaching-learning material and help in designing it

The second point is whether their school mentor provided them an example of teaching-learning material such as RPP and help them to design their RPP. Their responses show that five of them got an example of RPP from their school mentors, and the others were not. Besides, there were only four respondents got help from their school mentors when designing their RPP. The remaining respondents did not get any help in designing it, so they designed their RPP by themselves.

- c. Supervising and evaluating teaching-learning for improvement

The third point is whether their school mentors supervised and evaluated their teaching-learning in the class for improvement for the next meeting. Based on the experience, three of the respondents' school mentors not only supervised but also evaluated their students' practicum. Three school mentors only giving evaluations to their students' practicum without supervising them. Furthermore, there was only one school mentor who supervised without evaluated. There were also three respondents' school mentors who neither supervised nor evaluated their students' practicum about their teaching-learning.

- d. Monitoring students' attendance and activeness during the program

The fourth point is whether their school mentors monitored their students' practicum attendance and activity during teaching practicum. Based on the answer, I conclude that most of their school mentors checked their both

attendance and activeness during the program. Two school mentors checked their attendance only and one school mentor who only checked the students' practicum's activeness. And another school mentor did not check both attendance and activeness.

- e. Checking the final RPP of students and providing a suggestion for improvement

The last point is whether their school mentor checked their final RPP and suggested improvement. Based on the replies, six of their school mentors checked their final RPP. Nevertheless, there were only five school mentors who suggested. Four school mentors did not check it anymore and also did not give any suggestions. It caused by something such as the condition that was not effective, and the school mentor did not know and understood how to design an RPP / lesson plan.

Then, before asking them the main question, I asked them whether their school mentors gave any support and guidance during teaching practicum or not. Most of the respondents gave a positive answer. Eight of them said that their school mentors provided support or guidance during teaching practicum, even though not fully support from the beginning until the end of the program. As RESP-01 said:

*“Yes, she did. She supported me. The school has a rule like when we are as the teacher practicum during the lesson and teaching learning process, the mentor should be in the class too. But sometime she just gave the class*

*to me when she had, maybe, another job, she will not come to the class.*

*But most of the time, she really supervises me”*

But, two respondents said that they did not get support from their school mentors. As RESP-09 replied:

*“They kind of abuse us. It’s like they use us to teach every class and they just keep a rest and get lazy without teaching their kids without saying anything and instruct anything just said “teach this class, teach this class, and teach in this class” just it. Give the book material. Just it”*

Then, I asked the participants about their perceptions of the school mentor’s supports during teaching practicum. The points of the participants’ responses are varied. Four respondents said that their school mentors always support and provide them very well. Two respondents got the support of their school mentors, but there was a lack of support because they did not always get the right solution in every problem that they faced during teaching practicum. As RESP-08 said:

*“It was really helpful actually. But after the class, she gave a comment “you should be more energetic in teaching!”, but she never saw how the class when I teach. She made clear that these students were difficult and these students were not. But if in the real, she did not know where I was lacking because she never saw me teaching. She was just wondering about*

*it. But even if she asked, I would just say it to her at a glance, because she never knows how the real condition of the class”*

Moreover, the other four respondents said that their school mentors did not support them well and should give them more guidance during teaching practicum. As RESP-07 said:

*“I think my mentor should guide me from the beginning of PPL until finish. But there was nothing”*

## **2. How students perceived about the guidance that they got from their school mentors is**

Before asking about how respondents’ perceptions on the support of school mentors, I asked them whether they found any problem during teaching practicum in the school. I also asked them to tell their problem or challenge. The respondents said that they found one problem in the school, at least. Most of the problem that they faced was related to students of the school. The problem is because they have a lack of interest and difficulty in learning English. There was also a problem that came from the school mentor and the school itself. As RESP-06 said:

*“Yes, I did. Of course, I found some problems during teaching in this school. Some of them come from myself, some of them come from my mentor and some of them come from the students. The problem come the students is such as they sometime did not pay attention to me when I teach them and sometime, they did not understand what I explained to them. The problem that come from my mentor such as they sometime did not check. I*

*mean they did not pay attention to how I teach my student. The problem come from myself is sometime I got problem in handling my student and my class. Sometime I got challenge how to teach material. For example, when I need to teach them about passive voice, they did not even understand about simple present and simple past, how do they understand about passive voice?"*

RESP-04 also have the same way:

*"Yes, I found a problem. First, the problem was the student cannot read vocabulary, a little bit difficult to read in English, but I try it. The facility is not supported for example, when I forgot to bring my board marker and my school not provide it. The school also do not have a library. The students do not have dictionary. The students do not have textbook so I have to write it on whiteboard and explain one by one"*

After asking them about their problem at school, I wonder how they can deal with the problem, so I asked them. The way that the respondents deal with the problem was varied. Nevertheless, I can conclude that the way they did to deal with the problem was to make a proper preparation before teaching in the class. Because by prepared well, they would be able to solve their problems. As RESP-02 said:

*"Just think that it is my duty to teach there because I am taking the course of PPL. So, I try to deal with that problem by enjoying teaching like preparing material teaching for very well and behave like "it was my duty*



*to teach there”. So, I just not starting to have a bad perception to them so I just do what I should do. I also used some attractive teaching progress. I mean that I am not only teaching by giving them instruction in front of the class but I make some games and make some stories to attract their interest in teaching”*

In line with RESP-02, RESP-03 also said:

*“Well, I make RPP. I think RPP really helped me in teaching because when I enter to the classroom, I know what I should do next, the materials, the method and the activity in the class. So, I think RPP really help me a lot in teaching, and it solved the problem. It’s really helped me a lot”*

The responses below show how their perception of the guidance they have received from their school mentors. Only two respondents who replied without any grievance toward the guidance that school mentors have provided. Most of the respondents perceived that the guidance provided by school mentors should be improved. As RESP-03 said:

*“I can say good because she did help me and guide me in making class administration stuff. But sadly, she did not show me the real how to teach and manage in the classroom which is that what I miss from her”*

Even three of them said that their school mentors have many lacks of guidance and support. Consequently, this lack made them in a difficult situation during teaching practicum. As RESP-07 said:

*“I think, so bad bro. That was not good because when I was PPL, I did not know how to teach well”*

I also asked them to give a scale toward their perceptions on the supports of school mentors during teaching practicum. There are 5 degrees of agreement based on a Likert scale that ranges from excellent – good – enough – poor – very poor. The respondents had different opinions. Three respondents argued that the support of their school mentors was excellent, two respondents chose right, three respondents argued enough, one respondent felt poor, and another respondent thought that the support was very poor.

## **B. Discussion**

This study aims to determine the students’ perceptions of the support of school mentors during teaching practicum and determine the extent of students satisfied with the guidance they receive from their school mentors. In collecting data, I used a semi-structured interview. I interviewed ten respondents who became my research sample.

Based on the research findings, it can conclude that most of the respondents’ perceptions on the supports of school mentors are adequate. Besides, some students got full support from their school mentor; some of them also did not get much support. Even some school mentors did not support their students

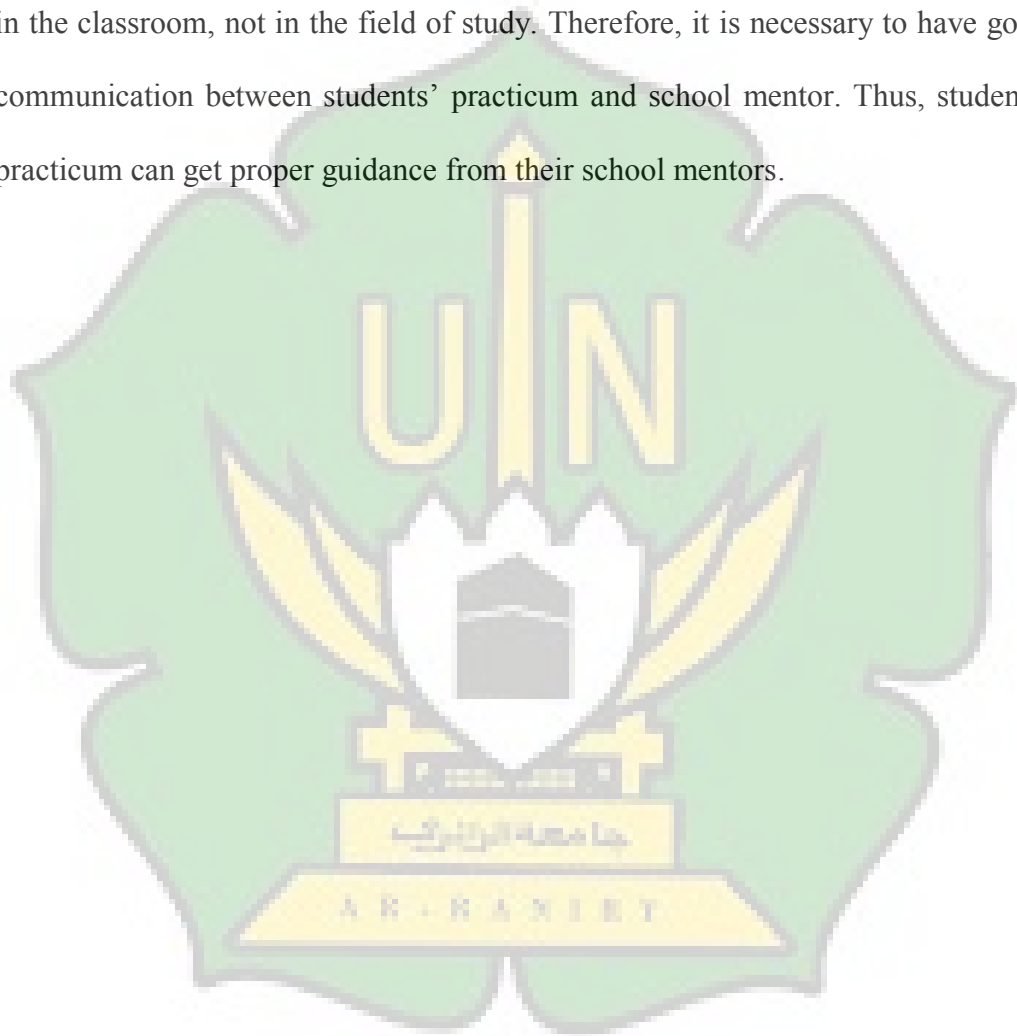
duly so that they got much lack of guidance during teaching practicum. The result of the scale shows that most respondents gave a positive answer. In ten respondents, only two respondents gave a scale below enough: poor and poor. Moreover, among the remaining respondents, only three respondents gave enough. It shows that the respondents have positive thought toward the support of their school mentors.

After exploring the result deeper, most students responded that their school mentors should improve the support to be better. It because school mentors have no experience of how to be a good mentor, so that why the school mentors cannot support well. Nevertheless, it is not a significant matter. The only thing in guiding that needs to consider at is responsibility. The school mentors must know their responsibility and duty as a school mentor.

Besides that, the school system also plays an essential role in the guidance of students' practicum. If the school has a good system and fully organized, the guidance process can run well. However, if the school has unclear rules and bad organizer, it can also affect the guidance obtained by students' practicum.

In this study, three principles are often ignored. First, students' practicum must be guided intensively and systematically by the school mentor who meets the requirements for it. It means that school mentors know their duty as school mentors at least so that they understand how to guide students' practicum intensively and systematically. Second, students' practicum should not be released at school and handed over entirely to the school mentor, but all elements of teaching practicum implementation must be actively and responsibly involved. It

means that students' practicum must always be supervised and guided so that every activity carried out in the school is directed. Third, student's practicum who carry out teaching practicum may not be used to fill the shortage of teachers in school. It means that students' practicum may not replace the teacher who teaches in the classroom, not in the field of study. Therefore, it is necessary to have good communication between students' practicum and school mentor. Thus, students' practicum can get proper guidance from their school mentors.



## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **A. Conclusions**

The aims of this study were students' perception on the supports of school mentors during teaching practicum and the extent of students satisfied with the guidance they received from their school mentors. The discussion evaluated the perception of the eight semesters of English Language Education Department students who have done teaching practicum in PPKPM's program of 2019-2020 on the supports of their school mentors. Here, I would like to conclude the data collected in the previous chapters.

This research shows that most of the respondents perceived that they had received support or guidance from school mentors during their teaching practicum. Three students' practicum is very satisfied with the guidance they have received so that they got the core of learning how to become a good teacher in the classroom and outside the classroom. Besides those who received full support from their school mentors, five students did not receive much support. Even two students did not receive any support from their school mentors at all. Although the primary purpose of the teaching practicum is to introduce school education to students practicum and to provide them with adequate experience and knowledge as prospective teachers, not all of them got what they need. This is due to the lack of support and guidance they received during teaching practicum.

Finally, regarding the data which have analysed, I concluded that the supports of school mentors on their student during teaching practicum are crucial. The students argued that school mentors must guide and support their students' practicum as much as possible. Because as much support that the students' practicum needs from their school mentors during teaching practicum, then the experience they get will also increase. Hence, the students' perception shows that school mentors should understand their responsibility as a school mentor to provide what students practicum needs during the teaching practicum.

## **B. Recommendations**

I encourage the results of this research to make some suggestions to others.

### **1. Students**

This research can be used as a solution and helps students practicum to know what kind of support they must get from their school mentors. It is suggested that the students increase communication between their school mentors so that the problem or lack of guidance can be avoided.

### **2. School mentor**

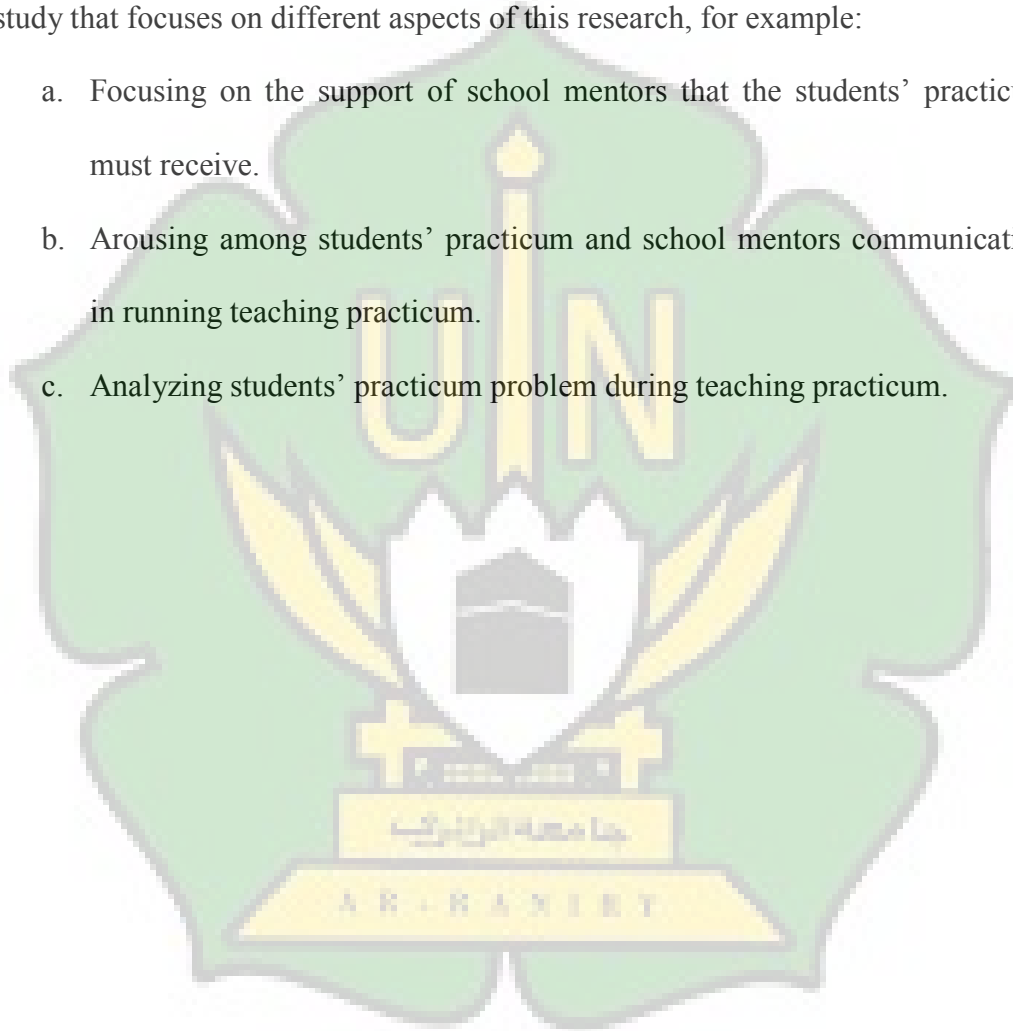
Considering the results of this research, respondents suggested that the school mentors should provide sufficient support and guidance to their students' practicum during teaching practicum. Furthermore, the school mentor should know and understand the responsibility and the function of being school mentors in guiding the students' practicum in the class and outside the class.



### ***3. The other researchers***

The study findings are expected to be used as a consideration for other researchers who plan to conduct the study focused on the support of school mentors during teaching practicum. It is suggested that the researcher follow the study that focuses on different aspects of this research, for example:

- a. Focusing on the support of school mentors that the students' practicum must receive.
- b. Arousing among students' practicum and school mentors communication in running teaching practicum.
- c. Analyzing students' practicum problem during teaching practicum.





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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-17553/UN.08/FTK/KP.07.6/12/2019**

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;  
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;  
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;  
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 November 2019
- MEMUTUSKAN**
- Menetapkan** :  
**PERTAMA** : Menunjuk Saudara:  
1. Dr. Maskur, MA  
2. Drs. Lukmanul Hakim, MA  
Untuk membimbing Skripsi :  
Nama : **Aldi Aulia Zuhry**  
NIM : **160203012**  
Program Studi : **Pendidikan Bahasa Inggris**  
Judul Skripsi : **Students' Perception on the Supports of School Mentors During Teaching Practicum**  
Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 19 Desember 2019  
**An. Rektor**  
Dekan,

  
**Muslim Razali**

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-5820/FTK.1/TL.00/06/2020  
Lamp : -  
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Mahasiswa PBI semester 8 yang telah melakukan PPL periode 2019-2020 di Aceh Tengah

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ALDI AULIA ZUHRU / 160203012**  
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris  
Alamat sekarang : Komplek Rusunawa UIN Ar-Raniry, gang Seroja, Jln. Lingkar Kampus, Desa Rukoh,  
Syiah Kuala, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Students' Perception on The Supports of School Mentors During Teaching Practicum*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 23 Juni 2020

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 23 Juni 2021

M. Chalis, M.Ag.

AR-RANIRY



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email pbi.fbk@ar-raniry.ac.id Website <http://ar-raniry.ac.id>

**SURAT KETERANGAN**

Nomor: B-209/Un.08/PBI/TL.00/07/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-5820/Un.08/FTK.I/TL.00/06/2020 tanggal 23 Juni 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Aldi Aulia Zuhry  
NIM : 160 203 012  
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

*"Students' Perception on the Supports of School Mentors During Teaching Practicum"*

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 16 Juli 2020  
Ketua Prodi Pendidikan Bahasa Inggris,

  
**T. Zulfikar**



## **Interview Protocol**

**Project: English Language Students' Self-Perception on The Supports of School Mentors During Teaching Practicum**

Time of interview :  
Date :  
Place :  
Interviewer : Aldi Aulia Zuhry  
Interviewee :  
Position of Interviewee : English language student who has been done teaching practicum 2019/2020 period

This study was conducted based on the fact that most of English Language Students in UIN Ar-Raniry have lack supports from their school mentors during teaching practicum. The purpose of this study is to determine whether English Language Students have satisfied with the guidance they receive from their school mentors. The data will be collected by using in-depth (semi-structured) interview which will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about the supports that you got from your school mentor during teaching practicum and your extent of satisfied with the guidance you receive from them. The interview process will take approximately 30 minutes.

### **The points covered in this research**

1. Interviewee's problem during the teaching practicum and how to deal with
2. The supports during teaching practicum



**Title : Student' Perception on The Supports of School Mentors During Teaching Practicum**

**Researched by : Aldi Aulia Zuhry**

**Consent Form for Participant in Research Interview**

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

	Please initial box
I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions	<input checked="" type="checkbox"/>
I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.	<input checked="" type="checkbox"/>
I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with wiry research materials, and will not be identified or identifiable in the report or reports that results from the research.	<input checked="" type="checkbox"/>
I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that so no one outside the research team will be allowed access to the original recording.	<input checked="" type="checkbox"/>
I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study.	<input checked="" type="checkbox"/>
I agree to take part in this interview:	

<u>DI</u> Participants' Name	<u>3 June 2020</u> Date	<u>Diafi</u> Signature
<u>Aldi Aulia Zuhry</u> Researchers' Name	<u>3 June 2020</u> Date	<u>Aldi Aulia Zuhry</u> Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Aldi Aulia Zuhry  
Domicile : Komplek Rusunawa UIN Ar-Raniry, Darussalam  
Telp : 085206980699  
E-mail : [aldiaulia.edu@gmail.com](mailto:aldiaulia.edu@gmail.com)

**Title : Student' Perception on The Supports of School Mentors During Teaching Practicum**  
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3 June 2020

Date

*Aldi Aulia Zuhry*

Signature

Aldi Aulia Zuhry

Researchers' Name

3 June 2020

Date

*Aldi Aulia Zuhry*

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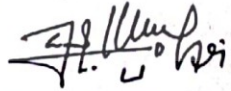
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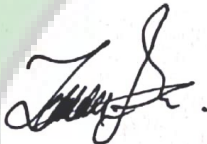
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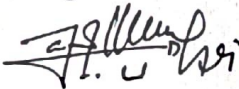
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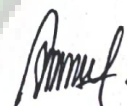
I agree to take part in this interview:

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Date



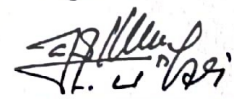
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Participants' Name

6 June 2020

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Muhammad

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Researchers' Name

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Aldi Aulia Zuhry

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I agree to take part in this interview:

SR

Participants' Name

7 June 2020

Date

Sallia

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Researchers' Name

7 June 2020

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Aldi Aulia Zuhry

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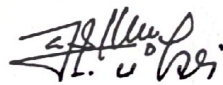
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Participants' Name

8 June 2020

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Researchers' Name

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## INTERVIEW GUIDELINE

Interviewees : English Education Department Students of UIN Ar-Raniry

Respondent 1 : DI

PPL School : SMAN 15 Takengon

Description of the school

“My school in PPL was in SMAN 15 Takengon. It is located in Simpang Kelaping, Pegasing, Takengon. It is one of superiors school in Takengon. I think, it will be the best school. It has a boarding school. Because when you enter to the school, the situation will be different. The school is like Farhan or Mosa in Banda Aceh. So that’s why I think it is a superior school”

Q : Did you found any problem or challenge when teaching practicum in the school? What is it?

A : Well, actually not a big problem. This school really provide good facility and also the teacher really support us as the practicum teacher and the school really help us in there. The one problem is just the student because they said that English is so difficult. So their English skill is still in poor average I would say.

Q : How did you deal with the problem or the challenge?

A : So when I start the class firstly in the first meeting, I did an introduction and I asked like “what is your problem in English?” and they answered it. So, I think that was one of the way I handle the problem. And every single I enter to the class, I also give motivation and give suitable material for them so that they can understand what they were learning.

Q : Did your school mentor support or guide you when teaching practicum in the school?

A : Yes, she did. She supported me. The school has a rule like when we are as the teacher practicum during the lesson and teaching learning process, the mentor should be in the class too. But sometime she just gave the class to me when she had, maybe, another job, she will not come to the class. But most of the time, she really supervise me.

Q : What is your perception toward the help or guidance that school mentor gave you? Please explain!

A : Like I said before, the school was really helped us in doing anything, doing our report and our teaching practicum in there. They really supported us and the mentor too. I really lucky to have a good mentor. She even gave me the RPP as a guidance in teaching.

Q : When you firstly came to the school, did your school mentor help you to adapt with the learning situation of the school?

A : Yes, she did. Firstly, like I said before, I did an introduction, so I did not begin teaching at that time. But I introduced myself, I adapt with the student, she also introduced me to the student. After that, then I start teaching. Actually she did not do an example how to teach. I did not observe her teaching because my mentor just ask me to introduce myself and share knowledge with them. She just said “In the next week, you can start the lesson”. She just said that our students have poor English skill so I have to prepare well.

Q : Did your school mentor provide you an example or guidance of teaching material and help you to design your own teaching-learning material?

A : Yes, like I said, she gave me the RPP, the whole entire RPP. Actually I teach for 2 classes, *Perminatan* and *Wajib*. So she just gave me the RPP of the *Wajib* one and for the *Perminatan*, she just gave me the material, so I have to design my own lesson plan. She just look the lesson plan that I made. If it is good I can keep go on. If it is not good, I must change (revise) it.

Q : After teaching in class, did your school mentor supervise and evaluate your teaching learning for improvement?

A : Yes, she always did it. She always give me a comment. She always said that “its good today”, “it’s a good material”, something like that. Sometime she also helped me when the class was too crowdy. She said that “please keep silent” and something like that.

Q : Since you were in the school, did your school mentor monitor your attendance and your activeness in carrying out the teaching practicum program?

A : Well, actually my mentor has 2 schools to teach. So she just come to the school when she has schedule in that school. But if its not, she do not come to the school. She always said “you have to make friend in the school”, just like that. When she was in the school, I always come to her when we have to start the class and go to the class together.

Q : After completing your teaching practicum, all of you must conduct a final report. Did your school mentor check it out and provide suggestion for improvement overall?

A : For the report itself, she did not really look on it. But for the teaching administration, like I said that she gave it to me. So I change it form into the new form of RPP which is 1 sheet of paper and then she look on it and let me to keep it.

Q : Overall, how is your perception on the support that your school mentor provided to you when teaching practicum?

A : I think she really guided me well. She always support me like giving a good motivation and good evaluation for me so that I can improve my teaching skill during the teaching program.

Q : If it is scaled, on what scale support is provided by your school mentor? Excellent? Good? Enough? Poor? Or Very poor?

A : I would give excellent.

## INTERVIEW GUIDELINE

Interviewees : English Education Department Students of UIN Ar-Raniry

Respondent 1 : FH

PPL School : MTsS Ar-Rahman, Aceh Tengah

Description of the school

“My school is MTsS Ar-Rahman. Located in Paya Tupi village of takengon, Kebayakan subdistrict. This school is actually a boarding school but it has very a few student. The boys and girls are divided it class. There is class for girls and there is class for boys. There is a few students like 1 class. Like example, in the class 3 its only has 3 students for the boys. For the girls I did not know because I did not teach the girls. The total students of the school is less than 50 students”

Q : Did you found any problem or challenge when teaching practicum in the school? What is it?

A : Yes I found it. The first one is the less interest of student in study. And then a few number of student like I said. And then also the teacher support for PPL student. And also the teacher attitude, I mean that the teacher also late come to the school.

Q : How did you deal with the problem or the challenge?

A : I just think that it is my duty to teach there because I am taking the course of PPL. So I try to deal with that problem by enjoying teaching like preparing material teaching for very well and behave like “it was my duty to teach there”. So I just not starting to have a bad persepshion to them so I just do what I should do. I also used some attractive teaching progress. I mean that I am not only teaching by giving them instruction in front of the class but I make some games and make some stories to attract their interest in teaching.

Q : Did your school mentor support or guide you when teaching practicum in the school?

A : Yes, but it is not like totally support or guide me. She just like tell me what class is she teaching and what material I should teach to them. But she did not control me while I am teaching.



Q : What is your perception toward the help or guidance that school mentor gave you? Please explain!

A : I found a really bad system in that school. The first system is the class schedule. The destructive problem is the class schedule. So because it divided into boys class and girls class, there is some conflict. For example, there is a teacher who teach for first grade and second grade. So the total is 4 classes because the first grade has 2 classes, boys and girls, and the second grade has 2 classes, boys and girls. And there is sometime which the teacher must teach 3 classes at the same time. So its really a big problem but the teacher itself when I show her “This is the schedule and I am gonna teach these 3 classes”. She even did not realize that she has 3 classes at the same time. Why she does not know that she has 3 classes at the same time?

Q : When you firstly came to the school, did your school mentor help you to adapt with the learning situation of the school?

A : Yes, she did. At the first, she told me the condition of the school and the number of the student. And she also said about the less interest of the student. So maybe she just like make me adapt well with this situation.

Q : Did your school mentor provide you an example or guidance of teaching material and help you to design your own teaching-learning material?

A : No. She just gave me material book that I should teach to the student. She also told me to just translate it all to the student but I teach more than that, because by only translating it does not make student understand what I am teaching so I teach more than that.

Q : After teaching in class, did your school mentor supervise and evaluate your teaching learning for improvement?

A : No.

Q : Since you were in the school, did your school mentor monitor your attendance and your activeness in carrying out the teaching practicum program?



A : Yes, she did that. She check what day I was teaching. Even, there is one day which she did not come to the school because she ask me to teach her class. She said to me “I will not come to the school tomorrow, so you can teach my class”

Q : After completing your teaching practicum, all of you must conduct a final report. Did your school mentor check it out and provide suggestion for improvement overall?

A : She check it but she did not really give any suggestion for improvement. I just gave what I did and she just said that what I have teach should be related in what I have made in RPP. So she check if the title is related to what I have teach. She did not give any comment or any other like the material inside.

Q : Overall, how is your perception on the support that your school mentor provided to you when teaching practicum?

A : Maybe the mentor of the school should really give us space and allow the PPL student to be creative in teaching. She also need to guide them really well and control them while teaching. So it is not like the mentor just hand it all to PPL student every class she teach and just give the material they are going to teach but she did not give any correction. Because I think the purpose of PPL itself is that we want to teach correctly based on the school situation and how can we adapt well in the school. But the teacher really guide and control them, it is would not happened. So I think the communication between the mentor and the PPL student is should be increased.

Q : If it is scaled, on what scale support is provided by your school mentor? Excellent? Good? Enough? Poor? Or Very poor?

A : I think enough. Because if I should list between the positive and negative, I could ace it than more about negative. So it just enough.

## INTERVIEW GUIDELINE

Interviewees : English Education Department Students of UIN Ar-Raniry

Respondent 1 : CP

PPL School : SMPN 6 Kebayakan, Takengon

Description of the school

“My PPL school was SMPN 6 Kebayakan, Takengon. The school itself located in desa Pinangan, Kebayakan. The location is nice because its near the city. And also the facilities are good because it has 9 classrooms, 1 library and 2 laboratories with full equipment. The amount of teacher are more than enough that is 21 teachers, because the students of the school is about 51 students”

Q : Did you found any problem or challenge when teaching practicum in the school? What is it?

A : Of course I did. But I think, the only problem or challenge that I face during teaching practicum was teaching itself. Because I found difficulty how to manage the classroom and teach well because my mentor did not show me how to do that. She did not let me to see the way she teach in the class.

Q : How did you deal with the problem or the challenge?

A : Well, I make RPP. I think RPP really helped me in teaching because when I enter to the classroom, I know what I should do next, the materials, the method and the activity in the class. So I think RPP really help me a lot in teaching, and it solved the problem. Its really helped me a lot.

Q : Did your school mentor support or guide you when teaching practicum in the school?

A : Yes of course she did. She did support and guide me in making classroom administration like how to analyze *kalender akademik* and how to make *Program Semester*, *Program Tahunan* and also *Rincian Minggu Efektif*. I think that was why I really thank her because she really did guide me in making that administrations.

Q : What is your perception toward the help or guidance that school mentor gave you? Please explain!



A : I can say it was very helpful only in making class administration. Only in that way. Because I did not learn how to make *program semester*, *program tahunan* or *rincian minggu efektif*. I did not get it from my college, but I got that from her and she really guided me how to make it and taught me actually. And I really understood and I know how to make it. But, one thing that I only did not get from her that she did not let me to see the way she teach. So, I did not have a chance to see the real situation when she teach and manage the classroom.

Q : When you firstly came to the school, did your school mentor help you to adapt with the learning situation of the school?

A : Firstly when I came to the school, my mentor said “this first week, you have to observe the school first” so I did not have to enter to the class. Because all I need was just doing observation in the school like where is the library, the laboratorium and etc. And also she said to me that I have to prepare my class administration so she can see the progress. She did not accompany me, but she only said “you can just see around the school condition”.

Q : Did your school mentor provide you an example or guidance of teaching material and help you to design your own teaching-learning material?

A : Yes. Firstly I show mine, because she already had gave me a task to make mine first, and consult to her. After consultation, then she gave me suggestion and show me her class administration and how to make it suitable with hers, so I have to make a little revision in order to match with her guideline.

Q : After teaching in class, did your school mentor supervise and evaluate your teaching learning for improvement?

A : Yes. But the only suggestion that I got from her, she said that my voice was too small. I mean my voice should be louder.

Q : Since you were in the school, did your school mentor monitor your attendance and your activeness in carrying out the teaching practicum program?

A : Well, I can say not really, because she only call me if that was time for me to teach or asked about my class administration progress. Only for that. She did not really check my attendance.

Q : After completing your teaching practicum, all of you must conduct a final report. Did your school mentor check it out and provide suggestion for improvement overall?

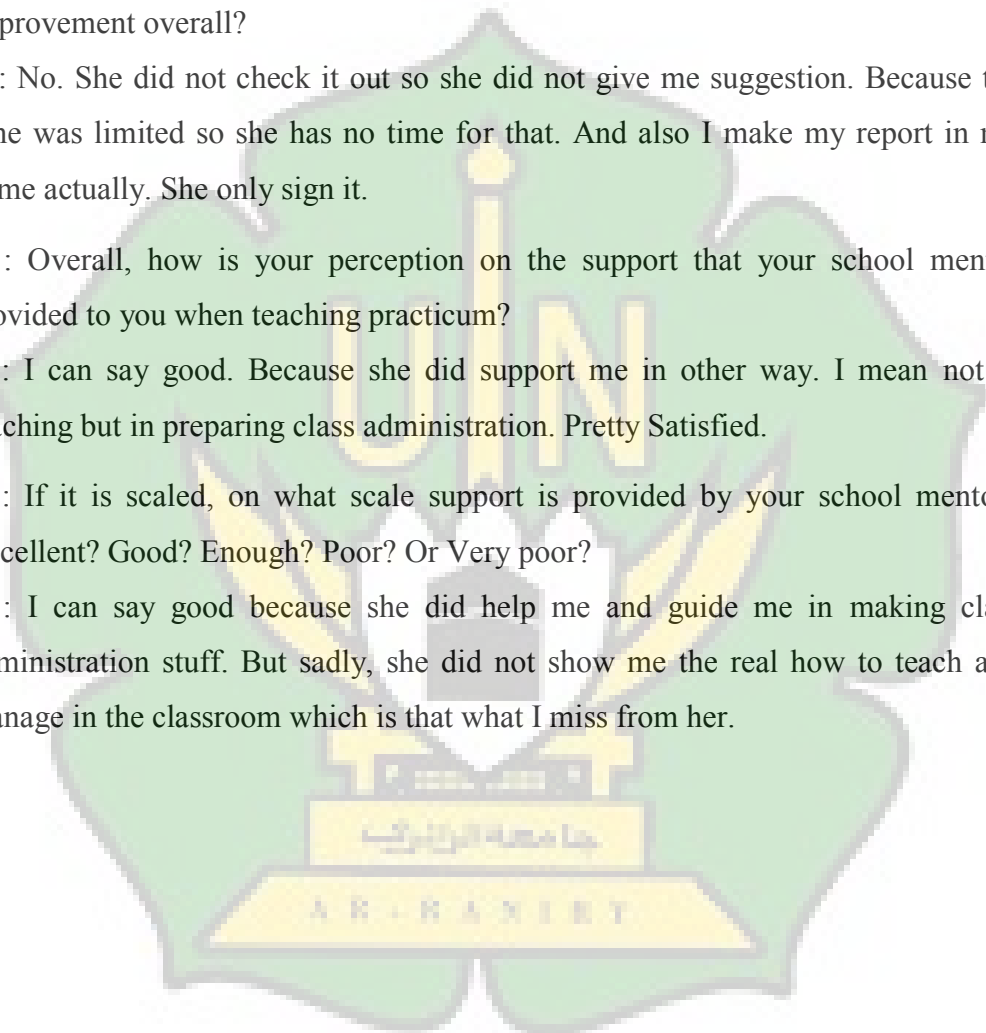
A : No. She did not check it out so she did not give me suggestion. Because the time was limited so she has no time for that. And also I make my report in my home actually. She only sign it.

Q : Overall, how is your perception on the support that your school mentor provided to you when teaching practicum?

A : I can say good. Because she did support me in other way. I mean not in teaching but in preparing class administration. Pretty Satisfied.

Q : If it is scaled, on what scale support is provided by your school mentor? Excellent? Good? Enough? Poor? Or Very poor?

A : I can say good because she did help me and guide me in making class administration stuff. But sadly, she did not show me the real how to teach and manage in the classroom which is that what I miss from her.



## INTERVIEW GUIDELINE

Interviewees : English Education Department Students of UIN Ar-Raniry

Respondent 1 : BAM

PPL School : MTsS Gelulungi, Aceh Tengah

Description of the school

“My School name is MTsS Gelulungi. It is located in Gelulungi village. My school has 40 students and only has 2 classes”

Q : Did you found any problem or challenge when teaching practicum in the school? What is it?

A : Yes, I found a problem. First, the problem was the student cannot read vocabulary, a little bit difficult to read in English, but I try it. The facility is not supported for example, when I forgot to bring my boardmarker and my school not provide it. The school also do not has a library. The students do not have dictionary. The student do not have textbook so I have to write it on whiteboard and explain one by one.

Q : How did you deal with the problem or the challenge?

A : I have to think and prepare everynight before teaching and consult with my supervisor and asking to my friend how to teach in English with our situation and I got it. My supervisor just said “Do not teaching too high because they do not really like study English and just teach the basic English”.

Q : Did your school mentor support or guide you when teaching practicum in the school?

A : Yes. My supervisor always guide me and give me some advises and motivation in teaching at our condition. In the first time, I was so frustration in teaching there but during the time I can adapt with the situation.

Q : What is your perception toward the help or guidance that school mentor gave you? Please explain!

A : Yes, my school mentor always give me guidance. My supervisor always asked to me “what is the problem?” and after teaching I always speak and share with my supervisor.

Q : When you firstly came to the school, did your school mentor help you to adapt with the learning situation of the school?

A : Yes. When I first come there, the supervisor come to the class and order me to sit in the class and see how she teach. At the first time, I was not teaching but my supervisor order me to come to class and see how she teach to the student and what material that give to the student.

Q : Did your school mentor provide you an example or guidance of teaching material and help you to design your own teaching-learning material?

A : She did not give me example of RPP but she asked me to make RPP and consulted with her. I made my own RPP. She just said “Do not too specific but in general because it will hard my student”.

Q : After teaching in class, did your school mentor supervise and evaluate your teaching learning for improvement?

A : Yes. Every after teaching, she always said that to do not use English and speak in English too much and do not push them too much, but just in general.

Q : Since you were in the school, did your school mentor monitor your attendance and your activeness in carrying out the teaching practicum program?

A : Yes, always. She always ask to me. For example, tomorrow I have class and teaching, so at the night she contact and text me “can you come for tomorrow or maybe do you have some agenda?”. She always ask to me. If I teach good, she gave me applause.

Q : After completing your teaching practicum, all of you must conduct a final report. Did your school mentor check it out and provide suggestion for improvement overall?

A : No, because my mentor can not make RPP, but they order me to make RPP. Then after I make, because of time and condition was not good, so I only submit it to her without check it anymore. She do not really understand about RPP.

Q : Overall, how is your perception on the support that your school mentor provided to you when teaching practicum?

A : overall was good, because she always give me sugesstion, evaluation and support me when teaching learning.

Q : If it is scaled, on what scale support is provided by your school mentor? Excellent? Good? Enough? Poor? Or Very poor?

A : I think overall the scale of my mentor is good. Why I say good? because if she can guide me to make RPP, I will give excellent scale.





## INTERVIEW GUIDELINE

Interviewees : English Education Department Students of UIN Ar-Raniry

Respondent 1 : MIA

PPL School : SMPN 18 Silih Nara, Aceh Tengah

Description of the school

“The school where I practicum/PPL was SMPN 18 Takengon. It is located in Takengon, Silih Nara, Kampung Baru. The situation of the school is quite good. For the environment is really good. And for the surface is also very good. And the student are of course nice”

Q : Did you found any problem or challenge when teaching practicum in the school? What is it?

A : Actually I did not find any problem. I mean not a difficult problem, only a small problem. Maybe about the facility like no projector and seldom use a media in teaching. Just teaching use a book and whiteboard.

Q : How did you deal with the problem or the challenge?

A : I bring my own laptop and then put it in front of the student and I show them. That was how the teaching run.

Q : Did your school mentor support or guide you when teaching practicum in the school?

A : Alhamdulillah I got a very kind and care supervisor. She always guide me in running this PPL program. She help me to finish it.

Q : What is your perception toward the help or guidance that school mentor gave you? Please explain!

A : As what I have said before, my supervisor was really good in guiding me to run this PPL program. She gave me a book of material. She also told me the point that what we have to teach in the class. After I out from the class, she always meet me and ask me about how was the class. She really cared to me.

Q : When you firstly came to the school, did your school mentor help you to adapt with the learning situation of the school?

A : The first thing when we arrived to the school, we met the headmaster first. And then the headmaster guiding us to meet our supervisor. And when we first met our supervisor, she very welcome.

Q : Did your school mentor provide you an example or guidance of teaching material and help you to design your own teaching-learning material?

A : Yes of course, she did it. First, she gave me her RPP and then she explain to me step by step how to design and arrange *Rincian Minggu Efektif* and *Prota*, *Prosem* and how to evaluate the student.

Q : After teaching in class, did your school mentor supervise and evaluate your teaching learning for improvement?

A : If every after teaching, she just came to me and met me and ask me how was the condition of the class. But for the evaluation, she did it only once a week, at the end of a week exactly.

Q : Since you were in the school, did your school mentor monitor your attendance and your activeness in carrying out the teaching practicum program?

A : Yeah. Beside she was my supervisor, she also our coordinator of PPL at the school. She always check our attendance, especially my attendance, because I was her practicum student everyday except Sunday.

Q : After completing your teaching practicum, all of you must conduct a final report. Did your school mentor check it out and provide suggestion for improvement overall?

A : Yes, she did it 3 times. The first was before I start to make my report. She told me how to design it. The second, I bring it to her but not finish at all so she check it. An the last, she check it again before she sign it.

Q : Overall, how is your perception on the support that your school mentor provided to you when teaching practicum?

A : It was really good I think. But, maybe the weaknesses was sometime she spoke in Gayonese and I confused. But she repeated it again in Indonesia. Sometime she forgot to speak with me in Indonesia and make me confused.

Q : If it is scaled, on what scale support is provided by your school mentor? Excellent? Good? Enough? Poor? Or Very poor?

A : I want to give her excellent. I want really say “thank you” to her. And she gave me best score in PPL program. I am so glad to get it.



## INTERVIEW GUIDELINE

Interviewees : English Education Department Students of UIN Ar-Raniry

Respondent 1 : AR

PPL School : SMA 6 Takengon

Description of the school

“I was in SMA 6 Takengon. The school is located in Semelit Mutiara. Semelit Mutiara is one of villages in Takengon. This school is so clean and the facility or infrustructure is good. This school has a library, a mushalla, some teachers room, administration room and conseling room etc. The total of student is 182 students. The total of class in this school is 9 classes”

Q : Did you found any problem or challenge when teaching practicum in the school? What is it?

A : Yes, I did. Of course I found some problems during teaching in this school. Some of them come from myself, some of them come from my mentor and some of them come from the students. The problem come the students is such as they sometime did not pay attention to me when I teach them and sometime they did not understand what I explained to them. The problem that come from my mentor such as they sometime did not check. I mean they did not pay attention to how I teach my student. The problem come from myself is sometime I got problem in handling my student and my class. Sometime I got challenge how to teach material. For example, when I need to teach them about passive voice, they did not even undertsand about simple present and simple past, how do they understand about passive voice?

Q : How did you deal with the problem or the challenge?

A : I sometime browsing how to teach the material easily and how to make the material easy to student and how to make them understand easily. And also about the lesson plan, sometime I got struggled in designing the lesson plan, so I just do browsing. That was what I did. If I got some questions, sometime I ask to my mentor and then ask the questions. For the problem that come from my mentor, I sometime

just do what I can do. For example, I did not understand how to handle the class because my mentor did not teach and tell me how to handle it, so I just do what I can do. So if they did not pay attention to me, I would tell them to keep silent and pay attention to me. I created my own way.

Q : Did your school mentor support or guide you when teaching practicum in the school?

A : I just remembered that when the first time I enter to the class, she told me that the students in the school are naughty. She told me that they will not pay attention to me if they got boring. She told me about the problem but she did not tell me the solution. She support me but she did not really support me.

Q : What is your perception toward the help or guidance that school mentor gave you? Please explain!

A : I think, she actually need to support her PPL student better. I think it was not good, because we are as PPL student need so many supports and guidances. So I think she need to be improved in supporting and guiding them.

Q : When you firstly came to the school, did your school mentor help you to adapt with the learning situation of the school?

A : She told me “if you need to do this, just go to this room. If you need to meet me, just go to this room”. She also told me how to deal with this class. For example, 1 IPS class, she said “They usually do this and this”. She also said “If you got struggle in designing the lesson plan, just looking for your friend’s lesson plan”.

Q : Did your school mentor provide you an example or guidance of teaching material and help you to design your own teaching-learning material?

A : She did. She gave me the textbook and also the attendance list of each class, first grade and second grade classes. She told me that “if you want to teach them and need some media, just tell me”. But during teaching in that school, I did not need any media. I just use the textbook, whiteboard and the boardmarker. Just it. She did not help me to design my own teaching-learning material.

Q : After teaching in class, did your school mentor supervise and evaluate your teaching learning for improvement?

A : She did not do that.

Q : Since you were in the school, did your school mentor monitor your attendance and your activeness in carrying out the teaching practicum program?

A : No, she did not monitor my attendance to the school. Who monitor me and my friends, another PPL student, was the principal. But to attend to the class and teach the class, she did.

Q : After completing your teaching practicum, all of you must conduct a final report. Did your school mentor check it out and provide suggestion for improvement overall?

A : Of course no. She just signed my lesson plan. She trust me that I did my best.

Q : Overall, how is your perception on the support that your school mentor provided to you when teaching practicum?

A : I think, she actually do the good one. But like you said before, she did not think about her responsibility, she did not really guide us and monitor us in doing this practicum. For example, she did not check the process of our learning and teaching process in the class. She also did not tell something that can make us to be improved and also she actually need to pay attention to us and her responsibility.

Q : If it is scaled, on what scale support is provided by your school mentor? Excellent? Good? Enough? Poor? Or Very poor?

A : If I choose one, I will choose enough.

## INTERVIEW GUIDELINE

Interviewees : English Education Department Students of UIN Ar-Raniry

Respondent 1 : NSB

PPL School : SMP 27 Takengon

Description of the school

“I was in SMP 27 Takengon. Located in Nosar village, Bintang. And the school has 3 classes, a computer laboratory and a canteen”

Q : Did you found any problem or challenge when teaching practicum in the school? What is it?

A : Yes. I must teach Gayonese language which is not my capacity because I am an English teacher.

Q : How did you deal with the problem or the challenge?

A : I try to do it. I order my student stand up and sing a song in Gayonese language.

Q : Did your school mentor support or guide you when teaching practicum in the school?

A : No, she only gave me the shcedule to teach in the class.

Q : What is your perception toward the help or guidance that school mentor gave you? Please explain!

A : I think my mentor should guide me from the beginning of PPL until finish. But there was nothing.

Q : When you firstly came to the school, did your school mentor help you to adapt with the learning situation of the school?

A : No. At the first day, she did not come to the school. So I adapt with my own self.

Q : Did your school mentor provide you an example or guidance of teaching material and help you to design your own teaching-learning material?

A : No, she did not give me the example of RPP. And she also did not help so I design it by myself, but she want my RPP.

Q : After teaching in class, did your school mentor supervise and evaluate your teaching learning for improvement?

A : No, she only come 3 days when I PPL at the school.

Q : Since you were in the school, did your school mentor monitor your attendance and your activeness in carrying out the teaching practicum program?

A : No, but the coordinator of the school checked it.

Q : After completing your teaching practicum, all of you must conduct a final report. Did your school mentor check it out and provide suggestion for improvement overall?

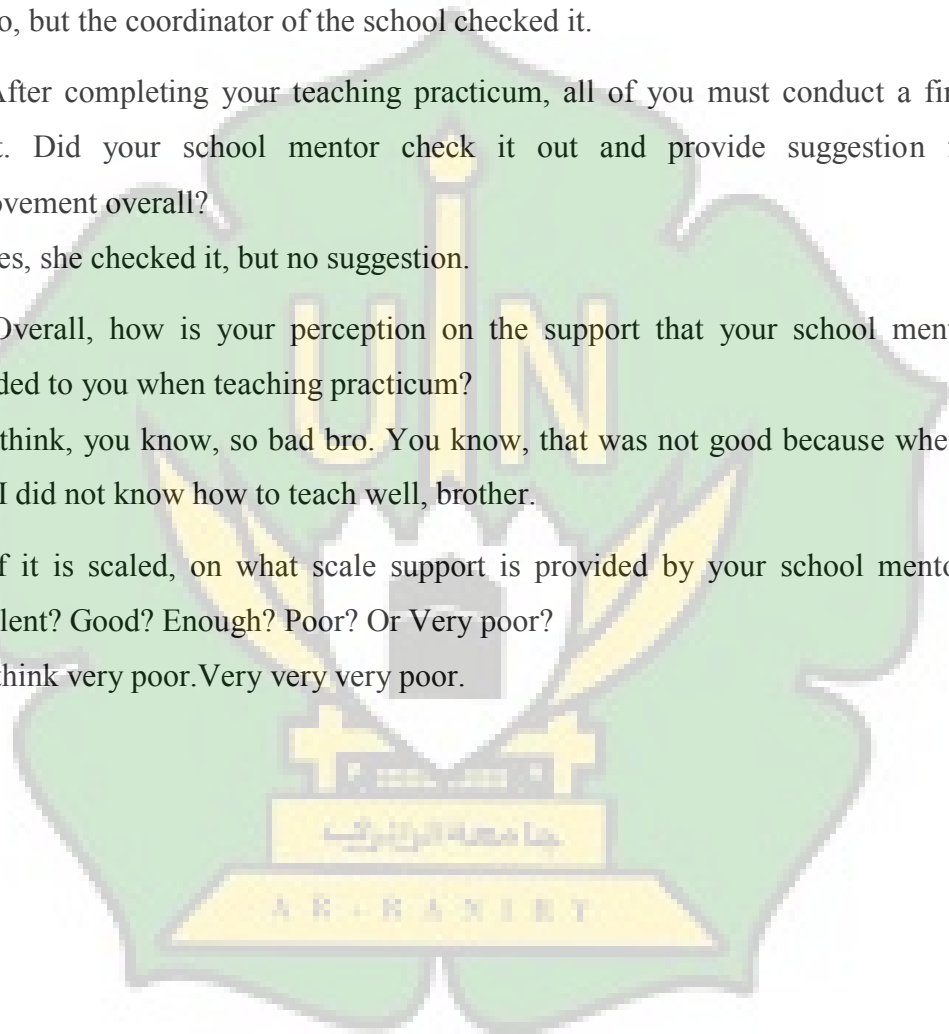
A : Yes, she checked it, but no suggestion.

Q : Overall, how is your perception on the support that your school mentor provided to you when teaching practicum?

A : I think, you know, so bad bro. You know, that was not good because when I PPL, I did not know how to teach well, brother.

Q : If it is scaled, on what scale support is provided by your school mentor? Excellent? Good? Enough? Poor? Or Very poor?

A : I think very poor. Very very very poor.





## INTERVIEW GUIDELINE

Interviewees : English Education Department Students of UIN Ar-Raniry

Respondent 1 : SR

PPL School : MTsS Nurul Iman, Aceh Tengah

Description of the school

“The name of school is MTsS Nurul Iman. The location is in Lelumu village, Pegasing. Actually this school is a foundation of Nurul Iman, and its also an orphanage. The school does not has many students, its only 11 students. Because I teach class 3, its only has 4 students. The situation is they are discipline on going to school but sometime when the break time, they go out from the school if there is no teacher in charge. And when we ask them to enter to the class, they did not care. Maybe it caused by that they are orphan so they has less sensitive feeling to what we say”

Q : Did you found any problem or challenge when teaching practicum in the school? What is it?

A : Actually I found many problems because when I teach and then I ask them “Do you understand what I teach?”, I did not know whether they understand or not. I think that was a big problem because I did not know whether they understand what I teach, whether they understand or not what the material. I think, they have no motivation for studying. That is why they did not care what teacher teach. They have paid attention to what we teach, but it seems like they did not care. When I asked them many times one by one “do you understand?”, they just smile and did not give other answer or response.

Q : How did you deal with the problem or the challenge?

A : Because of I did not know whether they understand so I ask them one by one to stand in front of the class and explain what I have teached to make sure they understand or not. Some of them understand what I teach. But when I ask again in the next week, they did not answer it. But when I ask them one by one again, some of them understand what I teach.

Q : Did your school mentor support or guide you when teaching practicum in the school?

A : Before teaching my student, my mentor also explain the situation of the student. She told me that the student very difficult to understand. But during the teaching learning process, my mentor did not monitor and supervise what I teach in the class. So I just like did not controlled by her. She sometime ask me how the learning process but she never in the class when I teach.

Q : What is your perception toward the help or guidance that school mentor gave you? Please explain!

A : It was really helpful actually. But after the class, she gave a comment “you should be more energetic in teaching!”, but she never saw how the class when I teach. she made clear that these students were difficult and these students were not. But if in the real, she did not know where I was lacking because she never saw me teaching. She was just wondering about it. But even if she asked, I would just say it to her at a glance, because she never know how the real condition of the class.

Q : When you firstly came to the school, did your school mentor help you to adapt with the learning situation of the school?

A : Yes, of course. Firstly, she explained the situation of the students. She introduced me to the student that I was one of PPL teacher. But I remembered that the first day in the school, she did not come to the school. But the principal introduced me to the students.

Q : Did your school mentor provide you an example or guidance of teaching material and help you to design your own teaching-learning material?

A : My mentor only gave me the material book and then I take some photos of it what should I teach for this class and this class. For the teaching learning material, I prepared them all by myself and designed my own teaching learning. My mentor only gave the material what I should teach in the class. I only continued what I have to teach to them. She only corrected my teaching learning material after the class.

Q : After teaching in class, did your school mentor supervise and evaluate your teaching learning for improvement?

A : She only asked the situation during teaching learning process sometime. Honestly, she did not really give me any comment during the teaching and learning process for a month. But at the end of PPL program, she gave me some comments in my evaluation book of PPL. But, after I teach the student, she never comment because she never control my teaching.

Q : Since you were in the school, did your school mentor monitor your attendance and your activeness in carrying out the teaching practicum program?

A : Yes, she did it for my attendance, but for my activeness, she did not.

Q : After completing your teaching practicum, all of you must conduct a final report. Did your school mentor check it out and provide suggestion for improvement overall?

A : As I said before, she only checked and comment it at the end of PPL.

Q : Overall, how is your perception on the support that your school mentor provided to you when teaching practicum?

A : Good, but like what I have said before. Maybe it was good that she did not control my teaching so I would not become nervous in the class. But sometime it also necessary to control our teaching for improvement. And based on my experience, she never control my teaching. But she gave me her support eventhough I must start the conversation first. Maybe because this was the first time for her becoming a school mentor. At the first meeting, she said that she did not really understand how to be a mentor so if I need something, just ask her. It was not all of her mistake, because maybe she has no experience being a mentor.

Q : If it is scaled, on what scale support is provided by your school mentor? Excellent? Good? Enough? Poor? Or Very poor?

A : Maybe enough. The reason is what I already said earlier.

## INTERVIEW GUIDELINE

Interviewees : English Education Department Students of UIN Ar-Raniry

Respondent 1 : ZM

PPL School : MTsS Maqamam Mahmuda Bebesen, Aceh Tengah

Description of the school

“So I start intership teaching in MTsS Maqamam Mahmuda located in Bebesen, Aceh Tengah. It is an islamic boarding school”

Q : Did you found any problem or challenge when teaching practicum in the school? What is it?

A : I think a lack of inside from the student because they lack of reading habit in that boarding school. They also left behind in English.

Q : How did you deal with the problem or the challenge?

A : I teach them the basic English and tell them some motivations so they can read in English

Q : Did your school mentor support or guide you when teaching practicum in the school?

A : They kind of abuse us. Its like they use us to teach every class and they just keep arest and get lazy without teaching their kids without saying anything and instruct anything just said “teach this class, teach this class, and teach in this class” just it. Give the book material. Just it.

Q : What is your perception toward the help or guidance that school mentor gave you? Please explain!

A : Abusely she used us. She used us like her private assistant. She supposed to teach us and train us, but she used us. But she really kind in giving score though. The score is like salary, you know!?

Q : When you firstly came to the school, did your school mentor help you to adapt with the learning situation of the school?

A : No, she just give the schedule and material, show me where is the class, tell how about the class and then just teach by ourselves. Standing on my own feet and teaching them without companion from the supervisor.

Q : Did your school mentor provide you an example or guidance of teaching material and help you to design your own teaching-learning material?

A : She gave us the package book or textbook but we do the RPP or lesson plan by ourselves. She did not help me at all.

Q : After teaching in class, did your school mentor supervise and evaluate your teaching learning for improvement?

A : No, she just ask us “how was the class?”, just it. “oh the class is good the kid is nice. Some the kid is nice some the kid is not”, “oh yaah”, pep talk. Maybe some suggestions, a little suggestions about the kid which is maybe quite naughty or something like that. But they did not evaluate about the school and material. They use us to teach their class and they can get rest and get lazy at their house and we were the student (practicum), we teach them (the student of the school).

Q : Since you were in the school, did your school mentor monitor your attendance and your activeness in carrying out the teaching practicum program?

A : Yes, they instructed us to make like a daily journal and give it to her at the end of the day. Daily journal like what we teach today and how many students attended to the class and how many is absent. Monitor the activity. Just it.

Q : After completing your teaching practicum, all of you must conduct a final report. Did your school mentor check it out and provide suggestion for improvement overall?

A : No, she just swallow it. Just like that. I think she did not know how to make a RPP or lesson plan.

Q : Overall, how is your perception on the support that your school mentor provided to you when teaching practicum?

A : Lack of support and guidance. Just it. A lot of lacks. I am okay with that. But unless she gave us a big score so I am okay with that. Because our school demand

us require big score so I am okay with that, because that is how the system. The score is everything in UIN Ar-Raniry. It is not about how your intelligent, it is not about your inside it is not about your public speaking, but score.

Q : If it is scaled, on what scale support is provided by your school mentor?  
Excellent? Good? Enough? Poor? Or Very poor?

A : I say poor. But if you add the score in this situation, I would say enough.



## INTERVIEW GUIDELINE

Interviewees : English Education Department Students of UIN Ar-Raniry

Respondent 1 : YB

PPL School : MTsN 2 Aceh Tengah

Description of the school

“I have finished my PPL program at MTsN 2 Aceh Tengah. Located at Pinangan village, Kebayakan, Aceh Tengah. The school is so beautiful school and have a lot of the facility. At this school we have a complete facility and have 12 classes. Each grade for example, for first grade we have 4 classes, for the second grade we have 4 classes and for the third grade we have also 4 classes”

Q : Did you found any problem or challenge when teaching practicum in the school? What is it?

A : In the school, I did not get any problem. But, I got a little problem with the student in teaching learning. Because this student did not have a lot vocabulary of English.

Q : How did you deal with the problem or the challenge?

A : Every I come to the class I give them 5 minutes to remember 5 vocabulary at least. Everyday when I have a subject in their class.

Q : Did your school mentor support or guide you when teaching practicum in the school?

A : Yes. For the first time when I come to the school, my mentor help me and introduce me this is my classroom and tell me this is the headmaster room and etc.

Q : What is your perception toward the help or guidance that school mentor gave you? Please explain!

A : My mentor said to me to enjoy this classroom because I only had a big problem with that class. I difficult to remember which class is it, I think it is 2-4 class.

Because it has very naughty students. Because there is so many boys than girls. Only a few students who paid attention to the teaching that was taught by me.

Q : When you firstly came to the school, did your school mentor help you to adapt with the learning situation of the school?

A : Yes. In the first time, she gave me her module and her administration of learning and teaching. And then show “In this classroom you have to do this one, and this class you have to do this one”. Because I teach 3 classes and I did not know the method of the class because it is based on the student.

Q : Did your school mentor provide you an example or guidance of teaching material and help you to design your own teaching-learning material?

A : Yes, she also helped me to design my RPP and checked my teaching administration.

Q : After teaching in class, did your school mentor supervise and evaluate your teaching learning for improvement?

A : For the evaluation not really because we did not focus on evaluation. She just focus on how I teach I the classroom. When I teach my students in the classroom, my mentor did not check how I teach them. Only in the first time and the last time of PPL program. Only twice.

Q : Since you were in the school, did your school mentor monitor your attendance and your activeness in carrying out the teaching practicum program?

A : Yes of course. Every single day she check my attendance how about me and where I am. And if she did not come at one day, she ask me am I come to the class on time or not, am I prepared the material or not. Did I give the student a homework.

Q : After completing your teaching practicum, all of you must conduct a final report. Did your school mentor check it out and provide suggestion for improvement overall?



A : Yes, my mentor checked it and she has to revise it. My mentor checked my report of PPL and where she found mistake, she said “you do not have to put this. You put this”. And then she moves something what incorrect and she add something what it should. This was very interesting one in PPL program.

Q : Overall, how is your perception on the support that your school mentor provided to you when teaching practicum?

A : Firstly, I think she is very smart teacher because she has finished master degree. Because in the teaching, she become very expert. But she still like other common teacher based on experience of textbook and teaching administration. She said to me “Do not focus on teaching administration because the time is not effective”. Because the student do not like study english. As you know, there is no interesting of English come from student.

Q : If it is scaled, on what scale support is provided by your school mentor? Excellent? Good? Enough? Poor? Or Very poor?

A : I think she is at between, not in really good but not excellent. But based on the best experience at the school, I want to put excellent.

