

EFL Pre-Service Teachers' Attitude towards PPL Program through Teacher Attitude Inventory

Siti Azizah Nur Astuti ¹, Dila Charisma ², Hanif Nurcholish Adiantika ³

¹Universitas Muhammadiyah Cirebon ; sitiazahnurastuti03@gmail.com

²Universitas Muhammadiyah Cirebon ; deela1985@gmail.com

³Universitas Muhammadiyah Cirebon ; hanifadiantika@gmail.com

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*Correspondence: Siti Azizah Nur Astuti

Email: sitiazahnurastuti03@gmail.com

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Abstract: The present study is an investigative one which aims at studying the attitude towards PPL program of EFL pre-service teachers. EFL pre-service teacher refers to those who have worked in one profession, such as training or education. PPL activities do not necessarily foster the interest and readiness of students to become teachers. The present study aims to compare the attitude of male and female EFL pre-service teachers towards PPL program. This study employed quantitative approach by using statistical technique as mean, standard deviation, and independent sample t-test. The population in this study amounted to 30 students (8 males and 22 females). The data were collected through the Teacher Attitude Inventory (TAI) developed by Ahluwalia (1971). It is a 90 items on 5 point Likert type scale as strongly agree (SA), agree (A), undecided (U), disagree (D), strongly disagree (SD). After the research data was collected and analyzed, the result showed that compare the attitude of male and female EFL pre-service teachers.

Keywords: Attitude; PPL program; EFL pre-service teachers

INTRODUCTION

English as a foreign Language (EFL) education has been a source of worry around the world, prompting request for pre-service EFL teachers' techniques to be reformed in order to improve teaching and learning standards Liskinasih et al [1]. The term 'EFL pre-service teacher refers to those who have worked in one profession, such as training or education, before moving on to another Safitri [2]. Based on definition above, it can be conclude that a pre-service EFL teacher works to enhance standards and learning by influencing teachers. In other terms, EFL pre-service teacher is a job in the training or education industry.

PPL (*Praktik Pengalaman Lapangan* or school internship) is a field activity conducted by students as teaching experiences in college to fulfill the requirements for the establishment of their profession Luh et al [3]. PPL (*Praktik Pengalaman Lapangan*) is a subject that is attended by all teaching students, including English Department students Fitria et al [4] The implementation of this subject is different from the others in college activities on campus both theory and practice. These subjects are directly applied to schools to provide teaching experiences to students like other activities. Therefore, an English Department student as EFL pre-service teachers must participate in practical field experience activities in the subject on campus to meet the requirements for the formation of the profession. These activities are taught directly in schools such as teachers in general.

A professional teacher is an educator who has competence and commitment to their profession. These competence are teaching competencies in a person who has the knowledge, skills, and experiences to be applied with full responsibility in carrying out teaching assignments Maipita and Mutiara [5]. Based on Law

No. 14 of 2005 concerning Teachers and Lectures, Chapter IV Article 10 states that several competencies must be possessed by a teacher. These competencies are (1) pedagogic competence (2) personality competence (3) professional competence, and (4) social competence.

According to Soibamcha and Pandey [6], an attitude is a mental or neural state of readiness that is organized through experience and influence an individual's response to all things and events with which it is associated. Furthermore, individuals' prevailing inclination to respond favorably or unfavorably at the object, person or group of individuals, institutions or events is referred to as attitudes Soibamcha and Pandey [6]. In short, an attitude is a behavioral readiness of a person to respond to situations and objects.

In addition, Nanak et al [7] in their study stated that the impact of teaching must be felt on the student's behavior, personality, values, and attitude. Maintaining a positive classroom atmosphere requires a positive attitude. The focus of this study is on teachers' attitudes toward their profession used teacher attitude inventory (TAI). It means demonstrates that a teacher's or prospective teacher's attitude is crucial to their success in the teaching profession. Based on the research result of the study, it is extremely beneficial to understand teacher's attitudes regarding the teaching profession.

Meanwhile, Ali and Equbal [8] in their study stated that anyone's attitude toward their immediate surroundings is referred to as their attitude. Educationists and experts have identified one of the most important factors in successful teaching and its consequence as one's attitude toward the profession of teaching. The focus of this study is on the relationship between attitude and satisfaction of the job used teacher attitude inventory (TAI) and scale developed by Dr. Meera Dixit. The results in this research showed that gender school teachers differ significantly in their teaching attitude levels. The finding of this research showed the teachers of the Kannauj district show a positive attitude regarding their teaching profession.

Based on the preliminary research, the probability of implementing PPL (*Praktik Pengalaman Lapangan*), students still make mistakes when teaching, such as their being still awkward in front of the class, difficulty to manage the classroom, and lack of class management mastery. Although students are in the English Department, but not all students want to be a teacher. Even students also do not have readiness to become a teacher.

EFL pre-service teacher works to improve the standard of living and learning. Then, the PPL program is the activity of directly teaching in schools. Furthermore, as EFL pre-service teachers, they are required to participate in the PPL program as established by the university policies. They must also possess the competencies listed in the Constitution as EFL pre-service teachers. For this reason, the researcher also wants to research the attitude of EFL pre-service teachers towards PPL program through teacher attitude inventory (TAI). The first researchers focus on the attitude of elementary and secondary teachers, and government and private school teachers. Then, second researchers focus on the job satisfaction. Therefore, this study focuses on the attitude of males and females EFL pre-service teachers towards PPL program with the aim of to compare the attitude of males and females EFL pre-service teachers towards PPL program.

METHOD

In the present study, the researcher intends to compare the attitude of males and females EFL pre-service teachers towards PPL program. Thus, descriptive survey method was used.

Research design

In this case, a descriptive statistical design is used in quantitative research.

Population, Sample, Sampling

The population is the parent group from which a sample is to be created, and it refers to the complete mass of observation. For the purpose of this study, the population consisted of Pre-service teachers from the Faculty of Teacher Training and Education. The study was limited to English Department EFL pre-service teachers. A sample is a representative of a population chosen for observation and analysis. Based on the characteristics of the sample, certain conclusions about the population from which the sample was drawn can be drawn. This present study's sample will consist of 30 EFL pre-service teachers, with 8 males and 22 females.

Instrument

The researcher administered structured questionnaire to the sample of the study to compare of males and females EFL pre-service teachers' attitude towards PPL program through Teacher Attitude Inventory by Dr. Ahluwalia. Teacher Attitude Inventory has been developed by Dr. S. P. Ahluwalia (1971). It consist of 90 statements, consisting of six sub scales, aimed to identify the professional attitude of teachers. Each subscale has 15 statements which identify the attitude towards: (i) Teaching profession, (ii) Classroom teaching, (iii) Child centered practices, (iv) Education process, (v) Pupils, and (vi) Teachers.

The inventory is in Likert format with five response option as Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. There are two types of statements in every dimensions is favorable and unfavorable. The scoring scheme for the inventory is as follows:

Table 1. The Scoring Scheme

Alternative Response	Dimension	
	Favorable	Unfavorable
Strongly Agree (SA)	4	0
Agree (A)	3	1
Undecided (U)	2	2
Disagree (D)	1	3
Strongly Disagree (SD)	0	4

RESULTS AND DISCUSSION

The study was conducted at English Department in one of the University in Cirebon. There are 30 EFL pre-service teachers and consist of 8 males and 22 females. A structured questionnaire was used to determine the level of attitude of EFL pre-service teachers. The result of questionnaire scores are the data obtained in this study. Respondents took the test in the form of statements that were answered using a Likert scale. The test questions are given directly to EFL pre-service teachers by using a google form and then focusing on the result that have been analyzed. The information was then evaluated using descriptive statistics. An independent sample t-test with a significance level of 5% or 0.05 is used to conduct the hypothesis test.

Table 1. Statistics

		Statistics	
		Gender	Level of Attitude
N	Valid	30	30
	Missing	0	0

Based on Table 1, valid data it is clear that there are 30 participants based on gender who have filled out the questionnaire. The participant consist of 8 females and 22 females of EFL pre-service teachers.

Table 2. Descriptive Statistics

Group Statistics						
		Gender	N	Mean	Std. Deviation	Std. Error Mean
Level of Attitude	Males		8	2.5000	.92582	.32733
	Females		22	2.5909	.73414	.15652

Based on Table 2, the description of the data from the survey method using questionnaire scores of obtained data from 30 students that the mean scores of EFL pre-service teachers male and female are 2.5000 and 2.5909 with standard deviation of 0 .92582 and 0.73414 respectively. Furthermore, the standard error mean of 0.32733 and 0.15652.

The result was obtained from 30 EFL pre-service teachers who had filled all questionnaire honestly. The questionnaire was named Teacher Attitude Inventory by Dr. S. P. Ahluwalia (1971). It consist of 90 statements, consisting of six sub scale aimed to identify the professional attitude of teachers. Each subscale has 15 statements which identify the attitude towards; teaching profession, classroom teaching, child centered practices, educational process, pupils, and teachers.

Based on “Independent Sample Test” output table in the “Equal variances assumed” section, the value of sig. (2-tailed) Of 0.782 > 0.05, because the value of sig. (2-tailed) is greater than 0.05, so as the basis for decision making in the independent sample test, it can be concluded that hypothesis 1 is accepted. Thus, it can be stated there is no significant difference between the attitude of male and female EFL pre-service teachers towards PPL program.

The findings show that attitude does not look gender. And these match the opinion of Soibamcha & Pandey (2016) that an attitude is a behavioral readiness of a person to respond to situations and objects. The person in question can be males and females.

Table 3. Independent Sample Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Level of Attitude	.784	.383	-.280	28	.782	-.09091	.32470	-.75602	.57420
Equal variances assumed									
Equal variances not assumed			-.251	10.386	.807	-.09091	.36282	-.89528	.71346

HYPOTHESIS 1: There is no significant difference between the attitude of males and females EFL pre-service teachers towards PPL program.

CONCLUSION

Based on the result of the study, it was shown that there was no effect of the PPL program on the attitude of EFL pre-service teachers male and female. Thus, the PPL program should not be an activity that becomes an obstacle for EFL pre-service teachers in improving their teaching profession. However, the PPL program is an alternative solution to increase the level of attitude of EFL pre-service teachers to produce their readiness in teaching profession. Despite the shortcomings of this research, so for the further studies the researcher may be would the same study can be conducted on the larger sample at the university level.

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