

Chapter Two

The Literature Review

Second chapter is a literature review. In this chapter, the researcher discusses the theories related to this topic. The theories include the internship program, motivation, motivation in doing the internship, and factors that influence students' motivation in doing internship. Moreover, this chapter also presents the related studies and the conceptual framework.

Internship Program

This sub-chapter discusses the definition of internship program, the purpose of an internship program, the activities of internship program, significance of internship program, and internship program at English Language Education Department of UMY.

In this paragraph, definition of internship will be elaborated. Merritt (2008) defines internship as student's experience in doing some practices related to their profession in the future. The students are doing an internship based on their major, for example, when the students learn about accounting, they will do the internship in bank or a finance department. Moreover, Frederick (2012) also explained that "internship is a central component of experiential education, or learning by doing" (p. 68). Internship program gives an experience for the students about the real world. Besides, by doing internship program, the students are learning through real events and experiencing real problems at work.

The aim of university that held an internship program is to prepare the students' career. By doing an internship program, the students can develop their experience, new

skill; attitudes and behavior (Merritt, 2008). There are some purposes in doing the internship program. According to Hamaidi (2014), the aims of doing an internship are to develop student-teachers' skills and student-teachers' competencies in teaching, such as managing a classroom, teaching strategy, interacting and communication with students and about teaching aids. More specifically, based on internship manual of English Language Education Department of Universitas Muhammadiyah Yogyakarta (2016), the objectives of doing the internship are to develop student-teachers' pedagogic competencies, to develop their teaching abilities or to introduce the real classroom situation, and to give the experience about teacher's task. So, the English Language Education Department of Universitas Muhammadiyah Yogyakarta is giving an opportunity for the student-teachers to develop their skills in teaching students.

In doing internship program, the students should do some activities. True (2002) mentioned six of them. The first activity is the students are performing about the laboratory test. After doing some test, the students should explain and present the result. Then, the students should write handbook. Third, the students are conducting a survey. The students should do a survey to know the condition, and the problems. Fourth, the students make academic lesson plan. Next, the students are working with people, such as a manager, or senior doctors, or other teachers. Last, the students should take a part on some event.

Internship can be beneficial for the students in some aspects. According to Schambach and Dirks (2002) internship gives students chance to increase their experience in a work life. Internship can increase student motivation, improve long term maintenance, and lead to a greater intelligence of personal achievement. So, internship

is an activity that the students can feel the real work. Moreover, the benefits of doing internship are working in organization setting can increase students' soft skill, such as increasing their communication ability, social interaction, and the ability for solving the problem in internship. Furthermore, the students are more confident and more responsible (Schambach and Dirks, 2002).

There are some benefits from joining the internship program. The beneficial of internship according to Schambach and Dirks (2002) are internship gives students chance to increase their experience in a work life, internship can also increase student's motivation, improve long term maintenance, and lead to a greater intelligence of personal achievement. Hamaidi (2014) stated that "practicum helps student-teachers to understand the real world of teaching and let them know about problems and difficulties of teaching that may face them in the future" (p. 2).

Because of internship gives a lot of advantages for the students, Universitas Muhammadiyah Yogyakarta holds an internship program for their students, specifically for English Language Education majors. Internship program is an important subject for the student of English Language Education Department. The student-teachers conduct the internship program in some stages. The odd semesters, the student-teachers are getting information and background knowledge from supervisor teacher. Then, in even semester, the student-teachers have to teach the students. By doing an internship program, the student-teachers can practice their knowledge to in a real life situation. There are some activities that student-teachers should do in the internship program; the first is getting basic information about the school and the students of the school. Second, the supervisor teacher will teach and guide the student-teachers to make a

lesson plan. Third, the students will have a consultation session about their lesson plan. Last, the student-teachers will start to teach students in a real classroom situation.

From the explanation above, the advantages of internship are the students can be more confident; they will have a brilliant career for their future because they have a lot of experience. The students can know how to work in a real situation. The students can solve their problems when they are having a problem in their career. The students can also increase their communication ability. Moreover, the student-teachers will know how to be a real teacher. The student-teachers will know how to make a lesson plan, how to handle the class, and how to make a good interaction with other teachers.

Motivation

In this sub-chapter the researcher will discuss about the definition about motivation. Second is about types of motivation including the definition of the intrinsic motivation and extrinsic motivation. Last is about factors in intrinsic and extrinsic motivation.

Motivation is an important thing for doing some activities. If the students want to get the best result, the students should have a motivation; especially a high motivation. Sebnem (2006) said that motivation is the internal factors that give a command for someone to do something to achieve their purpose. It means that when students want to reach their goal; students need to have a motivation. Furthermore, Lai (2011) defined that “motivation as the attribute that moves us to do or not to do something” (p. 4). Motivation is giving a command for the students to do something or not to do something. In general, when the students want to do something, it means that

the students are motivated. Yet if the students do not want to do something, it means that they are unmotivated.

Furthermore, there are a lot of types of motivation. However, the researcher will only limit the types of motivation into two types. According to Lucas (2010), there are two general types of motivation. They are intrinsic motivation and extrinsic motivation. Intrinsic motivation is based on the students' self willingness and extrinsic motivation is based on the students other motivation factors.

Intrinsic Motivation. According to Lucas (2010) intrinsic motivation occurs when students feel enjoyable and satisfied in doing some activity. This motivation is from students themselves. The students that have an intrinsic motivation will study hard and reach a new experience, because they are doing something in a situation that they enjoy. Furthermore, Reiss (2012) stated that “intrinsic motivation is most commonly defined as doing something for its own sake” (p. 3). Thus, the students do something in learning for their own interest, because the students need and want to do it (Reiss, 2012).

The students that have an intrinsic motivation become successful students in the class, because they can improve themselves to be a better person, especially in students' psychological aspect (Froiland, Oros, Smith & Hirschert, 2012). Froiland et al. also said that intrinsic motivation help them to have more respect with other person and with the environment. Intrinsic motivation also can make a positive school environment; it can make students and the staff more comfortable and enjoy the situation.

There are some factors that can increase students' motivation. Sebnem (2006) explained that “competence and autonomy are the important issues on intrinsic

motivation. Social-contextual events such as feedback, communications, rewards which cause feelings of competence foster intrinsic motivation” (p. 6). So, we can conclude that when the students get a feedback, they can make that feedback become a reflection and they can be better students. On the other hand, when the students get rewards from the teachers, they feel happy and it can increase their motivation. Therefore, reward and feedback enhance internal motivation in doing internship.

Intrinsic motivation is based on the internal factors. Osabiya (2015) explained that intrinsic motivation is related to psychological reward, such as receiving opportunity, appreciation, and good recognition. So, intrinsic motivation is based on the students satisfaction because of they get reward and appreciation.

Extrinsic Motivation. According to Ryan and Deci (2000) “extrinsic motivation is different with intrinsic motivation, intrinsic motivation is when the students doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value” (p. 7). Extrinsic is motivation from outside factors. According to Ryan and Deci (2000), extrinsic motivation experience by the students that will get a reward or a punishment. So, extrinsic motivation is based on the outside students’ factors. Factors that can make students have a high or low motivation.

There are four types of extrinsic motivation based on the degree of internalization. Oleti (2014) stated that the first type of extrinsic motivation is “external regulation, which is connected to those actions purely motivated by external rewards or constraints” (p. 4). Second, interjected regulation is a responsible for those activities which are internalized; we learned how to behave in an expected way. The next type of regulation is when the students think that some value is important for them. Last,

“integrated regulation is the most self-determined type because of the complete integration of adopted values and one’s sense of self” (Oleti, 2014), this regulation is based on the students themselves.

Extrinsic can be influence by several factors. According to Osabiya (2015), extrinsic is related to a real reward, such as a good work environment, and good service. If there is a students who unmotivated in doing the internship program, the teachers should make a good environment for those students. Based on the researcher experience and by doing observe student-teachers when doing an internship, the extrinsic motivation factors are facilities, teacher supervisor, the rules, and the students.

Motivation in Doing Internship

In doing an internship program, the students need to have a motivation. Lai (2011) stated that “Motivation refers to the reasons underlying behavior” (p. 5). Because the internship gives a lot of advantages for student-teachers, the students need to have a motivation. Especially a high motivation. When the student-teachers have a motivation, they can get a lot of experience from internship program. Student-teachers will know how to be real teachers later on.

There are several characteristic of the students that have high motivation, Wæge and Pantziara (2009) stated that first, the student-teachers believe that they are capable in doing internship. The students also believe that they can do well in internship program. Usher and Kober (2012) said that higher motivation of learn is not only increase students’ academic performance but also increase their greater understanding, self-esteem, social connection, and self-satisfaction with school. So, the student-teachers who have higher motivation are usually more aware with the classroom and school

environment when they are doing an internship program. Furthermore, high motivation also increases students-teachers' self-confidence in teaching practice, so the student-teachers can improve their teaching ability.

On the other hand, Usher and Kober (2012) said that the student-teachers who have a low motivation are difficult to improve their academic achievement. Even though, the supervisor teacher implements an easy teaching method. The students are still unmotivated in doing internship program. The student-teachers that have a low motivation can influence the other student-teachers to become unmotivated too. According to Jim (2012) there are several reasons why the student-teachers are unmotivated. The first, the student-teachers is unmotivated because she or he cannot do assigned work. The student-teachers that cannot do assigned work; they feel down and lose their self-confidence. Second, the student-teachers are lack of confidence because he or she cannot do the assigned work. The students that lack of self-confidence will decrease their motivation. Last, the student-teachers are unmotivated because he or she lacks a positive relationship with the teacher. The student-teachers need attention and respect from the teacher, but not every teacher can give attention to their student-teachers. So, the student-teachers will feel that the teacher does not respect them.

Factors that Influence Students' Intrinsic Motivation in Doing Internship

The factors that influence student-teachers' intrinsic motivation in doing internship is self-confidence. Makiko (2008) explained that self-confidence is very important while conducting internship program, because when the students teach in front of the class they need self-confidence to present themselves well. Makiko (2008) stated that "once students upgrade their self-confidence, it progressively extend, they

get a success experience and satisfying in a good relationship” (p. 14). It means that when the students can improve their self-confidence, they can get more experience in doing internship program because they do not feel shy to express what they want to do. Moreover, when they feel confident in doing internship program, they can make a good relationship with the other students or with other teachers.

The second is experience of success and satisfaction (Makiko, 2008). Experience of success and satisfaction can create a new goal. The people who have succeeded and satisfaction will communicate with the other person in a good way. Makiko (2008) said that external motivation can be improved by teachers’ positive comments. The teacher should praise the students’ performance in order to make the students feel success. A compliment from teacher-supervisors for students who are becoming better in the internship may be the indication to see whether they are already succeeded the internship. When student-teachers are succeeded in doing internship, they feel satisfied with themselves and they may have a high motivation in the next internship as the result.

Factors that Influence Students’ Extrinsic Motivation in Doing Internship

There are two factors that can influence student-teachers’ extrinsic motivation level in doing the internship program (Makiko, 2008). There are good relationships between students and teachers and among students. The first factor that can influence extrinsic motivation is a good relationship between students and teachers. The teachers have to expand a mutual relationship with their learners (Makiko, 2008). The things that teacher should do to expand a mutual relationship are the teachers need to understand the students’ background, such as their different interests, their aims and their different

personalities. It means that when the student-teachers of English Language Education Department of Universitas Muhammadiyah Yogyakarta are teaching in some schools, the student-teachers need to know the students' background. So, the students feel comfortable to be around them as student-teachers.

Besides, the second factors that can influence student-teachers' extrinsic motivation are having good relationship among students when the student-teachers are helping each other in doing internship program. Having good relationship between students and students made the students develop positive attitudes such as friendship among students, for example helping as an assistant, help to prepare teaching media, and help to handling the students (Sánchez, González, & Martínez, 2013).

In addition, Sebnem (2006) said that there are extrinsic motivation factors that can increase students' motivation, such as the schools' situation and the school policies, when the students are not comfortable with the situation and the internship policies; they can feel lazy and unmotivated in doing internship program. Moreover, to make students feel motivated in doing internship, the school must have good facilities for the students' internship. Therefore, extrinsic motivation factors like the school's situations and school policies, the facilities, the teachers' expectation about their students, and the school reward and schools' feedback can influence students' motivation in doing internship program.

Review of Related Research

In this sub-chapter, the researcher would like to present two previous researches that are related to this study. Later on, these studies will be used as the guideline to

complete this research. The first research is by Akbar (2015) who observes the impact of the experiences pre-service teachers' motivation to be English teachers. The aim of those studies is to know pre-service teachers' motivation to be English teachers. To know the pre-service teachers motivation, the researcher used case study by interviewing the participants. A total of the participants are five pre-service teachers of Universitas Sanata Dharma. The result of this study, there were three participants who are increasing their motivation to be English teacher, because their positive experience. Then, two participants are decreasing their motivation to be English teachers because their failure in fulfilling their esteem needs.

Related previous study conducted by Padillah (2016) the aimed of that study was to know the factors that affecting pre-service teacher's success on teaching practicum at English Language Education Department of UMY. The researcher used qualitative method to know what the factors those are affecting pre-service teachers' success on teaching practices. The researcher was interviewed three students of English Language Education Department of UMY that have a different level. The first student was the students that have finished the internship and the other students were on the different batches.

The result of this study there were three factors affecting students teaching practice success. They are personal, school, and university factors. The first factor is personal; personal is consisting of the students' gender and personal stress. The second is the school factors, school factors consist of background of the school, classroom, mentor, and assignment. The university factors consist of teamwork and supervisor.

Based on the explanation above, those researches are conducted to know the students motivation and the factors that can involve students' motivation. The differences in this study with the previous study are the first previous study wants to know the impact of students' experiences towards their motivation to be English teacher. Then, both of the previous studies are using qualitative method to get the data.

Conceptual Framework

Motivation is the internal factor that gives someone a power to do some activity. Having a motivation is an important thing for someone because when someone has a motivation, she/he can achieve her/his goals. The goals in internship are the students can increase their teaching ability and they can prepare what they should do in the future. There are two types of motivation, intrinsic motivation that is based on students themselves, when they feel enjoy and happy in doing the activity, students can achieve their goals. Then, extrinsic motivation that is a motivation that come from outside factors. For example are facilities of the school, their solidarity in team work, and the school environment.

Internship is an important subject for English Language Education Department of Universitas Muhammadiyah Yogyakarta students and motivation is useful for the students in doing internship. Students who have a motivation will follow the internship better than students who does not have a motivation. Besides, students who have a high motivation will enjoyable in doing internship. It makes students achieve their goals easily and they are more successful in their future because they have a good skill in

teaching. The students that have a high motivation are when they feel curious, active in doing something, and interest.

If the students have a low motivation, the intrinsic motivation factors that can influence students' motivation are confident, experience of success and satisfaction and good relationship among learners and between teacher and students. Confident is an important thing when we are teaching, because when we are confident, the students trust in you and they appreciate you.

There are the other extrinsic motivation factors that can influence students' motivation in doing internship. They are school's situation and school policies, the class environment, the facilities, have a good relationship in school environment, the teachers' expectation about their students, the school reward and schools' feedback.

From the explanation above, it is clear how internship is, what motivation is, type of motivation, motivation in doing internship, and factors that influence student-teachers motivation in doing internship. We should know the degree of English Language Education Department of UMY student-teachers' motivation in doing internship and what are the factors that influence student-teachers' motivation in doing internship.

Figure 1.1 Conceptual Frameworks

