

Chapter Four

Result and Discussion

The fourth chapter is result and discussion. In this chapter, the researcher discusses the result of the research questions in this study. The result includes the student-teachers' motivation level in general, intrinsic motivation, and extrinsic motivation. The result also answer the factors that influence student-teachers' motivation in doing the internship program. Moreover, this chapter also presents the discussion.

Result

The result of this study is divided into five parts. The first research question answered in three parts. They were student-teachers' motivation level in doing the internship program, student-teachers' intrinsic motivation level, and student-teachers' extrinsic motivation level. Moreover, the second research question answered in two parts. They were the intrinsic motivation factors that influenced student-teachers' motivation in doing the internship program and extrinsic motivation factor that could influence student-teachers' motivation in doing the internship program.

Student-teachers' motivation in doing the internship program. To answer the first research question "What is the ELED of UMY students' motivation level in doing the internship program?" this research used descriptive statistic. The mean score of 17 questionnaire items is 3.22. It means that student-teachers have a high motivation (please see table 3.6 on pages 35) in doing the internship program.

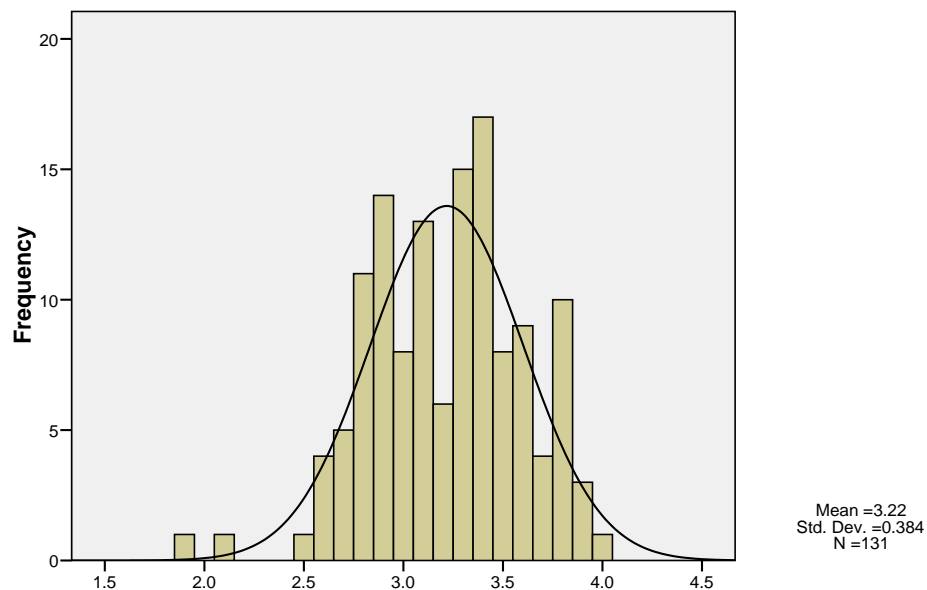


Figure 4.1. The mean score of student-teachers' motivation in general.

The student-teachers' intrinsic motivation in doing the internship

program. There are eleven items in intrinsic motivation questionnaire. They were in Q1 "I feel happy in doing the internship program", Q2 "I feel satisfied when I can teach the students". Then, Q3 "I feel satisfied when the students understand with the lesson", Q4 "I feel satisfied when my students interest with the lesson". Next statements items are Q5 "I am doing an internship program, because I am interest in teaching", Q6 "I am doing an internship program because of my own willingness" and Q7 "I feel success when I can implement the lesson plan in the classroom". Furthermore, Q8 "by doing an internship program, I develop my confidence level", Q16 "by doing an internship program, I can get a lot of experiences" and Q17 "I am working hard in doing internship program". The last item was Q18 "I want to know more about teaching by doing an internship

program”. The result of student-teachers’ extrinsic motivation would be explained on the chart (histogram) below:

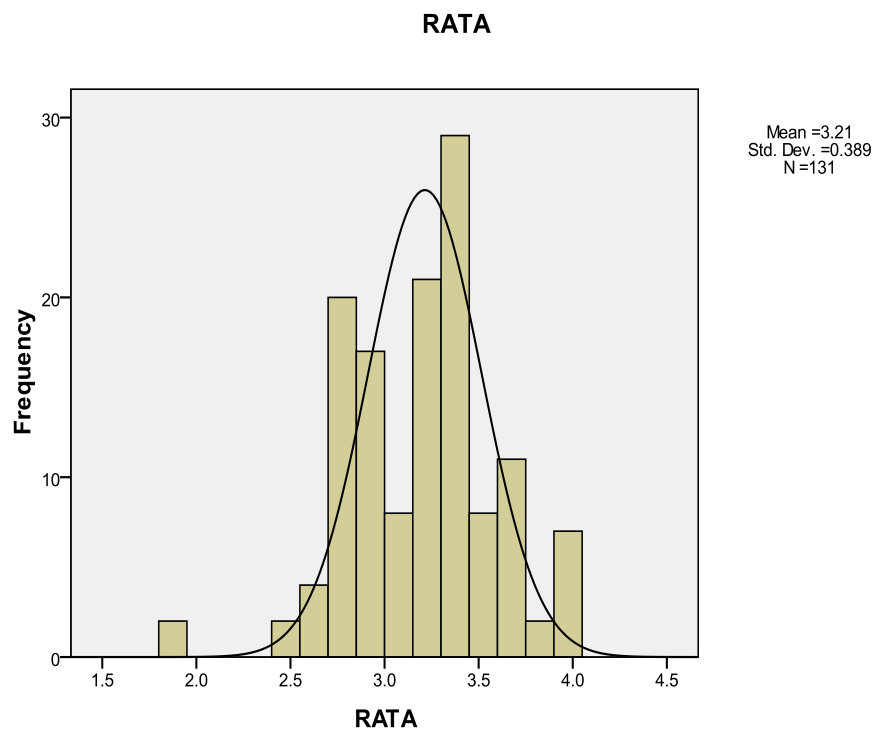


Figure 4.2. The mean score of student-teachers’ intrinsic motivation.

To answer the first research question “What is the ELED of UMY students’ motivation level in doing the internship program?” this research used descriptive statistic. The mean score of intrinsic motivation for 11 questionnaire items is 3.21. It means that student-teachers had high intrinsic motivation (please see table 3.6 on pages 35) in doing the internship program.

The student-teachers’ extrinsic motivation in doing the internship program. The extrinsic motivation had six statements items. They were in Q9 “School environment make me feel comfortable in doing the internship program”, Q11 “I am doing internship program to have a good relationship with my

students” and Q12 “I am doing the internship program because I want to feel familiar with school environment”. Then, the next statements items were in Q13 “I need the internship experience for my future”, Q14 “I will know more about curriculum that school used” and Q15 “I will know more about teaching technique that teachers’ used”. The result of student-teachers’ extrinsic motivation would be explained on the chart (histogram) below:

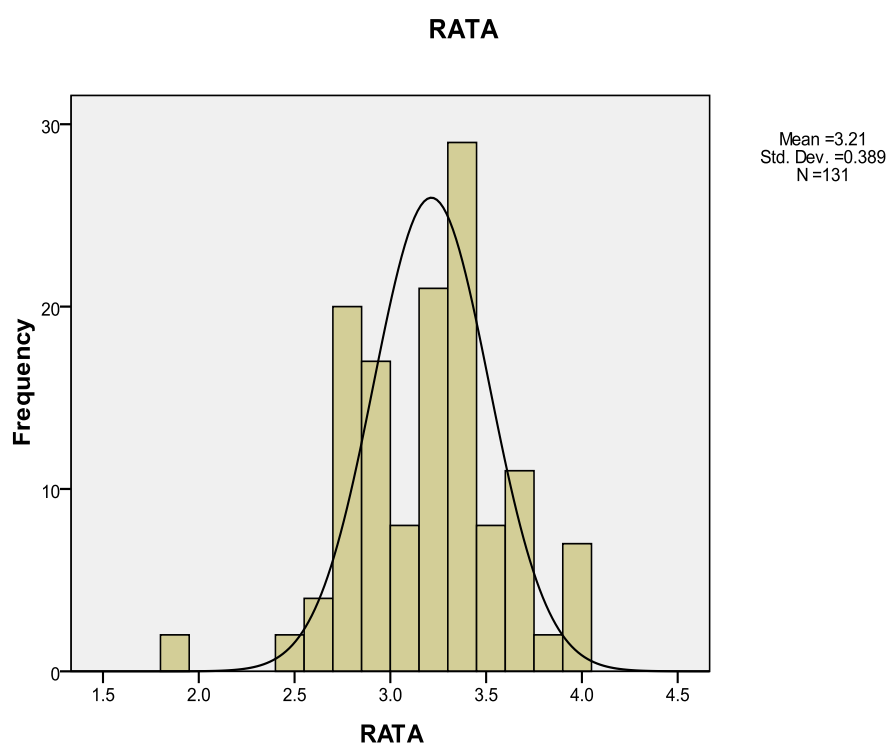


Figure 4.3. The mean score of student-teachers’ extrinsic motivation.

To answer the first research question “What is the ELED of UMY students’ motivation level in doing the internship program?” this research used descriptive statistic. The mean score of extrinsic motivation for 6 questionnaire items is 3.21. By looking at the table, it can be conclude that student-teachers

have a high extrinsic motivation (please see table 3.6 on pages 35) in doing the internship program.

Factors that influence students-teachers' intrinsic motivation.The frequency tables of each questionnaire items to survey the influencing factors of student-teachers' intrinsic motivation can be seen in the table below:

Table 4.1												
<i>Factors that influence student-teachers' intrinsic motivation in doing the internship</i>												
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q16	Q17	Q18
N	Valid	131	131	131	131	131	131	131	131	131	131	131
	Missing	0	0	0	0	0	0	0	0	0	0	0
Mean		3,08	3,31	3,67	3,63	2,86	2,54	3,22	3,40	2,97	3,21	3,22
Std. Error of Mean		,053	,054	,047	,046	,063	,063	,057	,049	,059	,059	,034
Median		3,00	3,00	4,00	4,00	3,00	3,00	3,00	3,00	3,00	3,00	3,30
Mode		3	3	4	4	3	3	3	3	3	3	3
Std. Deviation		,608	,619	,533	,531	,721	,726	,648	,565	,679	,676	,384
Variance		,370	,383	,284	,282	,519	,527	,420	,320	,461	,457	,148
Skewness		-	-	-	-	-	-	-	-	-	-	-
		,250	,505	1,346	,990	,163	,026	,421	,264	,263	,427	,328
Std. Error of Skewness		,212	,212	,212	,212	,212	,212	,212	,212	,212	,212	,212
Kurtosis		,545	,430	,876	,111	,264	,238	,111	,818	,058	,159	,225
Std. Error of Kurtosis		,420	,420	,420	,420	,420	,420	,420	,420	,420	,420	,420
Range		3	3	2	2	3	3	3	2	3	3	2
Minimum		1	1	2	2	1	1	1	2	1	1	2
Maximum		4	4	4	4	4	4	4	4	4	4	4
Sum		404	433	481	475	375	333	422	446	389	420	422

From table 4.1 the researcher arranges the factors that influence student-teacher intrinsic motivation from very strong until very weak. First, the highest mean score is in the question number 3 which is "I feel satisfied when the students understand with the lesson" with mean score is 3.67. Seeing from the mean score it could be inferred as the strongest motivation factors (please look at table 3.7 on pages 36) among all factors which influenced student-teachers' motivation in

doing internship program. Second, the mean score of question number 4 which is “I feel satisfied when my students interest with the lesson” is 3.63. It means that when the student-teachers feel satisfied when their students feel interest in teaching activity which could influence student-teachers’ motivation strongly.

Third, the mean score of question number 8 which is “by doing an internship program, I develop my confidence level” is 3.40. It means those factors strongly influence student-teachers intrinsic motivation in doing the internship program.

Next, question number 2 which is “I feel satisfied when I can teach the students” is 3.31 showed that student-teachers’ felt satisfy when they taught the students in internship program can influence student-teachers’ motivation strongly. Fifth, there were question number 7 “I feel success when I can implement the lesson plan in the classroom” and 18 “I want to know more about teaching by doing an internship program” are 3.22. It means the student-teachers wanted to know more about teaching by doing an internship program and when the student-teachers felt success in implement their lesson plan in class which could influence intrinsic motivation factors in doing the internship program. Then, question number 17 which is “I am working hard in doing internship program” with mean score 3.21 showed that the student-teachers work hard in doing the internship program could influence intrinsic motivation factor strongly. Seventh, question number 8 which “by doing an internship program, I develop my confidence level” with mean score 3.08 showed that if the student-teachers can develop their confidence, it could influence intrinsic motivation strongly.

Moreover, question number 16 which “by doing an internship program, I can get a lot of experiences” with score mean 2.97 showed that those factors could influence student-teachers’ motivation in moderate. Next, question number 5 which “I am doing an internship program, because I am interested in teaching” with mean score 2.86 showed that those factors were moderate. Last, question number 6 which “I am doing an internship program because of my own willingness” with mean score 2.54 showed that those factors were moderate in influence intrinsic motivation. It means student-teachers doing internship because their own willingness can improve their motivation in moderate level.

The factors that can influence student-teachers’ intrinsic motivation in doing the internship program are organized as follows. First is the student-teachers’ satisfaction. It means when the students understand what they taught, when the students were interested with the lesson, and when the student-teachers can teach the students. The second factors is the student-teachers’ confidence in teaching. The third factors is the student-teachers’ feeling success. It means that when the student-teachers’ can implement their lesson plan in the internship program. The next factors is the student-teachers’ knowledge. It means when the student-teachers’ mastered about teaching and they can work hard in doing the internship program. Then, the last factors is the student-teachers’ experiences of doing an internship program by their own willingness.

Factors that influence students-teachers’ extrinsic motivation. The frequency tables of each questionnaire items to survey the influencing factors of student-teachers’ extrinsic motivation can be seen in the table below:

Table 4.2							
<i>Factors that influence student-teachers' extrinsic motivation in doing the internship.</i>							
		Q9	Q11	Q12	Q13	Q14	Q15
N	Valid	131	131	131	131	131	131
	Missing	0	0	0	0	0	0
Mean		2,95	3,02	3,31	3,42	3,33	3,40
Std. Error of Mean		,054	,056	,054	,056	,056	,053
Median		3,00	3,00	3,00	3,00	3,00	3,00
Mode		3	3	3	4	3	3
Std. Deviation		,618	,644	,619	,644	,638	,605
Variance		,383	,415	,383	,415	,407	,366
Skewness		-,170	-,189	-,505	-,836	-,774	-,685
Std. Error of Skewness		,212	,212	,212	,212	,212	,212
Kurtosis		,257	,029	,430	,487	1,264	,672
Std. Error of Kurtosis		,420	,420	,420	,420	,420	,420
Range		3	3	3	3	3	3
Minimum		1	1	1	1	1	1
Maximum		4	4	4	4	4	4
Sum		387	395	433	448	436	446

Table 4.2 showed that the factors that influence student-teachers extrinsic motivation in doing the internship program. The highest mean score was the question number 13 which “I need the internship experience for my future” with mean 3.42. Seeing from the mean score, it can be inferred as the strongest motivation factor (please look at table 3.7 on pages 36) among all factors which can influence student-teachers’ motivation in doing internship program. Second, question number 15 which “I will know more about teaching technique that teachers used” with mean score 3.40 can influence students-teachers’ extrinsic motivation strongly. Third, the question number 14 which “I will know more about curriculum that school used” showed mean score 3.33. So, those factors can influence extrinsic motivation strongly. Next, question number 12 which “I am

doing the internship program because “I want to feel familiar with school environment” with mean score 3.31 can influenced student-teachers extrinsic motivation strongly. Fifth, there was question number 11 which “I am doing internship program to have a good relationship with my students” with mean score 3.02. It means when student-teachers have a good relationship with their students, the student-teachers can influence their extrinsic motivation strongly. Last, there is question number 9 which “School environment make me feel comfortable in doing the internship program” with mean score 2.95. It means when the student-teachers’ felt comfortable with school situation, the student-teachers can influence student-teachers’ motivation in moderate level.

The factors that can influence student-teachers’ extrinsic motivation in doing the internship program are organized as follows. First is the student-teachers’ experiences. The second factors is the student-teachers’ knowledge about teaching technique, curriculum of the school, and school environment. Then, the third factors is the student-teachers’ awareness in school environment. The last factors is student-teachers’ good relationship with the students. So, it makes them feel more comfortable in doing the internship program.

Discussion

The result of SPSS 17 showed that the mean score of total questionnaire items of student-teachers’ motivation level was 3.22. It means that the student-teachers had a high motivation level in doing the internship program. There are several characteristics 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. To find out the level of student-teacher intrinsic motivation level, the mean score from eleven questionnaire items about intrinsic motivation was 3.21. It means that the student-teachers' have a high motivation (please look at table 3.6 on pages 35) in doing the internship program. Usher and Kober (2012) said that higher motivation of learning does not only increase students' academic performance but also increase their greater understanding, self-esteem, social connection, and self-satisfaction with school. Moreover, the mean score of the extrinsic motivation level was 3.21 from the six items. It means that the student-teachers have a high extrinsic motivation level (please look at table 3.6) too in doing the internship program. Usher and Kober (2012) argued that 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-confident in teaching practice, so the student-teachers can improve their teaching ability. To have a high motivation, the student-teachers are influenced by several factors.

In addition, there were two factors that can influence student-teachers' motivation in doing the internship program. First is the factor influencing intrinsic motivation, there were three higher intrinsic motivation factors with mean score 3.63, 3.40, and 3.31. Those mean scores are for question items number 3, 4, and 8 which are *"I feel satisfied when the students understand with the lesson"*; and *"I feel satisfied when my students interest with the lesson"*, and *"by doing an internship program, I develop my confidence level"*. Moreover, for the questions

number 3 and 4 it can be concluded that student-teachers felt satisfied when their students understand and interest with the lesson. Therefore, this result in line with previous study that conducted by Lucas (2010). Lucas (2010) said that intrinsic motivation occurs when students feel enjoyable and satisfied in doing some activity. Last, for question number 8 it can be concluded that student-teachers can develop their confidence in teaching. Therefore, Makiko (2008) supported that it is widely believed that once students upgrade their self-confidence, it influenced them to improve their motivation to feel success and satisfy. The results indicated that the student-teachers' intrinsic motivation was mostly influenced when the students understand the lesson, when the students feel interest in the lesson, and when the student-teachers can develop their confidence.

Second is factors that can influence student-teachers' extrinsic motivation. There were three highest extrinsic motivation factors with mean score 3.42, 3.40, and 3.33. Those mean scores are for question item number 13, 15, and 14 about "*I need the internship experience for my future*", "*I will knowledge about teaching technique that teachers used*" and "*I will know more about curriculum that school used*". For the question number 13 it means the student-teachers need more experiences. It is supported by Reiss (2012), students do something in learning for their own interest, because the students need and want to do it. Then, for the question items number 15 it means that the student-teachers want to know more about teaching technique and curriculum of the school. It is supported by Sahidin and Jamil (2013) said that teaching technique is one of signs that is student-teachers have abilities to teach. Then, question number 14 is supported by

Inayah, Martono and Sawiji (2013). They said that students can improve their motivation in teaching from the facilities that provided by the school such as curriculum. Therefore, the results indicated that the student-teachers' intrinsic motivation was mostly influenced when the student-teachers get a lot of experience for their future, when the student-teachers know about teaching technique that teachers' used, and when the student-teachers know about the curriculum that school used.