

**Factors that Trigger Pre-Service Teachers to Improve their Teaching Skills
in the Internship Program**

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Abstract

This research aimed to find out what teaching skills that should be mastered as perceived by pre-service teachers as well as internal and external factors which trigger pre-service teachers to improve teaching skills. This research was conducted in one private university of Yogyakarta. This research involved three pre-service teachers as participants. This research employed a qualitative method and used descriptive qualitative as the research design. This research used interview to gather the data and used coding to analyze the data. The findings showed that there were three main categories of skills should be mastered as perceived by pre-service teachers namely skills before teaching, whilst teaching and after teaching. Skills before teaching include skill to make a lesson plan, prepare teaching media, prepare teaching material, improve English language mastery, and improve teaching technique. Skills whilst teaching include skill to manage time and manage the classroom. Then, skills after teaching include skill to evaluate students' understanding and skill to evaluate the teaching. Then, there are four internal factors and seven external factors trigger them to improve teaching skills. Internal factors include interest to do teaching activity, willingness to get a job, willingness

to make students understand, willingness to improve confidence, and willingness to apply teaching theory. The external factors are students' good habit, good school facility, technology development, in-service teacher's feedback, school regulation, preparation for scholarship and requirement to make a detail lesson plan.

Keywords: Teaching skills, pre-service teachers, internship program, internal and external factor

1.INTRODUCTION

One of the components of education is teachers. Teachers are needed because they play important roles in the educational field. Pullias, Young, and Weinstein (2000) as cited in Daud (2006) argued that a teacher has four roles. Those are as a teacher, as an educator, as adviser and supervisor, and also as a student model. It means that teacher should not only come to the class and deliver the material but also should know about the development of the students. In addition, Syaodih (2010) as cited in Setiawan (2014) said that teacher has important roles in planning and implementing of teaching and learning process because a teacher is the one who interacts directly with students.

It is important that teachers need teaching skills. Undang Undang Republik Indonesia No.20 Tahun 2003 Pasal 42 tentang Pendidik dan Tenaga Kependidikan (The Law of Indonesia no 20 year 2003 verse 42 about teacher and staff of education) mentions "Pendidik harus mempunyai kualifikasi minimum dan sertifikasi sesuai dengan jenjang kewenangan mengajar, sehat jasmani dan rohani, serta memiliki kemampuan untuk mewujudkan tujuan pendidikan nasional."(UU tentang Pendidik dan Tenaga Kependidikan, Para. 1). The law

states that teacher should have a minimum qualification, a certification that appropriate with the level of education.

To develop teaching skills, English Language Education Department at one of private university in Yogyakarta has an internship program. This program should be enrolled by English Education pre-service teachers in the beginning of the semester until semester six. In this program, pre-service teachers learn how to teach three levels of school, which are, elementary school, junior school, and senior high school. This program is designed to train pre-service teachers in teaching students in each level of schools. They are trained to make a plan to teach. However, there are some problems faced by pre-service when they teach. for example, they feel difficult to make a lesson plan, prepare the material and media to be delivered toward the students. Additionally, they still feel nervous in the first time for teaching students. They also still learn how to evaluate the result of the learning process.

Based on problems presented above, the researcher considers that pre-service teachers need to improve teaching skills. Thus, the researcher conducts this research to know further about what teaching skills should be mastered by pre-service teacher perceived by ELED of UMY pre-service teachers. Then, the researcher wants to investigate internal and external factors trigger ELED pre-service teacher to improve their teaching skills during the internship program.

2. PURPOSE OF THE STUDY

The aim of this study is to investigate what teaching skills that should be mastered in doing the internship program perceived by English Language Education Department pre-service teachers. Then, to describe the internal and

external factors that trigger ELED pre-service teachers to improve their teaching skills during the internship program.

3. METHODOLOGY

This research was conducted to investigate what teaching skills should be mastered in doing an internship program as perceived by ELED at one of the private universities in Yogyakarta pre-service teachers. In addition, this research was conducted to investigate what internal and external factors triggering ELED at one of the private universities in Yogyakarta pre-service teachers to improve their teaching skills in the internship program are. Based on the purposes of the research, the researcher used a qualitative research approach. A qualitative research design helps the researcher to get the detailed information from the participants. According to Creswell (2012) a qualitative study is a research design which aims to discover and build up understanding of a specific phenomenon. Creswell also argued that a qualitative research needs to explore participants to get in depth information about the phenomenon of the study. Thus, a qualitative research design was appropriate to be used in this research because the researcher gathered the in depth information about teaching skills and factors to improve teaching skills in the internship program perceived by pre-service teachers of ELED.

This study took place at English Education Department in Private University of Yogyakarta. The participants of this research were three pre-service teachers batch 2014 by using pseudonym as Srikandhi, Shinta and Kunthi. The reason of choosing pre-service teachers batch 2014 was because they have more experience in teaching in the internship program rather than other batches.

Besides, they have finished the internship program and might still have strong memory about teaching practice in the internship program they ever did. In addition, pre-service teachers batch 2014 were going to graduate, then they would be more active to reflect what they needed to improve teaching skills for their profession. Additionally the criteria of pre-service teachers are, they should finished all of the stages in the internship and they should have a good score in the internship. Thus, they would be able to have more comprehensive answer to discover the research questions presented to this study.

4. FINDING AND DISCUSSION

Based on the data gathered by the researcher with the interview, there were three main categories of skills should be mastered as perceived by ELED pre-service teachers and there are two main categories of factors trigger to improve their teaching skills. The explanations are in the following.

Skills before teaching. The first finding about teaching skills should be mastered by pre-service teachers as perceived by the participants were skills before teaching. These skills were categorized based on the process. These skills were used by pre-service teachers before they teach. There were seven skills before teaching needed by pre-service teachers as perceived by the participants of this research.

A skill to make a lesson plan. Pre-service teachers thought of how to make a lesson plan in the first meeting of coaching. It means that before they did teaching practice in the internship program, they should be able to make a lesson plan as teaching guide line. All of three participants stated that they need to make a lesson plan before they teach. In addition, ELED at one of private universities in

Yogyakarta held the coaching activity before pre-service teachers do the internship. In this coaching activity, pre-service teachers were trained about how to make a lesson plan. They were trained to make a lesson plan as detail as possible because the lesson plan will be the teaching guideline for them to teach in the internship program.

A skill to prepare teaching media. Preparing teaching media was also done by pre-service teachers before they teach such as prepare the PowerPoint or picture to support teaching and learning process. They were trained to prepare this in coaching activity. These statements are in line with Prayogo and Hakim (2017). Prayogo and Hakim (2017) stated that teaching media are a tool that used in teaching. The use of teaching media is aimed to help and support the teacher in delivering the materials to the students.

A skill to prepare teaching material. Before teaching, pre-service teachers prepare the teaching material to teach students. Shinta said that she should prepare the material and learn the material before she teaches. In line with Shinta, Kunthi browse the media to make a material and decide it. They decide the material based on level of the student. Not only that they also decide the timing of the material. In addition, Kyriacou (2001) stated that a teacher should prepare things they need to teach before they do teaching, such as preparing material and teaching media that they will use to teach. It can be concluded that before teaching, a teacher should prepare the material. Therefore, the statements mentioned by Shinta and Kunthi are in line with the expert.

A skill to improve English language mastery. This skill was stated by Shinta and Kunthi. They argued that they should learn and mastery the English

lesson because they taught English language lesson. Therefore, they said that they should know and understand English language lesson that they will teach. These statements are in line with Ariyanto (2013). Ariyanto (2013) argued that after making a lesson plan, a teacher should prepare material and media that will be delivered to students.

A skill to improve teaching technique. This skill became the last finding about skill before teaching. Kunthi believed that teaching theories should be practiced when pre-service teachers teach. In addition, ELED at one of private universities in Yogyakarta pre-service teachers have learned about teaching theories such as, principle of teaching and learning and issues in teaching and learning.

Skills while teaching. This skill was implemented by pre-service teachers when they were teaching. There were five skills before teaching which were needed by pre-service teachers; skill to manage time, skill to grab the students' attention, skill to know the students' character, skill to handle the students, and skill to deliver the material.

A skill to manage time. The first finding of skill during the teaching process was skill to manage time. Based on the interview done by the researcher, all of the three participants said the same statement about management. So a skill to support is time management. Time management helps pre-service teachers to deliver the material. If pre-service teachers do not consider about the time management, it will decrease the time of the next lesson.

The arguments of Srikandhi, Shinta, and Kunthi is in line with Emmer and Evertson as cited in Kyriakides, Archambault, and Janosz (2013) stated that the

opportunity to learn well is regarding students' engagement and time on task. Therefore, teachers were expected to organize and manage the classroom's environment. Teachers should also manage the time of learning. It means that teachers should start and end the lesson based on the time allocation for the lesson.

A skill to manage the classroom. Dealing with managing classroom there are three points should be considered by pre-service teachers, those are, grab the students' attention, know the students' character and handle the students. Grabbing the students' attention was a skill needed by pre-service teachers when they teach. Three participants of this research said that it was something needed when they teach, in order to make students enthusiast in learning.

In teaching material skill, Kyriachou (2001) mentioned that a teacher should make students pay attention to the material when a teacher teaches. Thus, grabbing the students' attention is one of the ways to make them pay more attention to pre-service teachers.

Skills after teaching. This skill was used by pre-service teachers after they finished their teaching. There were five skills after teaching needed by pre-service teachers. Those were skill to give question and answer, skill to give printed or oral task exercise, skill to review the material, skill to give home work, and skill to evaluate teaching.

A skill to evaluate students' understanding. To evaluate the students' understanding, pre-service teachers applied question and answer session to re-check their students' understanding after they teach. Pre-service teachers also give students task and home work to do. All of this activities are aimed to re-check the

students' understanding after finishing the lesson. Additionally, Kyriakides, Archambault, and Janosz(2013), elaborated Effective teaching as the aspect which gives the question to students and accepts questions from the students in the discussion.

A skill to evaluate teaching. This skill was the last finding of skills after teaching. As Shinta said "I usually evaluate what I teach with my friend, for example, what do you think about my teaching?" (P2.12). When shinta teaching, Shinta has a friend of peer teaching. Shinta's friend was one of pre-service teacher who has task to evaluate the teaching activity done by Shinta. The result of this evaluation will be guideline for Shinta to teach in the next meeting. It means that teachers make a reflection of their teaching performance in the classroom. in internship program of ELED at one of private universities in Yogyakarta, pre-service teachers do the reflection activity after teaching. It is like a peer feedback between pre-service teachers toward the other pre-service teachers.

Internal Factors to Improve Teaching Skills

In this section, the researcher presents and discusses the findings about the internal factors triggering pre-service teachers to improve teaching skills. Internal factors mean internal motivation from pre-service teachers about why they want to improve teaching skills.

Interest to do teaching activity. This factor was the first internal factor in this research. The first internal factor was stated by Srikandhi "I am interested more in teaching high school students, so I should improve my confidence" (P1.10). Srikandhi likes teaching activity in a high school level, such as the interaction of the teacher and student in the classroom. This factor trigger

Srikandhi to improve skill of the way to teach. It is clear that Srikandhi and Shinta said that interest of teaching activity becomes their internal motivation to improve their teaching skill. This statement is in line with Kim and Cho (2014). Kim and Cho (2014) said that willingness to do teaching activity is one of internal motivation for teacher to teach.

Willingness to get a job. This factor was the second internal factor in this research. They want to become a teacher in one of school that they want. These participants' statements are supported by Kim and Cho (2014). They mentioned that one of two internal factors is willingness to become a teacher. This factor can motivate pre-service teachers to improve their teaching skills.

Willingness to make students understand. This factor was one of internal factors which motivated pre-service teachers to improve their teaching skill. Srikandhi wanted to know the behavior of the students to ease the teacher in delivering the material. It means that the willingness to know students' behavior is one of the motivations to improve the teaching skill. Moreover, Kunthi mentioned the willingness to make students understand the material. Thus, Kunthi should improve teaching skill if she wants the students to understand teaching material

Willingness to improve confidence. Willingness to improve confidence became the internal factor which motivates pre-service teachers to improve their teaching skill. It was like when delivering the material they will feel shy if they could not answer what are student ask. It should be the factor to improve skill to deliver the material.

Want to practice the teaching theory learned. Pre-service teachers wanted to improve teaching skill because of the willingness of applying teaching

theory learned. Kunthi wanted to improve the teaching skill because the theory of teaching should be applied in teaching practice in the internship program.

Moreover, ELED at one of private university in Yogyakarta thought materials and theories about teaching. Thus, Pre-service teachers should learn the theory of teaching before they teach in internship program.

External Factors to Improve Teaching Skills

In this section, the researcher presents and discusses the findings about the external factors triggering pre-service teachers to improve teaching skills.

Students' good habit. The first external factor of this research was students' habit. Srikandhi and Shintas' statements showed that students became the external factor in improving teaching skill. Srikandhi said that giving a game became the way to teach after knowing the students' character in the class. Furthermore, Shinta argued that the students' lack of memory of the material became the reason to reflect on how the teaching goal could be accepted by the students.

Good school facility. As stated by Srikandhi and Shinta, facility became the external factor to improve the teaching skill. It means that this factor can support to improve the teaching skill. Moreover, Listia and Kamal (2008) mentioned that lack of school facility is one of obstacles in teaching. For example, a teacher will find difficulty in deciding the material when there is no syllabus of the lesson from the school. Thus, it can be the external factor for pre-service teachers to improve the teaching skills.

Technology development. The development in this part means that the development of technology. The use of technology in education became the

external factor of pre-service teachers to improve the teaching skill as stated by Shinta and Kunthi. Whether the pre-service teachers want or not,-they should adapt the way to teach with technology in education

In-service teacher's feedback. In service teacher's feedback means the suggestion of in-service teacher toward pre-service teachers to improve the teaching skills. This statement is supported by Christopher (1999) who mentioned that professional development of teacher is built step by step. In the early education, they learn and practice teaching in a collage. Thus, they have in-service teacher who will control pre-service teachers when they teach. Moreover, in the internship program, after teaching pre-service teachers do reflection with the other pre-service teachers. This activity is also involving in-service teachers to give them feedback in teaching.

School regulation. The regulation here means school's rule and school's recruitment. Kunthi has problem in make a detailed lesson plan, so that the school's rule about lesson plan submission become the external factor motivate her to improve it.

Preparation for scholarship. Kunthi belief that she probably get opportunities to achieve a scholarship in educational field if she improves the teaching skill. It is possibly one of requirements since having an excellent teaching skill could be a good start to be able to get a scholarship in an educational field.

Requirement to make a detail lesson plan. Because Kunthi wanted to improve skill in making lesson plan, the lesson plan became the external

motivation to improve it. It means that a lesson plan was considered to be a teaching guideline for pre-service teachers in teaching.

5. CONCLUSION

The aim of this research was to figure out teaching skills which should be mastered by pre-service teachers and factors internal and external factors trigger pre-service teachers which want to improve teaching skills. There were three research questions in this research. The first research question was "What kinds of teaching skills should be mastered in doing the internship program perceived by ELED at one of the private universities in Yogyakarta pre-service teachers?" The second research question was "What internal factors trigger ELED at one of the private universities in Yogyakarta pre-service teachers to improve their teaching skills during the internship program?" The third research question was "What external factors trigger ELED at one of the private universities in Yogyakarta pre-service teachers to improve their teaching skills during the internship program?"

This research used qualitative research method and descriptive qualitative research to analyze the data. This research was done at English Language Education Department of Universitas Muhammadiyah Yogyakarta. This research involved three female pre-service teachers batch 2014. Then, there were four questions followed by follow up questions that were used for the interview. To analyze the data the researcher used descriptive qualitative to answer the research question.

The first finding of this research was about kinds of teaching skills that should be mastered in doing the internship program perceived by ELED at one of the private universities in Yogyakarta pre-service teachers. The findings showed

that there were three main categories of skill that should be mastered by pre-service teachers in doing the internship program. The first skill category was skills before teaching including skill to make a lesson plan, skill to know the purpose of teaching, skill to prepare teaching media, skill to prepare teaching material, skill to decide the material, skill to understand English language skill, and skill to apply teaching theory. The second skill category was about skills while teaching including skill to manage time, skill to grab the student's attention, skill to know students' character, skill to handle the students, and skill to deliver the material. The third skills category was about skills after teaching including skill to give question and answer, skill to give exercise, skill to review the material, skill to give homework and skill to evaluate the teaching.

Then, the second finding of this research was about internal factors trigger ELED at one of the private universities in Yogyakarta pre-service teachers to improve their teaching skills during the internship program. The findings showed that there were five internal factors trigger ELED at one of the private universities in Yogyakarta pre-service teachers to improve their teaching skills during the internship program. The internal factors were interest to do teaching activity, want to become a teacher, want to make students understand, feeling shy, and want to apply teaching theory.

Then, the last finding of this research was about external factors trigger ELED at one of the private universities in Yogyakarta pre-service teachers to improve their teaching skills during the internship program. The findings showed that there were seven external factors to improve teaching skill in the internship program. The external factors were students' habit, school's facility, technology

development, in-service teacher's command technology development, school's habit, scholarship, and lesson plan.

Based on the research's findings, the researcher found teaching skills should be mastered as perceived by ELED at one of the private universities in Yogyakarta pre-service teachers as well as the internal and external factors trigger them to improve teaching skills. The internal factors are the motivation from pre-service teachers in improving teaching skills by themselves. Then, the external factors are the motivation from the external area such as school and technology. Both of two factors have effect to trigger them in improving teaching skills. Thus, it can be concluded that these two factors have a contribution for pre-service teachers to improve teaching skills.

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