

Chapter Four

Finding and Discussion

This chapter presents the findings and discussion of this study. The findings present the data of the interview that have been done to the participants. After that, the researcher discusses the findings related to the theories in literature review. This chapter presents the answers of three research questions. The first research question is “What kinds of teaching skills should be mastered in doing the internship program perceived by ELED of UMY pre-service teachers?” The second research question is “What internal factors trigger ELED of UMY pre-service teachers to improve their teaching skills during the internship program?” The third research question is “What external factors trigger ELED of UMY pre-service teachers to improve their teaching skills during the internship program?”

Teaching Skills that should be Master in doing the Internship Program Perceived by ELED of UMY Pre-service Teachers

In this section, the researcher presents and discusses the findings about pre-service teachers' point of view about what teaching skills that they should master when they do teaching practice in the internship program. Based on the result of the interview, the researcher categorizes teaching skills into three findings. Those are, skills before teaching, skills while teaching, and skills after teaching. These categorization is based on the process of teaching skills used as summarizes by Kyriachou. Further, the findings are elaborated below.

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. Those were 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 skills, and skill to apply the teaching theory.

A skill to make a lesson plan. This skill became the first finding of skill before teaching. 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. Srikanthi said “The skill that should be prepared before teaching that is like we should make a lesson plan at first” (P1.1), Shinta added “Of course it is making a lesson plan. First, making a lesson plan” (P2.3), Kunthi also said “in the beginning we should make a lesson plan, because it can be used to design the teaching activity from the beginning until the ending” (P3.9). Thus, it represents that making a lesson plan is the main skill that should be master before teaching.

The participants’ statements are supported by Ariyanto (2013) that declared about the preparation skill. He mentioned that in preparation skills. In preparation skills, a teacher should make a lesson plan, prepare material and media.

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. Srikanthi said “we can learn to use e...what? Prepare another teaching media, which can be understood easily by them” (P1.4). Shinta added “I prepare the power point that contains picture, because if it is just a printed picture, apparently the students are not interested in picture” (P2.6).

As stated by Srikanthi, teaching media were used to ease the students in understanding what the teacher teaches. In addition, Shinta used a power point to make students interested in learning the lesson. 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.

Moreover, pre-service teachers of ELED at one of private universities in Yogyakarta were trained to use teaching media in the coaching activity. It means that they should make a preparation about what media will be used to teach in the internship program. Besides, preparing teaching media is one of components of lesson plan.

A skill to prepare teaching material. Before teaching, pre-service teachers prepare the teaching material to teach students. Shinta said “Whether we want it or not, we should prepare material, and it must be fixed, in order to be able to answer students’ question when they ask” (P2.7). Shinta also added “Before we teach, we also learn right? In order to prepare the material, for example when we have to teach present tense,

we will learn about it first. Surely, there will be questions we are asking to ourselves. It is possible that the students will ask the same question like we do” (P2.10). In line with Shinta, Kunthi stated “Then, we browse and prepare the material, for example greeting material. We should browse material about greeting that will be delivered to the students” (P3.2).

Shinta and Kunthi said that they should learn the material before they teach. From Shinta, it can be concluded that learning a teaching material was aimed to answer the students’ question during teaching and learning process. Shinta also guessed what the student would ask if the material was about present tense. Then, Kunthi said that in preparing the teaching material the teacher can browse material about a certain topic before teaching. Then, it can be used as materials for the teacher in teaching the students in the classroom. Not only that she should know about the purpose of teaching “before teaching, we need to know what level we will teach, such as in elementary. So, it is based on the syllabus, we do not make a material inconsequentially. We should know what the purposes that have been thought in elementary are. What the competence that students should understand” (P3.1). Kunthi agreed that knowing the purposes of teaching was needed by pre-service teachers before teaching.

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.

In preparing teaching the material, pre-service teachers should decide the material. It was stated by Shinta and Kunthi. Shinta said “Then, from the student’s worksheet, I decide whether it will be difficult for the students or not. (P2.5). Kunthi added “It is skill to choose and decide the material that we can use, such as textbook, we cannot randomly choose the text book” P3.7). Sinta and Kunthi agreed that they also should decide the material before they teach, either used students’ worksheet or textbook.

Additionally, Kyriakides, Archambault, and Janosz (2013) elaborate about structuring skill in three parts of approach. In the first approach, a teacher should begin the lesson with the overview or objectives of the lesson. In the second approach, a teacher should outline the content to be covered and signal the transition between lesson parts. Then, in the third approach a teacher should call students’ attention toward the lesson in the beginning of learning, and review-students’ understanding at the end of the lesson. Based on the expert opinion, there are three approaches in structuring skill, which understanding the objectives of the lesson, outlining the content and getting students’ attention and reviewing students’ understanding. Thus, the first approach of this theory supports the statements of Shinta and Kunthi.

A skill to improve English language mastery. The fourth finding about teaching skills should be mastered by pre-service teachers was skill to understand English language skills. This skill was stated by Shinta and Kunthi. Shinta argued that “Our English language skill should be good, we understand it if we want to teach English language” (P2.1). Then, Kunthi stated “For example, I teach English language, so I

must know what kind of materials must be learned in English language, such as speaking, listening, reading, and writing. I should understand that” (P3.6).

Shinta and Kunthi 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 said “We can attend a seminar or teaching training in order to relate between teaching theory and practice that have been thought” (P3.12). It means that, Kunthi believed that teaching theories should be practiced when pre-service teachers teach. In addition, a teacher should know how to deliver the material. It means that they should master the material and the method to deliver it. Shinta said that skill to deliver the material was important to be mastered by pre-service teachers. She said “We should be able to deliver what we are going to, in a proper way, so the students will be able to understand what we teach” (P2.2). She added “Then, the second is the way we deliver the material. It should not be too fast or too slow” (P2.7).

In line with Kyriachou (2001) , it is not only delivering the material but also managing time to deliver the material. Not only that, Kyriacou (2001) mentioned about the preparation skill. Preparation skill is a skill to prepare before teaching. Besides, as Kunthi and Shinta said 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.

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. These materials discuss teaching theory related to teaching and learning process. Thus, pre-service teachers apply some teaching theories from these materials when they are teaching.

Skills while teaching. The second finding about teaching skills should be mastered by pre-service teachers as perceived by the participants was skill 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. Srikandhi stated "The lesson plan includes time management. There is teaching material, teaching media and also teaching style or teaching method that we will apply at the time of teaching" (P1.2). In line with Srikandhi, Shinta said "Then, I will guess, because there are many activities in lesson plan, will ninety minutes enough for all of those activities?" (P2.4). 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. Additionally, Kunthi argued "Talking about the time, then, it is time management skill. For example, when we are in stage of apperception activity and suddenly there is one student who cries, it will distract the

other. It results in the insufficient time to continue the class” (P3.10). This is Kunthi’s experience when teach in elementary school. This condition makes Kunthi feel difficult to dealing with the time management in delivering the material.

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. Moreover, Marzano and Pickering (2003) mentioned four roles of teacher in managing the classroom. One of the roles is to make effective use of time for teaching because managing time is important in teaching. If the time allocation is managed well, all of the activities in teaching will run well. Then, the material in that day will be delivered as well. If pre-service teachers make use of time allocation effectively, they are successful to make the classroom be managed well.

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. Srikandhi mentioned “for example, if we teach at elementary students, we can start with games to attract their attention“(P1.3). Moreover, Shinta said “Becoming a teacher that can make students laugh is interesting.

I think it is important skill because I think learning should not always too be serious” (P2.6). Kunthi supported Srikanthi’s argument “A teacher should know the ways to teach that grab students’ attention and is suitable for them. For example, if the students like a game, we should give a game that can support their learning process (P3.3).

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. Srikanthi mentioned that becoming a humorous teacher is important to make student laugh. It means that the attention of the student is only focused on the teacher. Then, Kunthi mentioned about giving a game to support the students’ learning. Giving a game is one of the ways to grab the students’ attention.

After that is know students’ character. Knowing students’ character when the teacher teaches in the classroom is one of the skills while teaching. As stated by Kunthi “In my opinion, a teacher should have skills to know the characteristic of the students, because it is very important” (P3.4). Knowing students’ character aimed to know the students’ habit in the class. By understanding their characters, the teacher can teach them using the method which was suitable for the student. For example, if the students like playing around in the classroom, the teacher can give them game activity to support the teaching process. Thus, knowing the students’ character help pre-service teachers to decide the suitable method to teach in the next meeting.

In addition, Kyriakides, Archambault, and Janosz (2013) stated their arguments about teaching modelling skill. They said that teachers should help students to solve

their problem in their own learning. Thus, what Kunthi said is supported by this expert opinion.

Skills after teaching. The third finding about teaching skills should be mastered by pre-service teachers as perceived by the participants were 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.

As Srikandhi said "We can give questions and answers to re-check their understanding after we teach our material to them" (P1.5). Shinta also said "In the end of teaching and learning, we can ask the students, such as, is there something they do not understand" (P2.10). Sikandi and Shinta argued that after teaching they should re-check students' understanding. 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.

After that Srikandhi mentioned that she used printed and oral task exercise to as instrument to re-check students' understanding. "We can give them exercise, the task can be printed out or just oral task exercise, e...in order to make them know how to apply the

material directly “(P1.6). The other instrument is homework. Shinta used homework to eager to learn the material. “I usually give them home work to make them want to learn the material” (P2.11). These activities were done after the teacher delivered the material. What Srikanthi and Shinta said is in line with Stenmark as cited in Kyriakides, Archambault, and Janosz (2013) as assessment skill. Assessment of students’ knowledge and skills is viewed as an integral part of teaching. Besides, Srikanthi used exercise to re-check the students’ understanding.

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. Then, Kunthi said “It should be, evaluating the teaching activity, whether is it good or not” (P3.13). Shinta and Kunthi mentioned about the evaluation of the teaching activity. From their statements, it can be inferred that it is not only evaluating the students’ understanding but also the teacher’s performance in teaching. It is in line with Kyriachou (2001) that mentioned this skill as an evaluation skill from the teacher. It means that teachers make a reflection of their teaching performance in the classroom.

In addition, 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. The other pre-service teachers have role as the observer toward the pre-service teacher who teach

in that meeting. After the teaching activity is done, they do the reflection and they give suggestion to each other. This reflection used to evaluate pre-service teachers' performance in teaching activity. Thus, in the next meeting pre-service teachers will teach better than first meeting.

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 their teaching skills in the internship program. There are seven factors that trigger pre-service teachers to improve their teaching skills. The explanations are in the following. Pre-service teachers have some problem related to teaching skills and they want to improve some areas in teaching skills. Therefore, these factors become the motivation of pre-service teachers to improve some areas in 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. Srikandhi wondering the suitable teaching method to be applied for her students. She said "skill that will be improve is like, Actually I still do not know what are the basic techniques or teaching methods that can be applied to students that actually appropriate with their level" (P1.7). in line with Srikandhi, Kunti make this motivation as her motivation to improve a skill to manage time. Shinta also stated" I like teaching very

much and I like to get new knowledge about teaching, very much” (P2.15). Shinta felt her skill of preparing the material was need to be improved. Thus this internal factor is one of her motivation to improve a skill to prepare teaching material.

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. Moreover, what Kunthi said is in line with Baylor and Ritchie (2002) who mentioned that teacher’s openness to improve in teaching motivates teacher to consider what the students’ need in learning. Teachers who want to improve teaching skills will encourage their ability to teach better.

Willingness to get a job. This factor was the second internal factor in this research. Srikandhi said “We know if high school students will pay more attention to the teachers who more confident in class, or more mastered the material being taught” (P1.11). Srikandhi want to improve a skill to deliver the material because Srikandhi belief that the students of high school will be more pay attention toward the teachers who are confident in delivering the material. In addition, Srikandhi is one of pre-service teachers who get job as a teacher of high school students. Shinta also added “In order to become a qualified teacher. I should encourage everything in myself if I want to become a teacher” (P2.16). Therefore, if Shinta want to become a teacher she should improve some areas in teaching skills. One of the skills that she want to improve was a skill to deliver the material. These two 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 understands. This factor was one of internal factors which motivated pre-service teachers to improve their teaching skill. Srikanthi stated “The student makes me want to understand their behavior in the classroom in order to ease us in delivering the material in the class and to make them understand the lesson being taught. In order to know which material appropriate for them” (P1.12). Kunthi said “Because I want my students to get what I teach, I want them understand what material that I deliver to them” (P3.18).

Srikanthi 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. As stated by Kunthi, “For example, if I do not know the meaning in English, of course, I will feel shy, so I should improve my English language skill” (P3.17). Kunthi felt if there was a student who asks question about the lesson, and then Kunthi cannot answer it. Therefore, this feeling becomes the internal factor to improve a skill to deliver the material.

Willingness to practice the teaching theory learned. Pre-service teachers wanted to improve teaching skill because of the willingness of applying teaching theory learned. As stated by Kunthi, “Besides, I am a student of English Language Education, so I want, how e... I can apply the theory and the practice” (P3.19). 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. External factors are external motivations from pre-service teachers about why they want to improve their teaching skills in the internship program. These factors motivate pre-service teachers to improve some areas of teaching skills that they want to improve. There are seven external factors found in this research. The explanations are in the following.

Students' good habit. The first external factor of this research was students' habit. Srikanthi said "In my opinion, it is because students' characters are also different. E...if they like to sleep in the class, we can give them game" (P1.13). Srikanthi also said "factor of reach the student's interest in learning. I want to improve my teaching skills because I think the student will more interested in learning when I improve teaching skills" (P1.15) and Shinta stated "I see the student itself. For example, in the second meeting, I ask them about the material in the first meeting and they forget" (P2.18).

These statements showed that students became the external factor in improving teaching skill. Srikanthi 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. Therefore, Shinta wanted to improve the technique to give the material that can be achieved by the students. These statements are in line with Moran and Hoy (2009) who said that teachers' responsibility of students 'achievement can affect pre-service teachers to have teaching skills' improvement

School facility. As stated by Srikandhi and Shinta, "The environment in the classroom, is the room comfortable for learning or are facilities sufficient for the students? Since the comfortable learning in the classroom should also be considered" (P1.14), Then, Shinta declared "From facility. If the school has no good facility, either want or not, we change our way to teach. If it is good, like there is a projector, there is one tablet for each student" (P2.20), Facility became the external factor to improve the teaching skill. Srikandhi said that classroom environment and facility was one of the factors that should be considered. It means that this factor can support to improve the teaching skill. Moreover, Shinta had to improve the way to teach if the school has a good facility. Thus, Facility of the school made pre-service teachers adjust their technique of teaching.

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. Shinta said “That is because we are required to follow the technological development in this era. We cannot teach using traditional continuously” (P2.19).

Kunthi added “I should improve my teaching skills by following the development of the technology. Thus, I should not just using a traditional method, only write on the black board, then command the student to read and write” (P3.21). Thus, 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 command means the suggestion of in-service teacher toward pre-service teachers to improve the teaching skills. As stated by Shinta “Maybe it comes from in-service teacher who tells us to teach this one and that one, and commanded to us, not to do it this way and that way” (P2.19). 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. In this part, school’s regulation became the external factor to improve the teaching skill. The regulation here means school’s rule and school’s recruitment. As stated by Kunthi, “I want to improve my teaching skills because the qualified school can recruit me to teach there because I have a good quality in teaching” (P3.22). She also said “We must submit lesson plan to institution, because the school also has rules. Surely, it will be checked and will be evaluated by the school” (P3.24).

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.

In detail, Kunthi belief a good school will recruit a teacher who has a good teaching skill. This external factor motivates Kunthi to improve the way she teach, especially in delivering the material. Then, Kunthi wanted to improve skill to make lesson plan, it was because of the rule of the school. It means before they did teaching practice their lesson plan would be checked first.

Preparation for scholarship. Scholarship became the external factor of pre-service teachers to improve teaching skill as stated by Kunthi, "Because of scholarship, in my own opinion. Because in my opinion, by improving teaching skills we can also get scholarship" (P3.23). Kunthi was a pre-service teachers in English Language Education major, so Kunthi belief that she probably get opportunities to achieve a scholarship in educational field if she improves the teaching skill. Related to Kunthi's answer, the enthusiasm of pre-service teachers to get a scholarship could motivate them in improving their teaching ability. 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. Kunthi said "In my opinion, by improving my skill in making lesson plan, I will be more efficient in managing time. If my lesson plan is detail and complete with its time allocation, I will know emm... how to imply it in the classroom"

(P3.2). From Kunthi's statement, it can be inferred that if the lesson plan is detail, it helps pre-service teachers to teach in the class. For example, if the time of delivering the material is appropriate with the lesson plan, the teaching and learning process will be well-managed.