

Chapter One

Introduction

In this chapter, the researcher presents several points to discuss the main problems of the research. There are seven points to discuss in this chapter. The chapter is arranged into background of the research, identification of the problem, limitation of the problem, research question, purposes of the research, the significance of the research and outline of the research.

Background of the Research

Internship is a program that trains students to practice in schools, and is very useful for pre-service teachers who are studying in the field of education. First of all, the internship can improve pre-service teachers' confidence because it is an individual practice in the field. Second of all, the internship can improve leadership. Also, in internship program, students can apply the knowledge that they got in the class into the school. In addition, according to Knouse and Fontenot (2008), there are five benefits of internship. The benefits are enhancing employability, realistic expectations of interns, satisfaction with the internship experience, internship prerequisites as predictors of internship success, and the last is mentoring of intern.

There are several reasons why internship is very important for pre-service teachers. Based on Dennis (2016), Firstly, internship can improve pre-service teachers' teaching skill in real condition. In education, the students can apply what they have learned. Secondly, internship trains pre-service teachers' skills as student to reach the career. The students can decide their career by doing internship. With

internship, they will be more ready in the future to reach their career because they have an experience when doing internship. For the last reason, internship can increase pre-service teachers' self-confidence. Self-confidence is very important for pre-service teachers. When they have internship program, they directly face the students in the school. They also can feel how to practice teaching in front of the students in the school. Therefore it can increase pre-service teachers' self-confidence.

An English Language Education Department (ELED) of Private University in Yogyakarta has an internship program. This program is beneficial for students because the students can practice teaching in a school individually. This program has been held since the first batch in the department, and this particular program has uniqueness because this program is different from previous program. From the previous program in batch 2015, the internship program is started from the first semester. However, in batch 2016, the internship program is started from second semester.

A lot of problem that happened in the field are related with the difficulties faced by pre-service teachers. The first one is the location of internship program was far. The second is the schedule. The third is the rules of school which should be obeyed.

The first problem is that the location of internship program was far. Sometimes there is a pre-service teacher who got the location which is far from the university. It will be an obstacle because not all pre-service teachers have their own

vehicles to reach to internship location. Therefore, it will make them get difficulty to do internship program. Sometimes, such problem is obtained when pre-service do the internship at Senior High School. In addition, the second problem is schedule. Schedule is important for pre-service teachers. Sometimes the schedule in campus is different from schedule in school. For example, when the schools are off semester, the campus is not in semester breaks. It can be an obstacle because they have to wait until the school is not off. The last problem is the rules of school which should be obedient. Sometimes, the school has unique rules. One of the unique rules at school is that every Friday the students should wear batik dress. This rule is applied for students, teachers including for pre-service teachers. It will be an obstacle because not all pre-service teachers have a batik dress. Therefore, it will make pre-service teachers have difficulty to do internship program.

Internship in batch 2016 is unique and different from the previous batch. The changes of the program raised a lot of questions from lecturers at ELED, the school teachers and pre-service teachers itself because this program is new in 2016. They are still adjusting with the new program. Based on an informal interview with some of 2016 students, it can be found that they feel confused when they are asked to create the lesson plan. They joined the courses at the same semester, but they have not got the materials on creating lesson plan, teaching materials, and evaluation when they have instructed to create one at the school for the internship program. They are still in the process of learning the theory but in the internship program, they have to create lesson plan, teaching materials, and evaluation. Those problems create the

researcher's curiosity to conduct the research on the pre-service teachers' perception of the difficulties during the internship program.

Identification of the Problem

The researcher identifies the problem from background of research. There are several problems which happened in the researcher contexts. The first problem about many questions appears from the lecturers at ELED, the school teachers and pre-service teachers such as time implementation, what should be observed during internship program and how to make the report of observation. The second problem is that the students feel confused how to observe and get difficulty to create lesson plan. The third problem happened and it makes pre-service teachers get difficulty to do internship program such as the far location of internship, overlapped schedule, and rules of school which should be obedient.

The first problem is about many questions from the lecturers at ELED, the school teachers and pre-service teachers such as time implementation, what should be observed during internship program and how to make the report of observation. Also, the students in batch 2016 cannot ask to their seniors because they have different program. Internship in batch 2016 is different from 2014 and 2015. In 2016, internship is applied at second year. It means that the students of 2016 will do the internship program in semester 3, semester 4, semester 5, and semester 6. Because this program is new for students of 2016, it arises many questions from students, lecturers and school teachers

The second problem is that the pre-service teachers feel confused because they have not got any knowledge on how to create lesson plan, teaching materials and evaluation for they have not taken any course related to it. They cannot ask their seniors about the internship because the internship program of 2016 is new program. The pre-service teachers having Teaching English Foreign Language (TEFL) course at fourth semester because in this course they learn to create lesson plan, teaching materials and evaluation but they should make lesson plan, teaching materials and evaluation at fourth semester so they felt difficult to create lesson plan, teaching materials, and evaluation. students in batch 2016 of ELED, they said that they felt confused when they created lesson plan because they did not have the experience to create lesson plan. Also, they do not have any knowledge yet on how to create lesson plan, and confused to select the aim of lesson and teaching materials. Those are the three difficulties the first time pre-service teachers created those and the pre-service teachers did not have enough experience about lesson plan, materials and evaluation.

The third problem happened is the phenomenon which makes pre-service teachers feel difficult to do internship program. There are several phenomenon can be an obstacle for pre-service teachers to do an internship program. The phenomenon is location of internship program, schedule, and the rules of school which should be obeyed. Those are the several phenomena which can make become the challenges for pre-service teachers to do internship program.

Limitation of the Problem

There are three problems identified. Firstly, many questions appear from the lecturers of ELED, the school teachers, and pre-service teachers. Secondly, the students feels confused on how to observe and difficult to create lesson plan. The third problem happened is a phenomenon which makes pre-service teachers get difficulty to do internship program. However, the researcher only focuses on the difficulties faced by pre-service teachers during internship program and the strategies to overcome the difficulties

Research Questions

1. What are the difficulties that the pre-service teachers face during the internship program of ELED at a private university in Yogyakarta?
2. What are the strategies that pre-service teachers use in overcoming the difficulties during the internship program of ELED at private university in Yogyakarta?

Purposes of Research

There are two purposes of this research. The first purpose is to find out the difficulties faced by pre-service teachers during the internship program in their second year at private university in Yogyakarta. The second purpose is to explore strategies of pre-service teachers to overcome the difficulties during internship program at private university in Yogyakarta.

Significances of Research

The significance of this research was divided into three. For the first one, it is the significance of research for pre-service teachers. The second one is the significance of research for teachers. The last one is the significance of research for future researcher.

For pre-service teachers. There are two significances for pre-service teachers. The first significance is to anticipate difficulties. After pre-service teachers know the difficulties, they can anticipate the difficulties. The second significance is to choose appropriate strategies to overcome the difficulties faced by pre-service teachers.

For the school teachers. The significance for teachers is to use this as the material for discussion, so that pre-service teachers do not experience the same difficulties. They can use this research as study material if they find strategies to create lesson plan, teaching materials and evaluation to solve the difficulties. Therefore, they can use this research as material discussion to be applied to the pre-service teachers and they will not experience the same difficulties.

For future researchers. This study is also significant for the future researchers. The research can be a reference that helps future researcher who wants to hold a research about pre-service teachers experience during the internship program. Furthermore, future researchers can use this research to elaborate more specific research projects as a follow up research.

Outline of the Chapter

There are five chapters in this undergraduate thesis. Chapter one presents the description of research. This chapter presents background of study, identification and limitation of problem, research questions, purpose of the research, and the significance of the research. The significance of the study and outline of study are included in this chapter. Chapter two discusses the definition of internship, the benefit of doing internship, and also it is discussing about learning tools such as lesson plan, material, and the last is evaluation. Chapter three presents the methodology. It is about how the researcher takes the data, the approach that the researcher use of this research. Chapter four discusses findings and discussion and it is about the result of interview. The last chapter is conclusion and recommendation. It is resuming of the research and suggestion for lecturers, pre-service teachers, and future researchers.