

Chapter Four

Finding and Discussion

In this chapter, the researcher explains the findings and discussions of the study. The findings reveal several points related to the students' perception on the difficulties during the internship program at ELED. Based on the research question, there are two points that can be obtained. There are five findings in the first point and discusses as well about the difficulties of doing internship program based on the pre-service teachers' perception answered the first research question. The second point answered the second research question which consists five findings about the strategies used by pre-service teachers to overcome their difficulties in doing internship program. The researcher mentioned the participants' names using pseudonyms.

The difficulties of doing Internship Program at English Language Education Department based on pre-service teachers' perception

Based on the data obtained from three participants, there are five findings related to the first research question, which is about the pre-service teachers' perception on the difficulties of doing internship program at ELED in private university of Yogyakarta. Those were the difficulty in creating lesson plan, understanding teacher's explanation, adjusting schedule, reaching the location, and the last is in handling the students. The findings are discussed as follows:

Finding 1: The difficulty in creating lesson plan. Lesson plan is guidance for teaching. In lesson plan ,there are some parts which are teaching materials and

evaluation tools. This finding was the first difficulty that pre-service teacher experienced in doing internship program. There were two points that will be discussed in this section. The first point is finding teaching materials and the second is finding evaluation tools.

From the interview result, Odette explained her difficulties of doing internship program that was lesson plan problem. This problem occurred when she was in the fourth semester since she still learned how to make lesson plan. It was the first time for her creating a lesson plan, so she found it difficult to make it. She said, “The difficulty is making a lesson plan because we still learn to make a lesson plan, we are beginner” (P1.01).

Finding teaching materials: Teaching materials were included in lesson plan. One of the problems dealing with creating lesson plan is teaching materials, in that Odette felt that it was difficult for her to find the teaching material that was suitable for students. Odette said that she had difficulty in finding teaching materials related to the topic. She said, “The difficulty is finding teaching materials related to the topic” (P1.02).

Finding evaluation tools: Other difficulties come from finding the right evaluation. Then, Odette also felt difficult in finding an evaluation tools. She said “The difficulty is finding an evaluation tools” (P1.03). She felt difficult in finding an evaluation tools because she did not know the condition of the students, therefore she did not know what tools to use evaluation.

Lesson plan problem also happened to Lancelot and Martis. Second participant felt difficult, but he is enthusiast when he had to make lesson plan. Lancelot said, “It is difficult to make a lesson plan but I am enthusiast” (P2.06). Therefore Lancelot felt difficult but he was enthusiast to make a lesson plan. that was the same as third participant, Martis. He also felt difficult in making a lesson plan because the teacher did not do enough guidance when making a lesson plan. Martis said “I do not understand how to make lesson plan” (P3.03).

In summary, all participants stated that lesson plan problem is the difficulties that come by their personal characteristic. They had different character that made them felt difficult to make lesson plan. For example Odette, she felt difficult to create a lesson plan because of she was beginner and still learned the theory of lesson plan. While Mart felt difficult because he did not have enough guidance to make lesson plan. They felt difficult because internship in semester , and they also need to create lesson plan but in condition when they having semester they still learn how to make a lesson plan, teaching materials, and evaluation tools. Based on result of research conducted by Jasmi (2014), there are two points of difficulties in creating lesson plan. Firstly, teacher got some difficulties in determining assessment since they had to assess many aspects of it, particularly in assessing students’ attitude. Secondly, the main reason of the case was the teacher did not get any training or seminar yet about lesson plan. The first reason is in line with Odette’s perception that she felt difficult to find an evaluation tools. It is different from the second reason that it is not in line

with participants' experienced. They had meeting with school teacher to discuss lesson plan, teaching materials, and evaluation tools.

Finding 2: The difficulty in understanding teacher's explanation.

Teacher's explanation is important for pre-service teachers to understand lesson plan. When the pre-service teachers met with the school teachers, they explained lesson plan, teaching materials, and evaluation tools. This is the second difficulty that the researcher found in this study. The second difficulty of doing internship program based on pre-service teacher is to understand teacher's explanation. Based on the data collected, two participants stated that one of the difficulties of doing internship program was teacher explanation problem. One of the factors the pre-service teachers did not understand the lesson plan is that they felt difficult to understand the teacher explanation. Sometimes teachers in school explain the lesson plan with no detail, so that they felt difficult in making lesson plan. Lancelot felt difficult to understand the explanation from teacher when he was in Junior High School. Lancelot said "I found it difficult when it was the first time we made lesson plan in Junior High School. The school teachers got rather difficult to explain"(P2.04).

According to Novotna (2005), the role of explanation is to make clear the meaning of object (method, term, task) formally maintaining the necessary distance between the object of action or study and the tools. In the learning or teaching process, explanation is a tool used by both teachers and students. The goal is to

manifest comprehension. Therefore, the teachers have to give a clear explanation to pre-service teachers so that they can understand the teachers.

Finding 3: The difficulty in adjusting schedule. Sometimes, the pre-service teachers have a different schedule with the teachers. It was because of the academic calendar which is different between school schedule and campus schedule. This is the third difficulties of doing internship program stated by pre-service teachers of this study. Two of three participants felt that schedule was one of the problems faced by pre-service teachers when doing internship program. Sometimes pre-service teachers have a different schedule between schedule in campus and schedule in school. Secondly, participant experienced that schedule in campus crashed with schedule in school, so that it was difficult to find a free schedule. “Maybe it is related with schedule in campus” (P2.01) said Lancelot. One of the factors that happened is that the teacher was busy. Therefore, it gave impact to pre-service teachers to find a free schedule in campus and schedule in school. Lancelot said “It’s difficult to meet the teachers because they are busy” (P2.05).

It is not only Lancelot that felt schedule problem is a difficulty of doing internship program, but also it is has been felt by third participant. Martis said “The teachers in Senior High School have busy schedule”(P3.04). Martis ever experienced that one day he and the teacher had an appointment, and suddenly the teacher canceled and changed the schedule with another day. Therefore, he did not go to school two times because of sudden schedule.

Based on the findings, two of the participants faced difficulty in adjusting the schedule. Thus, the burden of doing internship program and full-time learning is very strict, so pre-service teachers must adjust the internship schedule and lecture schedule because it requires a lot of time and effort for pre-service teachers to schedule with teachers (Darling-Hammond, 2006). School teachers provided to support to the pre-service teachers to be better in doing internship program.

Finding 4: The difficulty in reaching the location. Location is one factor that impact to pre-service teachers in doing internship program. Sometimes the pre-service teachers got far location of internship. They were reaching the location around 20-30 minutes. One out of three participants stated that the fourth finding as the problem of doing internship program. The problem was the distance of school location. Lancelot stated “The distance between our location and internship location” (P2.02). Sometimes the distance between campus and school become a problem by pre-service teachers. The further distance between the location of the school will make pre-service teachers become lazy go to school. It is in line with Tarman (2012) stated that the distances between school and university affects the enthusiasm of pre-service teachers. In addition the location of internship program also influenced the motivation of pre-service teachers to do internship program, because the distance generated interest in doing internship.

Finding 5: The difficulty in handling the students. Handling the students is an activity to organize the students in school. When the pre-service teachers had an observation at primary school, they got bully from the students. The fifth problem of

doing internship program is the difficulty to handle the students. One out of three participants stated that bully problem was the problem that he faced when he was doing internship program at primary school. This was stated by Lancelot “When I meet with primary school students, sometimes they bully us” (P2.03). Students in primary school have a different way of joke with pre-service teachers. Lancelot experienced that when he was doing an internship program in primary school, he met a student then the students bullied him, and they are mischievous to pre-service teachers. It is the way that the students in primary school can be familiar with pre-service teachers. This happened when pre-service teachers had an observation in primary school. The students of primary school were very enthusiast with pre-service teachers. Finally the pre-service teachers got bully from the students in primary school. Apparently, bullying did not only happen class, but also outside classroom. A pre-service teacher got bully from students primary school because he did not know student’s characteristics and needs.

Therefore, it was important for pre-service teachers to know the characteristics of students. In addition, to know the characteristics of students is not easy because they do not recognize the characteristics that exist in all students. It is also difficult to know the student’s need. Lancelot got bullying from students because he did not know what student’s need. Psychology research has found that knowing students need was difficult because students’ need was important role in teacher’s ability to interact in meaningful, engaging, and effective ways with students (Ones, Dilchert, Viswesvaran, & Judge, 2007).

The strategies used by pre-service teacher of English Language Education Department to overcome the difficulties of doing internship program

In this section, the researcher of this study presented and discussed the findings to answer the second research question. It was about the strategies used by pre-service teachers of ELED to overcome the challenges of doing internship program. There were five findings of this section. Those findings were creating evaluation plan, looking for explanation from teachers and friends, keeping in touch with teacher, motivating them, and adjusting to the environment.

Finding 1: Creating evaluation plan. Evaluation plan is a strategy on how to get and analyze problem that will help to improve the effectiveness of solving problem. Pre-service teachers did evaluation plan to analyze their problem and to solve their problem. Three participants had stated the strategies to overcome the first difficulty that researcher found. Odette stated her strategy to arranged lesson plan based on topic. She said that “My solution is arranged the lesson plan based on the topic and the order of lesson plan construction” (P1.07). Therefore, she should understand the lesson plan first then she arranged the lesson plan based on the topic.

The second participant had different strategy with the first participant. Lancelot focused by asking to the teachers if he did not understand about lesson plan. Lancelot said “The strategy in making lesson plan is diligent in asking if I did not know the answer” (P2.11). Asking to the teacher was a good way if pre-service teacher did not understand about lesson plan. It made the pre-service teachers easier to understand.

The third participant had same strategy with the second participant. The differences with the second participant, he focused in asking to the teachers, but the third participant focused by asking to his friends. Martis said “I ask to my friend because I am sure if my friend understood the lesson plan” (P3.09). Martis is more enthusiasts asking to his friends than asking to the teacher. Therefore, if he did not understand the lesson plan, he would ask to his friends.

Lesson plan is an important tool for teachers or pre-service teachers as guideline to teach (Sudirman, 2003). Lesson plan provides a guideline for managing learning activities in the classroom. Using lesson plan in teaching learning process makes the teachers or pre-service teachers know what should be taught in the class. Lesson plan should has clear objectives and activities. Therefore, pre-service teachers should understand a lesson plan.

Finding 2: Looking for explanation from teachers and friends. Looking for explanation from teachers and friends is an activity that done pre-service teachers to understand the explanation from teachers. The second finding is the strategy dealing with the understanding teacher explanation problem. The strategy used is looking for explanation from teachers and friends. There are two participants who agreed that the strategy to overcome the understanding teacher explanation problem is that looking for explanation from teachers and friends. Odette said “My strategy is paying more attention when the teacher gives an explanation and do not get distracted by something that are less important” (P2.13). Therefore, Lancelot chose more pay attention to understand the teacher explanation.

Martis had different way to understand teacher explanation problem. He chose asking to his friends if he wanted to understand what teacher explains. Martis said “I solve the problem with asking to friends” (P3.08). Sometimes it was easier to understand the teacher explanation with asking to the friends because friends had a way to make Martis understand about teacher explanation.

Therefore, if the pre-service teachers did not understand with the explanation from teacher, they should keep communication with school teacher. If the pre-service teachers did not understand what school teachers explained, they could ask to repeat the explanation. It could build a good relationship between pre-service teachers and school teachers. Maccann and Johansenn (2014) stated that pre-service teachers need to establish new relationship with experienced teachers. In this relationship, school teachers help pre-service teachers see what students can do and cannot do and help them adjust their planning and instruction (Nilssen, 2010).

Finding 3: Keeping in touch with teacher. Keeping in touch with teacher is an activity where the pre-service teachers have to communicate with the teachers. The third strategies that could overcome the schedule problem are finding a free schedule and keep communication. This finding was stated by the second participants and the third participant in this study. Lancelot chose to find free schedule between teachers’ schedule and his schedule. Lancelot said “The strategy is finding a free schedule between pre-service teacher and teacher” (P2.09). Therefore, Lancelot should find a free schedule so that his schedule did not crash with teacher schedule.

The third participant had different way with the second participant. Martis chose to keep communication with the teachers to find a right schedule. Martis said “The strategy kept communication with the teacher” (P2.14). Therefore, he chose to keep communication with the teacher in order to avoid misunderstanding schedule with the teacher.

In summary, keeping a good communication between pre-service teachers and teachers is important to set a good schedule. Setting a good schedule is not only made to solve unmatched schedule between pre-service teachers and school teacher, but it is also used to handle lack of communication between pre-service teachers and school teacher. According to Graham (2005), school teachers were able to facilitate changes to pre-service teachers’ understanding about schedule in schools with their schedule in institution. This was happened if the pre-service teachers could keep communication with the teachers.

Finding 4: Motivating themselves. Motivating themselves is a strategy done by pre-service teacher in order to overcome the difficulty to reach the location. Pre-service teachers motivated themselves to solve the problem in reaching the location. The fourth finding in the strategy to overcome the difficulty to reach the location faced by pre-service teacher was intention and implementation. This was stated by the second participant because the second participant felt the problem of the distance of location. The difficulty to reach the location made the second participant feel lazy to do internship program. He stated “The strategies are intention and implementation”

(P2.10). Therefore, he chose to motivate themselves with his intention and implementation to solve the difficulty to reach the location.

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 students –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.

Finding 5: Adjusting to the environment. Adjusting to the environment is a strategy to avoid bullying problem. This finding is the fifth strategy that pre-service teachers did to overcome the bullying problem. The fifth finding in this research is the strategy to overcome the bullying problem that faced by pre-service teacher in doing internship program. In this research, the strategy from the second participant is adjusting in environment. Lancelot stated “I should know how to adjust with the environment” (P2.12). This happened when Lancelot had an observation in primary school. In that time, he met students of primary school and he got bully from them. Therefore, the second participant chose to adjust to the environment to avoid bullying from students in primary school

The pre-service teachers also should understand students’ need. Understanding students’ need will easily to understand the characteristics of students. The characteristic include time of day, outside stimulation, energy level, and mobility

while studying (R. Dunn, & K. Dunn, 2002). So understanding student's need is important in order to pre-service teachers can adjust to the environment.