

STUDENT TEACHERS' PERCEPTIONS OF THEIR READINESS FOR THE INTERNSHIP

**(Persepsi Mahasiswa KPL tentang Kesiapan Mereka
untuk Menjalani KPL Keguruan)**

Amanda Vira Maharani

Magister Linguistics, Faculty of Cultural Studies
Universitas Brawijaya, Jalan Veteran, Ketawanggede, Kecamatan Lowok Waru
Kota Malang, Jawa Timur, Indonesia
Pos-el: amandaviram@gmail.com

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Abstract

This descriptive qualitative study aims to investigate English student teachers' perceptions of their readiness to take the internship regarding some aspects. The data were mainly collected through interviews. The interviewees were six students in the sixth semester of ELT program of the State University of Malang. The researcher recruited six student teachers with high, average, and low achievement based on their GPA. The data were analyzed descriptively according to three steps which consist of data reduction, data display, and conclusion drawing. The research showed that the student teachers were still feeling not ready enough in some aspects. The first aspect is almost all of them had an issue with the duration of the internship that is too short. Second, not all the student teachers majoring English Language Teaching have a desire to be a teacher although teaching is the primary field of work that they have been prepared for throughout their university study. Third, another factor that makes them feel unready is anxiety. Fourth, from the content courses aspect, there was an issue with the sequences of the courses that made student teachers confused in planning a lesson. Lastly, regarding skill courses, the respondents thought the courses are already adequate, and they already got good scores, but they stated that they still have some issues with it.

Keywords: *perception, readiness, internship*

Abstrak

Penelitian deskriptif kualitatif ini bertujuan untuk mencari tahu kesiapan mahasiswa KPL Jurusan Sastra Inggris untuk menjalani KPL Keguruan di beberapa aspek. Data penelitian ini didapatkan melalui wawancara. Subjek yang diwawancarai adalah enam mahasiswa semester enam dari Pendidikan Bahasa Inggris, Universitas Negeri Malang. Peneliti merekrut enam mahasiswa KPL dengan prestasi tinggi, sedang, dan rendah berdasarkan IPK. Data penelitian dianalisis berdasarkan tiga tahapan yang terdiri atas reduksi data, penyajian data, dan penarikan simpulan. Penelitian menunjukkan bahwa mahasiswa KPL masih belum siap di beberapa aspek. Aspek pertama adalah hampir semua dari enam mahasiswa KPL memiliki pemikiran bahwa durasi dari KPL Keguruan terlalu singkat. Kedua, tidak semua mahasiswa KPL Pendidikan Bahasa Inggris memiliki minat untuk menjadi guru walaupun mengajar adalah peluang kerja yang dipersiapkan selama belajar di universitas. Ketiga, faktor lain yang membuat mereka tidak siap adalah kegelisahan. Keempat, dari aspek mata kuliah konten terdapat isu tentang urutan mata kuliah yang membuat mahasiswa KPL bingung tentang perencanaan pembelajaran. Terakhir di aspek mata kuliah kecakapan berbahasa Inggris, responden mengatakan bahwa mata kuliah tersebut sudah cukup membantu dan nilainya sudah mencukupi, tetapi mereka masih memiliki beberapa permasalahan.

Kata-kata Kunci: persepsi, kesiapan, KPL Keguruan

INTRODUCTION

The internship is a cycle of professional preparation where a senior student learns how to work formally and is supervised by a practicing teacher or a school representative in a block of time (Hamalik, 2009: 168). Teaching internship is a required part of the curriculum of teacher education program. The primary purpose of this activity is to develop and strengthen student's competencies and educational responsibility and also to prepare them for the profession (Parveen and Mirza, 2012: 488). In conclusion, the internship is to bridge between theories of teaching and activities of what pupils should learn.

There are some advantages of the internship. First, the internship provides an opportunity to experience the real working conditions as part of their undergraduate program, in which the students obtain a better understanding of today's professional environment, demands, and qualification (Parveen and Mirza, 2012: 488). Second, they can learn, adapt, build their skills and develop the self-confidence for their careers (Howard, 2004:4). Next, students can apply and practice their teaching skill, how they manage the class and implement the lesson by applying the theories they have learned. Hence, teaching internship is an excellent opportunity for the students as professional preparation and to understand more about their future potential in teaching.

In State University of Malang (UM), internship or known as *Kajian dan Praktik Lapangan Keguruan (KPL Keguruan)* is a required course to develop students' teaching skills to produce professional educators. This course is taken by undergraduate students who have earned more than 100 credits course. It is usually taken in the seventh semester and costs four credits. Thus the student teachers are expected to master the material in the courses that they have taken before to be ready for the internship. The objectives of the internship are that the students can (1) perform a real teaching activity by planning a lesson, implementing the learning activities and also

assessing the outcomes, (2) identify the difficulties faced by the students in the classroom, and (3) understand the school management and other educational tasks. By the end of the internship, the student teachers are expected to have excellent teaching skills and be able to develop their professional skills after graduating.

The internship is carried out in two phases, Internship I and Internship II. Internship I is a teaching internship which is conducted on campus for two weeks. The objective is to reinforce the various competencies necessary for the student teachers to be ready for the Internship II in school later. There are four activities in Internship I. First is briefing the student teachers about internship implementation. It is done to give information about the overall activities in the internship. The second activity is identifying standard competencies and essential competencies. The objective is to develop a syllabus, identify standard competencies and essential competencies, and to learn instruments that will be used in Internship II. The student teachers are required to meet the mentor teacher to get some guidance to develop teaching instruments. The third is planning the lessons for peer teaching. In lesson planning, student teachers are assigned to develop a lesson plan which includes core competencies, essential competencies, indicators, aims, learning materials, learning methods, media and learning source, activities, and assessment. First of all, the lecturer gives a review by showing the principles of making good learning instruments, and then the student teachers learn to create the instruments through the guidance of the lecturer. Then, the lecturer will assess the instruments. The last activity is doing peer teaching and practicing the lesson study. Lesson study is an approach to upgrade the quality of learning and teaching through collaborative lesson planning and evaluation. The steps on the lesson study are (1) planning a lesson to achieve the objectives, (2) implementing the plan, (3) reflecting on the learning activities by discussing with peer

student teachers and the mentor teacher, and (4) clinical supervision. The focus of the lesson study is to observe the students' activities and responses instead of the teacher's performance in class. In Internship I, lesson study is performed collaboratively between the student teacher who acts as moderator and the teacher, peer as the observer, and the lecturer as a supervisor who is done at least twice.

The second phase is Internship II. It is conducted in the school chosen by the students themselves. This activity is ongoing for six weeks. In Internship II, the student teachers will be introduced to various things regarding real teaching and learning activities. The objective of Internship II is to produce student teachers who can (1) develop learning instruments, (2) apply learning practice in the real situation, and (3) do self-reflection through lesson study to improve their teaching performances. There are four activities in Internship II. The first is school orientation which aims to introduce the students to the school environment, organization, rules, and culture. The second is creating the learning instruments based on the results of identification of standard competencies and essential competencies which have been done in Internship I. The third activity is observing the classroom, in which the student teachers observe the teaching and learning activities performed by the mentor. The last is implementing teaching. In Internship II the students also do the lesson study like in the Internship I. The lesson study activity is done at least twice during the teaching practice.

The State University of Malang offers a short and quick teaching practice which is six weeks. The student teachers need to adjust quickly and overcome any negative feelings and also the lack of teaching theories they might have. The student teachers should also have better preparation for a better outcome in the internship, especially in teaching skill. The previous study by Dantas (2015), states many students still doubt their readiness in entering the education profession when teacher preparation programs ended. Gungor and Sarac (2012) investigated the readiness of pre-

service teachers for teaching speaking. The results show that pre-service teachers' self-efficacy and readiness level to teach speaking skill are relatively low. A study done by Mukhibad and Susilowati (2010) evaluated the teaching competencies of accounting students who did the teaching internship at Semarang State University. It was reported that most of the accounting students had completed the teaching internship successfully, yet the guidance from the lecturer needs to improve from planning, implementing, reflecting, and evaluating the teaching and learning process.

A theory of planned behavior by Azjen (2005:118) states that if an individual suggested a positive behavior or attitude and she or he thought she or he is expected to perform the behavior, the result is an intention to perform the positive behavior. According to Azjen (2005:119), attitude is a concept of belief which represents likeable or unlikeable of a person's familiar feeling towards something. Rahman, Abdullah, and Rashid (2011:4) stated practicum readiness is the student preparedness before the teaching internship.

There are several definitions of readiness in the context of teaching and learning. Readiness is a state of fully prepared to facing a situation (Oxford Advanced Learner's Dictionary). Readiness according to Ilg and Ames (cited in Suhirman, 2000) involves all aspects of human life which refers to maturity of mental, thinking, emotion, physiology, and attitude. Budiman (cited in Suhirman, 2000) also clarifies that readiness is as want, wish, and competency of effort for an activity which depends on the maturity of experience and mentality. Suhirman (2000) defines readiness as the condition of a person's maturity within competency, want, wish, attitude, emotion, and mental in conducting a teaching and learning activity to get a satisfactory learning result. Rahman, Abdullah, and Rashid (2011:4) add the practicum readiness is within the dimension of students' awareness of teacher's roles and responsibilities, English language proficiency, the capacity to work with other people,

knowledge, and skills related to teaching, and problem-solving ability.

On the other hand, Haigh, Ell, and Mackisack (2013) conducted a study on assessing student teachers' final practicum to identify variables that can be used to assess student teachers' readiness to teach. The assessment instrument they used was six dimensions of effective practice. The three dimensions covered in the personal attributes are learning as a teacher, personal qualities, and relationships. The other three dimensions are associated with professional practice: knowledge and planning, enacting teaching and management, and assessment. Learning as a teacher deals with feedback and reflections; personal qualities involve flexibility and enthusiasm; relationships addresses relationship with children and colleagues; knowledge and planning, includes knowing content and planning appropriately leveled and detailed; enacting teaching and management is about engaging children and managing rotations; and assessment refers to collecting evidence of student learning and recording it and also discussing evidence and using it to adjust planning.

In line with that issue, Edelmann states that academic anxiety or worries are most frequently an issue with college students (1992:145) and anxious people are concerned about their self-related thoughts and personal inadequacies (Schwarzer, 1990:226). It is understandable that student teachers have many concerns about the teaching internship. Many students teacher are worried about managing the class, making a lesson plan and conducting a high-quality lesson (Schwebel, 2002: 5). In the context of teaching anxiety experienced by EFL (English as a foreign language) student teachers during teaching practice, Merç (2011) investigates the factors of foreign language student teacher anxiety. The data revealed there are six classifications as the factors: student and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous.

Realizing how important the internship is for the progress of student teachers' teaching

skill, it can be said being ready is essential. This study is conducted to investigate this issue. The student teachers' readiness was measured concerning the understanding about the internship, teaching interest, teaching experience, feelings in facing the internship, the adequateness of the teaching courses, final grade and courses' understanding, English skills, self-reflection, preparation, and suggestion for the English Department. Another measurement was by checking student teachers' grades on English language skills courses, English language and literature courses, English language teaching courses, research components, and elective courses which can assist the development of the language teaching components. This step was to make sure that the student teachers already passed the minimum score. Checking the courses' grades enabled the researcher to compare it with the student teachers' statement on their courses understanding which can lead to the readiness of the student teachers.

Based on the literature that had been reviewed, there seem to be limited studies carried out to investigate English student teachers' readiness for teaching practicum. Therefore, this study did not focus on one factor regarding the issue; instead, it looks at all possible factors that indicate students' readiness and the students' perceptions related to those factors. Based on the background description above, the researcher is interested to find out more on the readiness for student teachers' internship. As internship is an essential process of teacher education programs, the results of the study are beneficial to identify student teachers' issues on the internship to prepare them better for the internship.

METHOD

This study was conducted to investigate the student teachers' perceptions of their readiness for the internship. To meet the purpose, the appropriate design of the present study was descriptive qualitative research. According to Bogdan and Biklen

(1992), qualitative research has five characteristics. The characteristics are (1) qualitative research has a natural setting of data's direct source, (2) the collected data is in the form of words rather than numbers, (3) in qualitative research the process is at the concern rather than the outcomes or products, (4) the data analysis is using particular facts, and the last, (5) meaning is important to qualitative research as the researchers are concerned with the subject's perspectives.

The researcher used a descriptive method as an attempt to describe the perspective of the readiness of the students who take the internship in the next semester as a compulsory course. This study is classified as a case study. A case study provides an in-depth description of a selected unit because it is unique or different. The advantage of a case study is the possibility to understand the whole individual's environment. Moreover, a case study can also provide prosperous detailed information about phenomena. A case study begins with collecting data, reviewing and exploring the data, and making decisions about where to go with the study (Ary, Jacobs, Razavieh, Sorensen, 2006:456).

The subjects of this study were sixth semester English Language Teaching students of the State University of Malang who were about to take the internship. The researcher recruited six student teachers of high, average, and low achievement based on their GPA. The student teachers consist of two student teachers with high achievement, two student teachers with average achievement, and two student teachers with low achievement. Concerning educational backgrounds, five out of six student teachers graduated from senior high school, and one student teacher was from vocational high school. Student B used English in every lesson when she was in senior high school and also spoke English while she was in the school as a medium of instruction. Student E had lived in Thailand for a year and used English to communicate

as a daily language. Student A had taught English in school for two years after graduating from vocational high school then quit before entering the college. The three other student teachers learned and used the English language only at the school's English class. All of them also attended an English course within a different range of time: less than four months, a year, and six years. All six student teachers had registered the internship. Four of them wanted to join the first batch of internship which starts on August 8th, 2016 to have enough time to do the Sarjana's thesis as quickly as possible. Meanwhile, two other student teachers wanted to join the second batch of internship which starts on September 17th, 2016 to get better preparation for the internship.

The data were collected through interviews with the six student teachers from May 9th to 13th, 2016. The researcher acted as the interviewer and conducted the interview in Bahasa Indonesia to avoid misperception and misunderstanding of the questions.

The interview is a frequently used method in the data collection of qualitative research. There are several advantages of using the interview as stated by Atkins and Wallace (2012) that is allowing the researcher to engage with the interviewee because it is done usually face to face, the researcher can gather different types of information such as opinions, and it provides the researcher with the insight of their thought through process. The interview is used to obtain subjects' opinions, beliefs, and feeling in the interviewee's words (Ary et al., 2006: 480).

Ary et al. (2006) state that an interview can be categorized into a structured interview and unstructured interview. A structured interview is an interview with prepared questions. On the other hand, unstructured interview involves questions which arise based on the situation. Meanwhile, Pettersen (2008: 53)

defines four levels of structure, that is (1) no structure, meaning there are no plan and no prepared questions; (2) low structure, in which the interviewer only prepared a list of topics; (3) high structure, meaning the interviewer prepared the questions, and adapt to the situation to add follow-up questions; (4) maximum structure, meaning the interviewer prepared the questions and asked the same way and order without adding any follow-up questions.

Based on Pettersen (2008: 54), the ideal structure of interview questions is on level 3 which is a high structure or better known as a semi-structured interview. This study used a semi-structured interview to get the data by using prepared questions added with follow-up questions based on the situations.

The main instruments used in the study were interview guide and student teachers' grades of study, also a recorder as an additional instrument. The interview guide consists of 10 sub-aspects about the student teachers: (1) the understanding about internship, (2) teaching interest, (3) teaching experience, (4) feelings in facing the internship, (5) the adequateness of the teaching courses, (6) final grade and courses' understanding, (7) English skills, (8) self-reflection, (9) preparation, and (10) suggestion for the English Department.

This study started with a pilot study as the first phase of collecting data to try out the research instrument. The purpose of the try out is to find out if the instrument has covered all of the student teachers' perception about teaching internship. The researcher conducted a half an hour interview on April 22nd, 2016 with one student teacher of the sixth semester who was about to take the internship. Preliminary findings revealed that the student teacher with an average language skill has teaching interest and nervous feeling on teaching internship. The interviewee was feeling nervous because she was worried about the response from the students she will teach and the

classroom situation itself. The insights from this interview are about the internship (e.g., the importance of teaching internship, the passion on teaching, the readiness and any feelings on facing internship), the adequateness of teaching and skill courses, and reflection of the student himself and suggestions for the department.

As a result of the instrument try-out, the researcher gained some points on what she needed to add and improve with the interview questions. In the first aspect, the Internship, regarding their interest and experience in teaching, the second question is about the student teacher's perspective on the correlation between teaching interest and teaching performance. The question did not get a clear and adequate answer, so the question "Do you think your interest in teaching will influence your performance in teaching practice?" needs to be revised into "Do you think your interest in teaching will influence your performance in teaching practice? Please explain the reasons.". In that way, the researcher will get a better explanation about student teachers' opinions on the correlation between teaching interest and teaching performance. Still, on the same sub-aspect, the researcher needs to add a new question about student teachers' experience in teaching. Knowing student teachers' experience in teaching indicating how prepared the student teachers are for real teaching.

In the second aspect, content and skill courses, regarding the content courses adequateness, the first question needs to be revised into "In your opinion, are the content courses such as Teaching English as a Foreign Language (TEFL), English Curriculum, Language Assessment and Development (LAD), Language Learning Assessment (LLA), Coursebook Evaluation, etc. adequate enough to support you for the internship?". The problem of the previous question is that the question did not focus only on teaching/content courses but also includes the skill courses, yet the researcher wants insight more on the

teaching courses. Concerning the student teachers' English skills, one more question can be added about the student teachers' own opinion on the adequateness of their language skills for the teaching practice. The question is "Are your English skills adequate for the internship?". The purpose of this question is to get more explanation about their language skills. There is within a revision nor additional question for the third aspect. All the revisions and additional questions are expected to better elicit the student teachers' perspective of this readiness for the internship.

The data were analyzed descriptively, and the results were presented in the form of the written description of the research questions. Miles and Huberman (1994:10) explains the steps of data analysis which consists of data reduction, data display, and conclusion drawing. Data reduction refers to the process of selecting, simplifying, and converting the data in the form of interview transcriptions. The data display is the process of organizing the information. Data display helps the researcher to understand what is happening and to decide further actions. The last, in conclusion drawing the researcher decide the main intention then presents it descriptively. Quotations from the interviewees were translated into English without reducing and/or altering the meaning.

DISCUSSION

Student teachers' readiness concerning their perceptions of and preparations before the internship is described under five main headings: the internship, interest, and experience in teaching, content and skill courses, internship preparation, and student teachers' grades.

The Internship

The internship aspect of covered the student teachers' point of view on understanding about the internship.

The Student Teachers' Understanding about Internship

Malang State University offers two kinds of teaching internship, one, the regular internship is open for all students and takes place in schools around Malang for six weeks, and another internship takes place in Thailand, and the duration is about 4-5 months. The Thailand internship program is limited, which means that the student teachers have to register first and attended the interview, and the lecturers choose the interns. The internship must be taken by undergraduate students who have earned more than 100 credit course. All six student teachers had registered for the regular teaching internship.

The English Department Catalogue (2013) states that an internship is a compulsory course that aims at developing the students' competence and skills in teaching through practical experiences in the field or the schools. After graduating from the English Language Teaching (ELT) program, the student teachers should know how to handle students and classroom situation especially by experiencing practice teaching. Because of that, the internship is an important process in the ELT program. Although all six student teachers have the different explanation regarding the internship, all of them defined the internship as a program with the objective to facilitate the students. The program is to perform a real teaching activity by planning a lesson, implementing the learning activities, and also assessing the outcomes; identify the difficulties faced by the students in the classroom, and understand the school management and other educational tasks. Thus, this is a very crucial process of teacher preparation program. Six student teachers stated that internship is critical, in line with what Paveen and Mirza (2012:488) states that the major purpose of this activity is to develop and strengthen student's competencies and educational responsibility, and also to prepare them for the profession. Also, by

the end of the internship, the student teachers are expected to have excellent teaching skills and be able to develop their professional skills after graduating.

Concerning the duration of internship based on 2013 the English Department Catalogue, internship lasts 12 weeks, but in the new terms, the duration is six weeks. Endeley (2014) reviews internship programs in different universities. By comparison, in the bachelor's degree program of the Department of Curriculum Studies and Teaching of the Faculty of Education, University of Buea, the student teachers have to complete 24 weeks of teaching practice to graduate; 12 weeks in the second and 12 weeks in the third year. In the University of Edinburgh, the practicum consisted of four phases and is held once a year. In the second semester there are five full weeks; the fourth semester there are six full weeks; the sixth semester there are ten full weeks, and in the last semester which is the eighth semester there are 11 weeks. Also in the University of Brunei Darussalam offers similar duration of practicum; three weeks in the fourth semester, seven weeks in the sixth semester, and 14 weeks in the eighth semester. Meanwhile, most of the Chinese universities offer the teaching practicum in the seventh semester for 8 to 10 weeks. In National Institute of Education, Singapore (National Institute of Education, 2016), in bachelor program the internship consisted of School Experience (SE), Teaching Assistantship (TA), Teaching Practice 1 (TP1) and Teaching Practice 2 (TP2). SE is done before the third semester for two weeks which objectives to make the student teachers familiar with the students, teaching, and learning of primary and secondary schools these days; TA is done before the fifth semester for five weeks; TP1 is done before the seventh semester for five weeks; and TP2 is done at the eighth semester for 10 weeks. Overall, there is a difference in duration between the universities reviewed compared to the State

University of Malang. Student teachers from the State University of Malang only are experiencing a quick school observation as a task from particular courses. As stated by five student teachers, the six weeks of teaching practice is not enough to get the experience and get the grasp of teaching. It is hard to expect the student teachers to be skilled in teaching despite the duration of teaching practice itself. Fortunately, some of the student teachers were experienced in teaching students in private courses.

Interest and Experience in Teaching

Student teachers' interest and experience in teaching indicate their motivation to do the internship which in other words, show whether they are ready or not. In teaching interest, Student B (student teacher with average achievement) said she had no interest in teaching. Meanwhile, student C, E, and F (one student teacher with high achievement and two student teachers with low achievement) had low interest in teaching. Meanwhile, student A and D (one student teacher with high achievement and one student teacher with average achievement) were very passionate about teaching.

In teaching experience, one of the six student teachers, student B (student teacher with average achievement), had had experience in teaching but not teaching English. She joined a community that required her to teach. Thus, she is already familiar with the classroom situation. Meanwhile, five of them had the experience in teaching English in either private courses or schools or informal teaching with different time allotments. Three of the student teachers, student A, E, and F, have private course students with various levels and ages. Student teacher A has private course students from elementary, junior high, senior high to college students and also used to be an English teacher in a Muslim school before taking English Language Teaching program for one year.

Student D joined some community or an association of ELT students and taught English in an elementary school in Malang that does not have an English teacher yet. Also, he had various private course students from elementary, senior high and adult learners. Student C joined UM Mengajar, a college community which is dedicated to teaching. She has been going to rural areas in Malang for teaching informally and found out different characteristics of students who lived there. She stated that the youngsters there preferred working or getting married to studying. Meanwhile, the two remaining students, student C, and F have experienced teaching in a classroom situation once. Student C was a substitute teacher for her friends who could not come. Student F was teaching to accomplish a course's task, and in the previous semester, he taught elementary students in a private course.

In feelings in facing the internship, Student A and E (two student teachers with high achievement) said they had mixed feelings between nervous and excited. Student C, D, and F (one student teacher with average achievement and two student teachers with low achievement) are worried and anxious because they had hardly been in a classroom before. While student B (student teacher with average achievement) said she was not excited.

Content and Skill Courses

In content courses, five student teachers said the content courses they got are adequate. Student B said TEFL and English for Young Learner (EYL) are the courses she understands the most. She felt if she needs other courses she will take the elective course in the following semester. Student E added that it is adequate because the courses are related to each other, so a theory in a course can be used or connected to another course. One out of six student teachers, student A, said it is not adequate. He thought it is adequate for the theories from the courses, but it lacks on the

practice. The student teachers felt they need to learn more about content courses: curriculum, young learners, assessment, and classroom management. Three student teachers have suggestions on content courses, especially curriculum and assessment. Students A and D expelled that the explanation on what is and how to plan a lesson is vague and the course organization between curriculum and TEFL course is problematic. They said curriculum course is a specific course, but they got it in the fourth semester and got TEFL course which is a general theory course in the fifth semester. So he thinks it is a little bit confusing. Student E said LLA and LAD courses could be combined as assessment course because in his opinion the courses are slightly different. On the other hand, student C wanted an improvement on speaking course. Meanwhile, students F and B said she has no suggestion for the courses because it is adequate, so it goes back to her how to utilize it well.

While in skill courses, all student teachers said they do not have any real problems with skill courses. Four of them answered they are confident and fluent enough to speak in front of students in the class; meanwhile, student D and F (one student teacher with average achievement and one student teacher with low achievement) are still not fluent enough, and if they are nervous, they will get somewhat panicky to say something. Meanwhile, in grammar, three of them were confident and admitted their grammar is good, while the other three said they lack grammar ability.

Internship Preparation

The student teachers thought what they should do to improve their performance in teaching internship were: three of them answered that they lacked understanding of content courses, which include Curriculum course, teaching theories for particular students, assessment, and teaching methods. The other three student teachers were that they wanted to practice

more their English skills, especially in speaking to better deliver the materials. They were also preparing themselves for content knowledge and English skills. Although they have experience in teaching privately and/or in class, they said they lacked the real teaching experience guided by the lecturers. They wished that they get the opportunity to do more teaching practice before the teaching internship. In that way, when the teaching internship comes, they are all ready for it. One student teacher suggested having teaching practice at the end of the semester, or it can be in the form of a seminar, so they know more about the real classroom and real teaching.

Concerning the duration of internship based on 2013 the English Department Catalogue, internship lasts 12 weeks, but in the new terms, the duration is six weeks. Endeley (2014) reviews internship programs in different universities. By comparison, in the bachelor's degree program of the Department of Curriculum Studies and Teaching of the Faculty of Education, University of Buea, the student teachers have to complete 24 weeks of teaching practice to graduate; 12 weeks in the second and 12 weeks in the third year. In the University of Edinburgh, the practicum consisted of four phases and is held once a year. In the second semester there are five full weeks; the fourth semester there are six full weeks; the sixth semester there are ten full weeks, and in the last semester which is the eighth semester there are 11 weeks. In National Institute of Education, Singapore (National Institute of Education, 2016), in bachelor program the internship consisted of School Experience (SE), Teaching Assistantship (TA), Teaching Practice 1 (TP1) and Teaching Practice 2 (TP2). SE is done before the third semester for two weeks; TA is done before the fifth semester for five weeks; TP1 is done before the seventh semester for five weeks, and TP2 is done at eighth semester for ten weeks. Overall, there is a difference in duration between the universities reviewed compared to the State University of Malang. The State University of Malang offers a short and quick teaching practice which is in six

weeks the State University of Malang offers a short and quick teaching practice which is in six weeks the student teachers have to teach at the school without experiencing school experience or teaching assistantship before. They only are experiencing a quick school observation as a task from particular courses. As stated by five student teachers, the six weeks of teaching practice is not enough to get the experience and get the grasp of teaching. It is hard to expect the student teachers to be skilled in teaching despite the duration of teaching practice itself. Fortunately, some of the student teachers were experienced in teaching students in private courses.

Student teachers' interest and experience in teaching indicate their motivation and preparation for the internship. As a beginning teacher, the enthusiasm for learning and commitment to meeting the various needs of the students are very great assets to the school and for the student teacher's itself. Languay and Strachan (2011) state that to expect the students to be excited about and passionate about learning is hard if we are not passionate in teaching. Yariv (2011) states low motivation and weak skills are two in many aspects of teachers' difficulties in the classroom. Lack of emotional skills which one is interesting prevents teachers from showing good performance. Teaching itself is a challenge; it influences student teachers' feeling in facing it. Some student teachers in the study are excited, some are nervous and worried, and another one is not excited. It can be because of the interest and also the confidence in teaching. Berry (2008:74) states confidence is a huge factor in a teacher's success. If the teacher is confident, the teacher is excited and more likely to be creative. Although all of the student teachers have experienced teaching in private courses, it cannot be denied that they still feel anxious about teaching in the classroom situation. Aydin (2016) states that anxiety can be defined as an emotional state where a teacher feels some tension because of personal, motivational and technical concerns of teaching activities. The results of the study

indicated that the student teachers are anxious about classroom situations that they might face having no confidence in planning the lesson and problems with grammar and speaking.

The student teachers stated they still have a problem with planning a lesson because of the inappropriate sequence of some ELT courses. It can be seen in their English Curriculum course's grade. It is because they got English Curriculum first before the TEFL course while in the 2013 Catalogue stated that the prerequisite to take English Curriculum course is to pass the TEFL course. The objective of the TEFL course itself is to provide students with the knowledge and fundamental principles of teaching and learning in language skills. Meanwhile, the objective of the English Curriculum course is to provide students with the theoretical knowledge of curriculum and the practical knowledge by analyzing the syllabus. From the objectives, English Curriculum course should be on the higher position than TEFL course which is as a base of English Curriculum course. About student teachers' language skills, they mostly worried about grammar, vocabulary, and speaking skill. It can be seen from their grades in English grammar, and some student teachers appeared to be lacking in; on the other hand, the other student teachers are good at it. On the other hand, in the speaking skill, all of them did great in the class. They were still worried about their speaking skills. The student teachers' limited proficiency in English may result from lack of practice. The key to getting good at English proficiency is to practice a lot and to make it a habit.

The previous study which was done by Mukhibad and Susilowati (2010) found that the guidance from the lecturer needs to improve from planning, implementing, reflecting, and evaluating the teaching and learning process. Getting a detail instruction on time management, planning and preparation for teaching will reduce teaching anxiety. Another way is by informing the student teachers that making mistakes is a natural part of the teaching process. As what

the researcher stated in the previous chapter, the student teachers need to make better preparation to overcome the anxiety. A help from lecturer trainers and experienced colleagues are not enough if the student teachers are not doing any acts to improve their skills. As the six student teachers have the intention to make an improvement as preparation for internship, this is the right track to reduce their anxiety and build their self-confidence up. The student teachers also want to have opportunities to do more teaching practice before the internship to get familiar with the situation and to reduce this anxiety in teaching. The department itself had given an opportunity for the student teachers to get broader knowledge in teaching and learning by conducting seminars and workshops, but the seminar is limited concerning scope and participants.

How to Help the Student Teachers to be Ready to Face the Internship

It is obvious from the feedback gathered that the students generally felt that they need to focus on content knowledge. According to them is the most crucial in determining the quality of teaching and learning. Most of the student teachers choose elective courses as a way to make them feel more prepared for the internship. Not all student teachers take the courses; moreover, those courses are beneficial for their internship and their teaching future. It can be seen that from the six almost all of them are aware of their need to be teachers. Many of them felt they were still lacking in preparing an effective lesson plan and in classroom management skills. The student teachers found they are still confused about how to manage students' behavior in the classroom. It is found out that the Classroom Management course itself is an elective course, not a required course. This course is beneficial which equips student teachers' with basic knowledge of classroom management. It also helps them to learn ways to handle

difficulties in the classroom and to deal with students' behavior. This course can be considered to be promoted as a required course since it deals with the students directly (The English Department Catalogue, 2013).

Other helpful courses that should be required courses are Instructional Media and Activities in Language Teaching (IMALT) and Instructional Computer-Assisted Language Learning (ICALL). Using many instructional activities and technology can motivate students to learn English. The student teachers are aware of the enormous needs to integrate knowledge and skills with information and communications technology (ICT) in the classroom. They know that teachers need to be well informed about using modern technology and be up-to-date with the latest knowledge on ICT usage in the classroom. As Williams (2009) says ICT in the classroom is one of the dominant features which need to be looked into solemnly.

CONCLUSIONS

Based on the findings of this research revealed the student teachers' perceptions of their readiness; it was found that they still feel not ready enough in some aspects. Some conclusions can be drawn from this study. From the aspect of the internship, the duration of the internship in the school is considered too short by almost all of the respondents. From interest and experience in teaching, first, not all the student teachers majoring English Language Teaching have a desire to be a teacher although teaching is the primary field of work that they have been prepared for throughout their university study. Despite, the teaching interest is more or less affecting the teaching performance. From feelings in facing the internship aspect, the student teachers admitted that another factor that makes them feel unready is anxiety. They are nervous about the internship and have

no confidence in planning the lesson, and in their ability in grammar and speaking.

First, from the aspect of content courses, the respondents think there is an issue with the sequences of the courses. The TEFL course needs to come before the English Curriculum course, not vice versa. It makes the student teachers feel confused about planning a lesson in the English Curriculum course. Second, concerning the skill courses, the respondents think the courses are already adequate. It can be seen in their grades, but the student teachers stated that they still have some issues with their English skills. So they only need to practice more about it to gain confidence in their skills. The last, from the internship preparation aspect, student teachers need to prepare more on the theories, lesson plan, and English skills and want to have more opportunities on doing teaching practice before the official internship conducted by the department.

From high achievement student teachers, they had enough experience in teaching English and did not have any problem in content and skill courses; from average achievement student teachers, they still need to learn more on content and skill courses so did the low achievement student teachers. The student teachers feel they have had adequate knowledge of the materials in the content courses and have developed their English skills. However, they still feel anxious about the internship due to their English proficiency, especially in which they think still need developing further, their lack of interest in teaching (for some), and lack of experience in teaching. If the student teachers are given reinforcement to build their confidence and enough practice on English proficiency and also teaching in the real situation, it may lessen their feeling of not ready for the internship.

Some suggestions are given regarding the implementation of internship in teacher education programs especially in the English Department of the State University

of Malang. First, the student teachers' voices are worth listening to for the sake of the development and evaluation of internship in English Department. Since they are the ones who perform the internship, it is necessary to listen to what they need and do some follow-ups. Then, to make the student teachers more ready for the internship, the student teachers themselves should be prepared by developing their knowledge and English skills on their own or with peers before and during the internship.

There are several elective courses which are useful for student teachers. These elective courses may be promoted to required courses. The first course is Classroom Management because this course equips student teachers with the basic knowledge on how to manage students' behavior in the classroom. Second, IMALT and ICALL courses, as nowadays, teachers need to be well informed about using ICT in the classroom. If the student teachers take these elective courses, they will not feel lost about what they need as a teacher. They are also able to learn again when they need it, and this might increase their readiness for the internship. Moreover, if there is a phase of teaching practicum before the internship, such as school experience, teaching assistantship or teaching practicum in every year in four years, it might make the student teachers more ready, not only ready to take the internship but also ready to be a real teacher. Thus, it is demanded that the student teachers develop themselves not only receive the material from class. Hopefully, with these improvements, the student teachers are able to carry out a good performance and have an enriching experience in the internship.

Based on the reflections on the carrying out of the study and the results, the researcher identified some limitations that can be addressed by future researchers. First, it might be better if the interview guide using the three important variables of

teachers' activities. The variables of teachers' activities are planning the lesson, implementing the lesson and evaluating the lesson. In that way, we can identify the causes of the student teachers' feeling not ready. Second, in the case study research design we cannot generalize the result of the data. In this case, it is found out that six student teachers are not ready to take the internship yet we cannot say that all of the student teachers of English Language Teaching of the State University of Malang are not ready to take the internship. Third, it would be more resourceful if the data are discussed per subject category. In this research, the subjects are from low achieving, average achieving, and high achieving student teachers. Hence, it will be better if the data were discussed per category because of the different circumstances between categories. In this case, the result will be more reliable.

Further researchers may be interested in conducting a study using questionnaire as another main instrument for triangulation and for the possibility of including more respondents. It is suggested that future researchers conduct a similar study with straightforward variables on the instrument, such as planning, implementing, and evaluating the lesson to find out the student teachers' readiness to take the internship. Besides, future researchers can conduct a similar study with a different focus or different major or be focusing only on one aspect.

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