THE IMPACT OF EXPERIENCES IN THE INTERNSHIP PROGRAM COURSE ON PRE-SERVICE TEACHERS’ MOTIVATION TO BE ENGLISH TEACHERS

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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Rohandi, Ph.D.
Every difficulty is designed to make a human stronger.

I dedicate this thesis to my parents:

Godelifa Suharni, Achmad Budijono

and

Everyone who always supports me
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 12 October 2015

The Writer

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ABSTRACT


As a member of the Faculty of Teachers Training and Education, the English Language Education Study Program (ELESP) has a course which is called the Internship Program Course. In the Internship Program Course (*Program Pengalaman Lapangan*), the pre-service teachers are expected to understand the concepts and the procedure of an English teaching process, and how to deal with the students in the classroom. However, there was a motivational change to be English teacher phenomenon among the pre-service teachers after attending the Internship Program Course.

There were two research problems in this research; (1) what were the experiences in the Internship Program Course which influenced ELESP pre-service teachers' motivation to be English teacher? (2) how did the experiences in the Internship Program Course impact the ELESP pre-service teachers to be English teachers? However, the findings in this research did not intend to be generalized to all the ELESP pre-service teachers due to the biases in this research.

To achieve the objectives of the research, this researcher used case study which involved five ELESP pre-service teachers of batch 2011 as the participants. In choosing the participants, the researcher used random purposive sampling. This research used semi-structured interview to get the main data. This research also used participants' reflections on the Internship Program Course as the supporting data.

In this research, there were five positive and four negative experiences during the Internship Program Course which influenced the pre-service teachers to be English teachers. The five positive experiences were (1) having a sense of a big responsibility, (2) succeeding in the classroom management, (3) obtaining the information and knowledge about how to be an English teacher, (4) having a satisfaction of being a teacher, (5) obtaining the good example from the teacher advisor. Meanwhile, the four negative experiences were (1) being shocked to see the reality of being a teacher, (2) having difficulties in dealing with the students/the classroom management, (3) not obtaining the good example from the teacher advisor, (4) being burdensome with administrative tasks. Meanwhile, the experiences also affected the ELESP pre-service teachers’ motivation to be English teachers. The impact of those experiences was the three participants underwent the increase of motivation to be English teachers which was driven by self-actualization needs. The two participants underwent the decrease of motivation to be English teachers which was influenced by the failure in fulfilling esteem needs.

**Keywords:** Experience, Internship Program Course, Pre-service teachers, Motivation
ABSTRAK


Sebagai salah satu program studi yang berada dalam naungan Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Program Studi Pendidikan Bahasa Inggris (PBI) mempunyai satu mata kuliah wajib yang disebut Program Pengalaman Lapangan (PPL). Para mahasiswa calon guru yang mengikuti PPL diharapkan bisa memahami konsep konsep, prosedur proses pembelajaran bahasa Inggris, dan bagaimana menghadapi siswa siswa di dalam kelas. Namun, ada sebuah fenomena perubahan motivasi menjadi guru bahasa Inggris di antara para mahasiswa calon guru setelah mengikuti Program Pengalaman Lapangan.

Ada dua rumusan masalah dalam penelitian ini; (1) pengalaman PPL apa sajakah yang mempengaruhi motivasi para mahasiswa calon guru untuk menjadi guru bahasa Inggris? (2) bagaimana pengalaman di PPL berdampak terhadap motivasi para mahasiswa calon guru bahasa Inggris untuk menjadi guru bahasa Inggris? Namun, temuan dalam penelitian ini tidak bermaksud untuk menggeneralisir ke semua mahasiswa calon guru PBI disebabkan oleh munculnya bias dalam penelitian ini.


Dalam penelitian ini terdapat lima pengalaman positif dan empat pengalaman negatif yang mempengaruhi motivasi untuk menjadi guru bahasa Inggris. Lima pengalaman positif tersebut adalah; (1) memiliki rasa tanggung jawab yang tinggi, (2) sukses dalam manajemen kelas, (3) mendapatkan informasi dan pengetahuan bagaimana menjadi seorang guru bahasa Inggris, (4) mendapatkan kepuasan menjadi guru bahasa Inggris, (5) mendapatkan contoh yang baik dari guru pamong. Sedangkan empat pengalaman negatif adalah; (1) terkejut melihat realitas menjadi seorang guru, (2) mengalami kesulitan dalam menghadapi siswa/manajemen kelas, (3) tidak mendapatkan contoh yang baik dari guru pamong, (4) merasa terbebani dengan tugas administrasi. Sedangkan pengalaman tersebut berdampak pada motivasi untuk menjadi guru bahasa Inggris. Dampak dari pengalaman pengalaman tersebut adalah lima partisipan mengalami peningkatan menjadi guru bahasa Inggris yang dipengaruhi oleh dorongan kebutuhan aktualisasi diri. Dua partisipan mengalami penurunan motivasi menjadi guru bahasa Inggris yang dipengaruhi oleh kegagalan dalam memenuhi kebutuhan akan penghargaan.

Kata kunci: Experience, Internship Program Course, Pre-service teachers, Motivation
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CHAPTER I

INTRODUCTION

This chapter is a prologue chapter which consists of six parts, namely the research background, the research problems, the problem limitations, the research objectives, the research benefits, and the definition of terms. The research background displays the reasons why the researcher chooses the topic. In the research problems, the researcher addresses the questions which come from the researcher’s self-reflection and observation. Next, in the problem limitations, the researcher discusses the limitation of the topic. The limitation of the topic is used to provide the limits. Therefore, the topic is more focused and does not go too broad. In the research objectives, the researcher explains the objectives of the research to answer the research problems. Then, in the research benefits, the researcher explains the benefits of this research which are able to be gained and used for the future research. The last, in the definition of terms, the researcher explains the terms which are used in this research.

A. Research Background

As a member of the Faculty of Teachers Training and Education (FKIP), the English Language Education Study Program (ELESP) has a long history in preparing and training the pre-service teachers to be English teachers since 1955 (PBI Website, 2015). The ELESP pre-service teachers come from various
provinces and cities across Indonesia. Since the pre-service teachers come from various province and cities, their motivation to join the ELESP may be various as well.

Even though every ELESP pre-service teacher has different motivation to be an English teacher, they are trained to be English teacher candidates. The curriculum and the courses in the ELESP are designed to prepare them to be the qualified educators, especially as English teachers. It is said in the ELESP vision (Panduan Akademik, 2011) that:

Pada 2015 Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma menjadi program studi unggulan dalam bidang pendidikan calon pengelola pembelajaran Bahasa Inggris yang profesional, cerdas, humanis, bermartabat dan berkarakter yang kuat sebagai pendidik.

(In 2015, the English Language Education Study Program of Sanata Dharma University became an excellent study program in educating professional English language teacher candidates, who were excellent, humanist, dignified and had strong character as the educators.)

In order to achieve the vision, the ELESP offers the courses which are expected to sharpen the understanding of the learning process at schools through pedagogical courses. Based on the Panduan Akademik (2011), the pre-service teachers learn about pedagogical knowledge through eight courses which are offered from semester one to six. In semester one, they are given pedagogical knowledge through Pengantar Pendidikan (Introduction to Education). They learn about the concepts of education through the Introduction to Education. In semester two, they learn about Psikologi Remaja (Adolescent Psychology). The Adolescent Psychology is a course which gives the pre-service teachers the knowledge about teenager development and personality.
In semester three, the pre-service teachers learn about a psychology course which is related to education. The course is *Psikologi Belajar dan Pembelajaran* (Psychology of Learning and Teaching). The course gives them the understanding of the concepts of learning and teaching at schools. In the following semester, in semester four, they learn about the basic counseling through *Dasar Dasar Bimbingan Konseling* (Basic Guidance and Counseling). Besides, a counseling course, they also learn about teaching English method through Approaches Method and Techniques (AMT).

In semester five, the pre-service teachers learn about *Manajemen Sekolah* (School Management), Language Learning Assessment (LLA), Learning Program Design (LPD), and Language Teaching Media (LTM). The School Management gives the understanding of the concepts and the management at schools. It also includes introducing to the stake holders who get involved in organizing a school. The LLA is designed to give the pre-service teachers the knowledge on how to assess the learning process. The pre-service teachers learn how to translate curriculum into lesson plans in the LPD course. The LTM gives the pre-service teachers about teaching media which is used in language learning.

In semester six, the ELESP pre-service teachers simulate how to deal with the high school students in the classroom through Micro Teaching Course. In the Course, they prepare the lesson plans and teaching materials. Furthermore, in the course, they also learn how to teach their classmates who act as High School students. The Micro Teaching Course is a preparation course before the pre-service teachers go to the Internship Program Course. In order to be able to take
the Internship Program Course, the pre-service teachers must pass the Micro Teaching Course with minimum score is “B” (Pedoman PPL, 2013).

Based on Panduan Akademik (2011), in the ELESP, the Internship Program Course is offered in semester seven and eight. During the Internship Program Course, the pre-service teachers will be placed at junior high school or senior high school, either public schools or private schools (Pedoman PPL, 2015).

According to Kolb (1984) and Dewey (1997), a learning process can be more meaningful if the learners get involved in the activity. Through the Internship Program Course, the pre-service teachers get involved in the learning process by doing or implementing the theories of teaching and learning process. It is because the Internship Program Course is an experiential learning, which requires practice or application in the learning process. By taking the Internship Program Course, the pre-service teachers have an opportunity to show and improve their teaching skills.

In the Internship Program Course, the pre-service teachers are trained to be English teachers and expected to understand the concept and procedure of a teaching process, and how to deal with the students in the classroom (Triasmara, 2013, p. 1). The course requires the pre-service teachers to do teacher’s works, such as making lesson plans, developing learning material, implementing learning approach, evaluating learning process (Farrell in Richards and Renandya, 2002, p. 30), managing classroom (Lewis in Richards and Renandya, 2002, p. 40), assessing the learning results, giving feedback (Brown, 2008), transferring the knowledge to the students, and teaching. After attending Internship Program
Course, the pre-service teachers are expected to master all of the teaching skills in order to prepare themselves to be English teachers.

However, based on the survey and observation which were conducted by the researcher, the pre-service teachers experienced the change of motivation to be English teachers, after attending the Internship Program Course. The change of motivation was increasing and decreasing. The change of motivation, based on the survey and observation, was influenced by the experiences in the Internship Program Course. The researcher’s preliminary research also resulted that the pre-service teachers reconsidered to be English teachers. The survey resulted that some of pre-service teachers preferred to be translators or worker in a corporation.

Based on the survey and observation, the pre-service teachers also gained various experiences in the Internship Program Course. The survey also showed that there were good and not really good experiences. However, both good and not really good experiences were meaningful for the pre-service teachers. Some of them said that those experiences were important for them if they became English teachers at schools in the future.

Based on a number of informal conversations with the ELESP pre-service teachers, the Internship Program Course gave the pre-service teachers the reality of teacher profession. Based on the survey which was conducted by the researcher, pre-service teachers underwent motivational changes to be English teachers after attending the Internship Program Course. This course influences on the ELESP pre-service teachers’ motivation to be English teachers, both positively and negatively.
Motivation is important for human beings to do something. Motivation refers to the causes or reasons that underlie a given behavior (Jung, 1978). Meanwhile, Ormrod (2011) says that motivation is something which energizes, directs, and sustains behavior. It is possible for motivation to change after experiencing something. Motivation can also come from the situations. Ormrod names it as situated motivation where the environment can enhance one’s motivation to learn a particular thing or behave in particular ways (2011, p. 362). It is natural that experiences cause the change of motivation. Based on the theory, it is possible for pre-service teachers experience the change of motivation after attending Internship Program Course.

Therefore, by using the rationale above, the researcher chooses the influence of experiences in Internship Program Course on pre-service teachers’ motivation to be English teachers, to see the experiences in the Internship Program that influence ELESP pre-service teachers’ motivation to be English teachers.

B. Research Problems

In order to find out the experiences in Internship Program Course, which influence pre-service teachers’ motivation to be English teachers, the research problems are:

1. What were the Experiences in the Internship Program Course which influenced ELESP pre-service teachers' motivation to be English teacher?
2. How did the experiences in the Internship Program Course impact to the ELESP pre-service teachers’ motivation to be English teachers?

C. Problem Limitations

Based on the research problems above, the researcher only focuses on the English Language Education Study Program (ELESP) pre-service teachers who have attended the Internship Program Course. Since the discussion of the problems can go broad, the researcher only focuses on the experiences in the Internship Program Course, which influence ELESP pre-service teachers’ motivation to be an English teacher and the impact of the experiences in the Internship Program Course on pre-service teachers’ motivation to be English teachers. Furthermore, to make this research become more specific, the researcher also limits the research by only choosing the ELESP pre-service teachers of batch 2011, two males and three females.

D. Research Objectives

This research is conducted to find out what the experiences in the Internship Program Course which influenced ELESP pre-service teachers' motivation to be English teacher and how the experiences in the Internship Program Course impacted to the ELESP pre-service teachers’ motivation to be English teachers. In addition, this research does not have any intension to generalize. However, the goal of the research is to portray the complex pattern of
what is being studied in sufficient depth and detail so that someone who has not experienced it can understand it (Ary at al, 2010).

E. Research Benefits

This research delivers some benefits to the English Language Education Study Program of Sanata Dharma University, especially for the pre-service teachers, the future researchers, and the ELESP lecturers.

1. The Pre-service Teachers

Every pre-service teacher in the ELESP of Sanata Dharma University needs to take the Internship Program Course. The findings of this research are expected to be beneficial for the ELESP pre-service teachers who are going to take the Internship Program Course. It is believed that the findings give the description about what the pre-service teachers deal with in the Internship Program Course. The last, the findings of this research are expected to help the ELESP pre-service teacher to solve the problems in the Internship Program Course.

2. The Future Researchers

The research can have some benefits for the future researchers which have the same interest as a reference for them. The researcher expects that this research inspires the future researchers to discuss related to the influence of the experiences in the Internship Program Course on the pre-service teachers’ motivation to be English teacher. Based on the thesis catalogue on library.usd.ac.id, the research which discusses the change of motivation after
attending Internship Program Course is rare to find. Based on the reasons above, the researcher believes that this research is beneficial for the future researchers as an additional reference.

3. The ELESP Lecturers

This research may give the awareness of the influence of the experiences in the Internship Program towards pre-service teachers’ motivation to be English teachers to the lecturers. It is also expected that this research may bring a new perception about challenges in the Internship Program Course. Moreover, the lecturers may analyze the challenges in the Internship Program Course and share the challenges to the future pre-service teachers in order to give the understanding on how to overcome the problems.

F. Definition of Terms

There are four terms to be defined, namely experience, ELESP pre-service teacher, Internship Program Course, and motivation.

1. Experience

Experience is the knowledge and skill that have gained through doing something for a period of time (Hornby, 2008). Learning process cannot be separated from the experience. It is because the experience is a form of how to gain the knowledge. The experience becomes the foundation of empirical study where knowledge is only based on the experience. Constructivist learners also rely on the experience in creating their world in order to help the learners in the learning process. Terry (1964) says that experience is also a consideration to take
a decision. In this research, the researcher uses the ELESP pre-service teachers’ experiences in the Internship Program Course to find out the impact on the ELESP pre-service teachers motivation to be English teacher.

2. Internship Program Course

The Internship Program Course is a compulsory course for the ELESP pre-service teachers. ELESP as a member of Faculty of Teachers Training and Education requires this course to be taken by the pre-service teachers. This course is designed to train the teacher candidates in order to have the ability in teaching (Panduan Akademik, 2011). The Internship Program Course is an experiential learning, which requires practice or application in the learning process. Through the Internship Program Course, pre-service teachers have a chance to improve and show their teaching skills. Its purpose is also to help the pre-service teachers who are teacher candidates, to prepare their readiness to work at school as the real teachers in the future (Triasmara, 2013: 8).

3. Pre-Service Teachers

A pre-service teacher comes from the words ‘pre-service’ and ‘teacher’. Oxford Dictionary (2008) defines a pre-service into a period before a person takes a job that requires training. Meanwhile, a teacher is a person who especially teaches in schools (Oxford Dictionary, 2008). Therefore, a pre-service teacher is a teacher candidate who is being trained as a teacher before he/she takes a job as a teacher. In this research, the researcher uses the term of pre-service teachers to mention the ELESP students. It is because in the ELESP, the students are trained to be teachers.
4. Motivation

McClelland (1985) says that motivation is to interference about conscious intents that we make from observing behaviors. Meanwhile, motivation is referring to the causes or reasons that underlie a given behavior (Jung, 1978). Motivation itself can come from the extrinsic and intrinsic factors. Extrinsic motivation is the performance of an activity in order to attain some separable outcome and while, in contrast intrinsic motivation refers to doing an activity for the inherent satisfaction of the activity itself (Ryan & Deci, 2000). Thus, motivation means a drive that leads someone to do something. In this study, motivation is a drive which pushes pre-service teachers to be English teachers.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the theories that are used to support this research. There are two parts in this chapter, namely the theoretical description and the theoretical framework. The first part provides a review of some relevant theories and similar research. Meanwhile, the second part provides the summary of all related theories and similar research which is put in the theoretical description. However, before discussing the relevant theories, the Internship Program Course is discussed first in this part.

A. Theoretical Description

This section provides the theories which are related to this research, namely the Internship Program Course, the theory of experience, the theory of needs and the theory of motivation.

1. Internship Program Course

The Internship Program Course is an obligatory course which is taken by the pre-service teachers. The English Language Education Study Program (ELSP), as a member of Faculty of Teachers and Training Education (FKIP) requires this course to be taken by the pre-service teachers. This course is designed to train the pre-service teachers in order to have the ability in teaching (Panduan Akademik,
The Internship Program Course is a course which is designed to give the experiences about education at school for pre-service teachers. It is an opportunity for the pre-service teachers to integrate the theoretical knowledge in the University with the practical experiences. (Najjah, 2014, p. 26). Through this course, the pre-service teachers are expected to get the experiences of doing teachers’ duty. The pre-service teachers are also assigned to make lesson plan, assess, and teach the students. In addition, besides teaching, the pre-service teachers also do side jobs such as, doing picket, helping school staff, and helping in library.

Besides the jobs above, making lesson plans, assessing, and teaching the students, the pre-service teachers need to learn how to interact with the school community, such as the students, the teachers, and the school staff. As the teacher candidates, the pre-service teachers should know about education field especially socio-psychology of their students (Najjah, 2014, p. 27). Since, at schools, the pre-service teachers will interact with the students very often. Therefore, they must learn how to raise the students’ motivation to be life-long learners, motivate, guide, and encourage students in the learning process.

Before the ELESP pre-service teachers attend the Internship Program Course, they have to pass nine courses. According to Panduan Akademik (2011), they should pass nine courses, namely Pengantar Pendidikan (Introduction to Education), Psikologi Remaja (Adolescent Psychology), Psikologi Belajar dan Pembelajaran (Psychology of Learning and Teaching), Dasar Dasar Bimbingan Konseling (Foundation of Guidance and Counseling), Approaches Method and
Technique (AMT), Learning Program Design (LPD), Language Learning Assessment (LLA), School Management, and Micro Teaching. However, they need to pass the Micro Teaching Course with a minimum score is “B”.

Generally, the Internship Program Course is expected to give the experiences and enrich the pre-service teachers’ knowledge in order to improve and build their professionalism as teachers. There are main four competencies which belong to teachers; they are pedagogic, personality, professional, and social. Those competencies are written in Undang Undang Guru dan Dosen No. 14 Tahun 2005, PP 19 Tahun 2005 about Education National Standard and Permendiknas No. 16 Tahun 2007 about Academic Qualification Standard and Teachers’ Competencies.

2. Theory of Motivation

Every human being has a motivation to drive themselves to do something. Motivation itself is used by humans to drive themselves in doing or deciding something. Motivation is like a force that pushes humans to take an action. Motivation can push someone to do something that they want. Schunk et al. (2008) state motivation is the process whereby goal-directed activity is instigated and sustained (p. 4). Moreover, according to Huffman (2008, p. 406), motivation is a set of factors that activate, direct, and maintain behavior, usually toward a goal. It indicates that people are motivated to do something because they have a goal or purpose.

Ryan and Deci (2000) divide motivation into two types, intrinsic motivation and extrinsic motivation. Intrinsic motivation is ability to do
something because it is inherently interesting or enjoyable (Ryan & Deci, 2000). This motivation is a critical natural tendency in developing some elements within the cognitive, social, and physical development because it is through acting on one’s inherent interests that one grows in knowledge and skills. It is driven by self-desire and interest to do tasks in individual. White (in Ryan & Deci, 2000, p. 56) says that the phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior. It shows that many organisms involved in the exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward.

On the other hand, extrinsic motivation is the performance of an activity in order to attain some separable outcome and the opposite of intrinsic motivation (Ryan & Deci, 2000). This motivation has influences from the outside humans. Commonly, extrinsic motivations are a reward (money or score) to appreciate the good action and the threat of punishment to keep humans doing good action. In short, every drive that comes up from outside humans, it will become extrinsic motivation.

According to Ormrod (2011), there are five effects of motivation. The effects are: (1) motivation directs behavior on particular goals; (2) motivation lead to increased effort and energy to chase the goal; (3) motivation increases initiation of the persistence in certain activities, even in the face of occasional interruptions and frustrations; (4) motivation affects cognitive process, such as what somebody pay attention to and how much they think about and elaborate on it; and (5)
motivation determines which consequences are reinforcing and punishing (p. 362).

Motivation is possible to change because of experiences. Motivation can also come from the situations. Ormrod mentions it as situated motivation where the environment can enhance one's motivation to learn a particular thing or behave in particular ways (2011, p. 362). The experience is a teacher for the human beings. The pre-service teachers learn from the experiences in the Internship Program Course. Therefore, the experiences in the Internship Program Course are possible influencing the ELESP pre-service teachers’ motivation to become English teachers. The changes may decrease or increase the motivation.

3. Theory of Needs

Motivation comes from humans’ needs and these needs become the motivation. Maslow (1943) says that human motivation is driven by needs. Furthermore, Maslow (1943) states that needs of human can be described into an ordered in a proponent hierarchy. The stages of his hierarchy are (1) physiological needs, (2) safety needs, (3) love or belonging needs, (4) the esteem needs, (5) self-actualization needs.

The needs which are usually taken as the starting point for the motivation theory are called physiological drives. Physiological needs are the needs for human to survive (Maslow, 1943). These needs are needed by humans to drive humans’ motivation to fulfill basic needs, such as food, oxygen, water, sex, sleep, excretion, and etc.
After humans are able to fulfill physiological needs, they require having the needs of safety. Safety needs means to be safe and secure (Maslow, 1943). The needs of safety are not only for physically. However, human safety needs are also safe psychologically. The needs of safety include economic, health, jobs, resource, family, morality, and property.

After physiological and safety needs, that humans also need is love and belonging needs. These needs are interpersonal relation which involves feelings of belonging (Maslow, 1943). Moreover, family and friendship relation also belong to these needs. Humans need to feel a sense of belonging and acceptance among their social groups, regardless whether these groups are large or small (Maslow, 1943). Humans need to love and be loved in return.

The other need is esteem needs which mean the needs to feel respected. The first level of these needs is the desire for strength, for achievement, for adequacy, for confidence in the face of the world, and for independence and freedom. Then, the higher level of these needs is desire for reputation or prestige (defining it as respect or esteem from other people), recognition, attention, importance or appreciation (Maslow, 1943).

The last need is self-actualization needs. These needs drive humans’ motivation to achieve the target. For instant, musician must make music, an artist must paint, a poet must write, if he is to be ultimately happy (Maslow, 1943). Therefore, a pre-service teacher must be able to do the teacher’s job during in the Internship Program Course. In short, these needs are a willingness to accomplish
everything that humans want to become they can be. The figure 2.1 shows the hierarchy of needs by Maslow.


**Figure 2.1. Maslow’s Hierarchy of Needs**

4. Experience

Experience is the knowledge and skill that have gained through doing something for a period of time (Oxford Dictionary, 2008). Experience is a part of learning process in daily life. Human cannot deny that experience has become an integral part in constructing knowledge (Dewey, 1997). Constructivist adherers believe that knowledge comes from the interaction with others and experiences. Piaget who is the founder of constructivism theory states that through assimilation and accommodation individuals will construct the knowledge from their experience (Piaget, 1954). Piaget believes that knowledge derives from transforming, organizing, and reorganizing previous knowledge (cited in Santrock, 2009). On the other hand, Vygotsky, the founder of socio constructivist
believe in the importance of social influence to construct knowledge as cited in Santrock (2009). However, both Piaget and Vygotsky emphasize that experience has main role in construct the knowledge and view (cited in Santrock, 2009). According to Dewey (1997), there is an intimate and necessary relation between the process of actual experience and education.

Meanwhile, David Kolb (1984) proposes the importance of learning through experience. Kolb mentions it as an experiential learning and he mentions there are six characteristics of the experiential learning:

a. Learning is best conceived as a process, not in terms of outcomes
b. All learning is re-learning
c. Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world
d. Learning is a holistic process of adaptation
e. Learning results from synergetic transactions between the person and the environment
f. Learning is the process of creating knowledge

Through experience, it is expected that learning process will become more meaningful because it is not only a concept. However, the learning process is done with an action so that a human is able to apply the concepts in the real situation. Internship Program Course is an experiential learning. Pre-service teachers learn how to design lesson plans, develop the learning material, implement teaching the approach and the method, evaluate the learning process, manage the classroom, assess the learning process result, give the feedbacks, transfer the knowledge, and
teach the students. The experiences in the Internship Program Course construct the pre-service teachers’ knowledge.

B. Theoretical Framework

The aims of this research are to find out (1) what were the experiences in the Internship Program Course which influenced ELESP pre-service teachers' motivation to be English teacher? (2) how did the experiences in the Internship Program Course impact to the pre-service teachers to be English teachers? The researcher gives description of the theoretical framework used in the research as the supports in order to show the contribution of each theory in the theoretical description. The following diagram shows the framework of the theory.

![Theoretical Framework Diagram]

**Figure 2.2. Theoretical Framework Diagram**

The theory of experience is used to answer the first research problem and analyze the experiences which pre-service teachers faced in Internship Program Course. The theory also helps the researcher in arranging the questions guidelines.
to conduct the interview. Besides, it helps the researchers to find the relation between the ELESP pre-service teachers’ experiences in the Internship Program Course with the ELESP pre-service teachers’ motivation to become English teachers.

The theory of motivation is used to guide the researcher to find out the factors which influence the ELESP pre-service teachers’ motivation to be English teachers. Human motivation is driven by five needs. The needs which are driven by the motivation are triggered from the inside and outside humans. Thus, this theory is used to analyze the drives of pre-service teachers’ motivation to become English teachers. Furthermore, the theory of motivation is useful to design the questions and also to find the relation the experience in Internship Program Course on students’ motivation.
CHAPTER III
RESEARCH METHODOLOGY

This chapter describes the methodology of this research. Moreover, this chapter is divided into six parts, namely the research method, the research setting, the research participants, the instruments and data gathering technique, the data analysis, and the research procedure.

A. Research Methodology

In conducting this research, the researcher used qualitative approach. Fraenkel & Wallen (2009, p. 435) define qualitative research as a research that investigates the quality of relationships, activities, situations, or materials. The qualitative research is divided into several approaches. One of the examples of qualitative research methodologies is a case study. Ary et al. (2010, p. 29) describe the case study as a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. In the case study research, the researcher needs to focus on a certain case. The case study is conducted to find out the detail of a case which happens in a group or an individual. This research approach involved more than one method of data gathering in order to strengthen the findings (Ary et al., 2010).

In this research, the researcher investigated a phenomenon of the motivational change to be English teachers after attending the Internship Program
Course. In this research, the researcher chose five ELESP pre-service teachers as the participants of this research. However, the researcher also joined the research because the researcher also experienced the phenomenon, the change of motivation to be English teachers which appeared during the Internship Program Course.

B. Research Participants

In choosing the research participants, the researcher used random purposeful samplings in which the researcher decided the participants based on certain criteria and the needs of this research. The researcher’s reason in choosing this type of sampling was because the population was too large. Moreover, the potential samplings were also too large (Ary et al., 2010). By using random purposeful samplings, the researcher expected that the participants would give the empiric data based on the researcher needs. This research only took five participants with certain criteria. Below are the criteria for participants to conduct the research:

1. The participants were English Language Education Study Program pre-service teachers of Sanata Dharma University batch 2011
2. The participants had taken Internship Program Course
3. The participants were still learning in semester VIII
4. The participants had motivational changes to be English teachers after attending the Internship Program Course.
C. Research Settings

This research was conducted in the even semester (June – July 2015), academic year 2014-2015 and conducted after the participants took the Internship Program Course. The researcher selected the participants purposively. Then the participants were invited to do the interview in Taman Jamur at Sanata Dharma University Yogyakarta. This was meant to find out whether the experiences in the Internship Program Course influenced participants’ motivation.

D. Research Bias

However, this research might have three research biases. First, there were only five participants in this study. Meanwhile, based on the researcher’s observation, there were 160 pre-service teachers in the ELESP of Sanata Dharma University of batch 2011. Second, the participants also did the Internship Program Course in different schools. The variation of schools in doing the Internship Program Course also impacted to the different experiences for each participant. Third, the researcher also joined this research because the researcher was the research instrument. Therefore, it might raise subjectivity because this research conducted human as research instrument.

Related to the description of data analysis, the researcher could not generalize the participants’ motivational changing after attending the Internship Program Course. However, the main goal of this research was not to generalize the findings. The goal of this research was to obtain in-depth understanding of a particular phenomenon over investigation.
E. Research Instruments and Data Gatherings

According to Ary et al. (2010, p. 424), in qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data. In order to assist the research instrument, the researcher used human as the main instrument in analyzing the data. The researcher needed an flexible instrument to capture the complexity of the human experience, an instrument capable of adapting and responding to the environment. It was believed that only a human instrument who was capable of this task. In this type, the researcher needed a flexible instrument in order to capture the complexity of the human experience (Ary et al., 2010, p. 424). In order to get the data from participants, the researcher used two tools, interview and the Internship Program Course reflections to get the data.

1. Interview

The interview was used to gather the data from people about opinions of something, beliefs, and feelings about situations in their own words. It was used to understand the experiences people have and the meaning they make of them rather than to test hypotheses (Ary et al., 2010, p. 438). In conducting the interview, the researcher needed to make a list of the questions which were related to the research needs. Furthermore, in designing the questions, the researcher used supporting theories which were written, theory of motivation and experience in chapter two. The interview was held in semi or partially structured interview. Since in this interview, the researcher might modify the questions during the
interview. The nature of the questions was open-ended. The open-ended questions were expected to make participants give depth-answer about their experiences.

2. The Participants’ Reflection on the Internship Program Course

The Internship Program Course requires final report for each pre-service teacher. In the report, there was a reflection about what they had done in the Internship Program Course. The researcher used the participants’ Internship Program Course reflection in the final report to get extra information about their activities and experience at school. The reflection was also used to triangulate the findings in the interviews.

F. Data Analysis Techniques

Before analyzing the data, the researcher transcribed the interview from the five participants. The researcher used some steps to transcribe the data. The steps are:

1. Transcribing all words which came up during the interview.
2. Erasing unimportant words which had no relation to the topic and overlapping statements.
3. Putting the data collection in a bracelet and then designing textual description based on participants’ experiences which are in the data.
4. Next, deciding the findings which were answered the research question.
5. The last, the researcher concluded the findings

After achieving the finding, the researcher analyzed the reflection in the Internship Program Course final report from the participants. The reflections were
analyzed and the researcher searched the experiences which were appeared in the interview. Since the reflections were just to emphasize the findings in the interview.

In this research, the researcher was the research instrument. All of the data was analyzed by the researcher with the related theories. The researcher also consulted the data, the findings, and analysis with the thesis advisor. Lastly, the results of the research were tested in the oral defense.

G. Data Triangulation

Data triangulation is the use of multiple sources of data, multiple observers, and/or multiple methods. The data triangulation was used to confirm the findings (Ary et al., 2010). The researcher used more than one data gathering in order to toughen the findings. Therefore, in this research, the researcher used two data gathering instruments. The main data gathering instrument was interview from the participants. In order to strengthen the findings, the researcher analyzed a participant reflection of the Internship Program Course. Besides using two data gatherings, the researcher used related theories, consulted to the expert (thesis advisor), and also the results of this research would be tested in thesis defense.

H. Research Procedures

In conducting and analyzing the research, there were four steps to reach the goal, as follows:
1. Planning

At the beginning of the research, the researcher selected a problem related to the problems in education, especially the educational problems in the English Language Education Study Program. Then, the researcher consulted the problem to the thesis advisor. Moreover, the researcher designed the research problems which were used in the research. Furthermore, the researcher also searched out and read the literatures in the form of books, journals, related researches, and papers to get the theory of motivation and experience.

2. Choosing the Participants

In choosing the participants, the researcher used random purposeful sampling. In choosing the category, the researcher used four requirements which were stated in the research participants.

3. Conducting the Interviews

The researcher conducted the interviews on June - July 2015 and it was only once interview for each participant due to the data was already adequate. The method of the interview was semi structured, in which the researcher had prepared the question guideline to be asked to the participants. However, the researcher was able to expand the question if the answers of participants needed to explore deeper. During the interview, the researcher used a smartphone to record the interview between the interviewer and interviewees. The process of transcribing the interview was done manually, in which the researcher listened to the voice record and then typed every word shortly thereafter.
After making the transcripts from five participants, the researcher began to arrange to the general description on the participants’ experience. The researcher did the data reduction to the interview transcripts of the participants. In this step, some unimportant words and overlapping sentences were erased. It was used to find the meaning and phenomenon elements. Afterwards, the selected data was collected in the table. The table was used as a coding. It was used to help the researcher in shorting and classifying the data. After that, the researcher gave notes or comment on the important data in order to assist in coding.

4. Analyzing the findings in the interviews and the reflections

Since this research was a qualitative research, the analysis was conducted by the researcher. In this part, the researcher analyzed the findings and answered the research problems descriptively. The researcher used related theories to analyze the findings.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter discusses the results of the research and provides the findings. The findings were about the experiences in the Internship Program Course which influenced ELESP pre-service teachers’ motivation of Sanata Dharma University to be English teachers. The data of this research was based on the interviews with five ELESP students of Sanata Dharma University of batch 2011 who had attended the Internship Program Course in the seventh and the eight semesters. In this chapter, the researcher answered the two research problems; (1) what were the experiences in the Internship Program Course which influenced ELESP pre-service teachers’ motivation to be English teachers? and (2) how did the experiences in the Internship Program Course give impact to the pre-service teachers to be English teachers?

A. Research Results

In this section, the researcher displayed the findings of the research. The findings consist of the researcher’s perception on the Internship Program Course, the research participants’ short description, and the Internship Program Course experiences which were faced by each participant.
1. The Researcher’s Perception on Internship Program Course

Based on the researcher’s experience during attending the Internship Program Course, this course has an important role to train the ELESP pre-service teachers’ teaching skills. In general, the Internship Program Course is similar to job training in which the pre-service teachers will be at a school in a certain period of time to develop and train to be English teachers. During the process of the Internship Program Course, they are no longer university students, but they are the pre-service teachers who have an obligation to teach. During the Internship Program Course, the pre-service teachers will be accompanied by a teacher advisor who gives the guidance and the feedbacks to them. Therefore, in the implementation, the pre-service teachers will get assistances and tasks from the teacher advisor.

Furthermore, the researcher had a perception that the experiences in the Internship Program Course impacted in altering the researcher’s motivation to be an English teacher. It was based on researcher’s reflection that the experience which was gained during the Internship Program Course affected the motivation, the perspective and alters the researcher’s behavior. Through this course, the researcher had the opportunity to apply the knowledge of the teaching methods which were gained in the college and explored it.

However, based on the informal discussion and conversation with the researcher’s colleagues, the researcher found that some of the pre-service teachers thought that Internship Program Course was only as a compulsory course that should be taken without searching for the meaning and the purpose of this course.
In this case, the researcher argued that it was based on the stigma which was built before attending the Internship Program Course. The stigma was that in the Internship Program Course, the pre-service teachers would gain some administrative tasks and it would burden them. Then, it increased the worries for those who would take this course. In addition, another worry was that they had to deal with the school students with the different personality.

Furthermore, the researcher’s experiences during attending the Internship Program Course helped to define the meaning of the Internship Program. The researcher learned the importance of this course in building the researcher’s personality as an English teacher and the skills in teaching. In addition, in this course, the researcher also interacted with the teachers and also the other pre-service teachers. It was also a positive side because the researcher was also able to share the experience with them. Thus, new knowledge also constructed from a social interaction at the school environment. The last, the experiences during attending the Internship Program Course impacted to the researcher’s motivation to be an English teacher.

2. Short Description of the Research Participants

In this part, the researcher described each participant shortly. The descriptions of the participants were based on the interviews. The researcher changed the name of participants into initial name as the ethical code of research.
a. Name: HJ  
Sex: Male

HJ attended the Internship Program Course in the semester eight (February 2015 – April 2015), at a State Senior High School in Yogyakarta. Before attending the Internship Program Course, he had a big motivation to be an English teacher. Previously, he had experiences in teaching children privately, in his village. Before attending the Internship Program course, he considered that teaching at school was easy. It was because of his belief, which was constructed since early semester. However, his belief was totally different after seeing the reality at school. He realized that being an English teacher was not as easy as what people thought, especially in managing the class. The difficulty in managing the classroom was also experienced by him. It happened when he taught in the eleventh grade. The students could not be held easily and it made him show his emotion up. Besides difficulty in managing class, he did not get enough motivation from the school environment to be an English teacher. He thought that the Internship Program Course was an obligatory course as a formality because he lost the enthusiasm.

However, there was an interesting experience which HJ got during the Internship Program Course. He got involved in the extracurricular activity as an English debate trainer with his partner. He trained the debate team for a regional competition in Sleman district. Fortunately, his team became the winner in Sleman district. It was an unforgettable experience for him because he was able to...
bring the team to the province level. However, in the province level, his team was defeated since the first phase.

Unfortunately, his motivation to be an English teacher decreased after attending the Internship Program Course because of the reality at school. It made HJ think about another job after he graduated from Sanata Dharma University. He believed that the ELESP alumni could work in various jobs, because they had English skill.

b. Name: FS

Sex: Female

FS has a dream to be an English Teacher and she loves teaching. She took the Internship Program Course in the seventh semester (July 2014 – September 2014), at a State Junior High School in Yogyakarta. During the Internship Program Course, she taught a class which consisted of *Keluarga Menuju Sejahtera* (KMS/Heading to Prosperous Family) students. The students in that classroom were naughty and tend to be hyper-active. Moreover, the students were hard to handle because they could not pay attention to the teacher’s explanation. At first, she tried to use learning methods that she acquired in the college. However, it was useless because it did not suit to the students’ behavior. She became frustrated and angry every time she entered the KMS class.

At the same point, FS reflected on the learning process which she conducted to find out the problems and tried to solve them. She believed that in teaching and learning activity, the problems did not always come up from the students, but a teacher could also bring out the problems. Based on her reflection,
she realized that anger could not solve and create conducive situation. Then, she tried to control her emotion that was something difficult for her to do.

One day, when FS entered KMS class with a bad situation, she was tired and in the deadlock. She did not know what to do to handle the students. Then, in order to boost the students’ attention, she played music in the classroom and she was surprise because the students danced happily. After they danced, she found the right formula to handle her students. That was they have to study by having fun.

In the end of the Internship Program, FS experienced the change of perspective and behavior in dealing with the students. It also made her motivation to become an English teacher increase. She found out the passion of being an English teacher and the important thing was that she could control her anger.

c. Name: DS

Sex: Female

DS took the Internship Program Course in the seventh semester (July 2014 – September 2014), at a State Senior High School in Yogyakarta. At first, she did not have motivation to be an English teacher. She took ELESP because it was the safest choice for DS’s future.

During the process of the Internship Program Course, DS found a meaningful experience when she was taking the Internship Program. She found out that dealing with the students was something which entertained her, although it was difficult to handle the students at first time. However, after several meetings, she was able to cooperate with her students. She felt happy during the
teaching and learning process in the classroom, especially when she managed to deliver the material to her students successfully. Her motivation to be an English teacher increased. She found the passion of being an English teacher. She also had a new perception towards teacher profession after attending the Internship Program Course.

d. Name: AA

   Sex: Male

   AA took the Internship Program Course in the seventh semester (July 2014 – September 2014), at a State Junior High School in Yogyakarta. Before he attended the Internship Program Course, he already had high motivation to be an English teacher. He believed that the Internship Program Course would give him some experiences in teaching English.

   AA expected that the experiences in the Internship Program Course would help him to deal with teaching profession in the future. During the process of the Internship Program, he was accompanied by an English teacher as his teacher advisor. His teacher advisor gave the information and understanding about teaching profession to AA. When he was teaching, his teacher advisor always accompanied him and gave comments on his performance. It really helped him in improving his skills in teaching. Eventually, his experiences in the Internship Program Course increased his motivation to be an English teacher.

e. Name: ME

   Sex: Female
ME attended the Internship Program Course in the seventh semester, at a State Senior High School in Yogyakarta. At first time, she had the willingness to be an English teacher. However, she had experienced of motivational change after attending the Internship Program Course.

The experiences in the Internship Program Course impacted to her motivation to be an English teacher. It was because she got some negative experiences when she was in the Internship Program Course. The negative experiences were that she was burdened with the administrative tasks and she did not get good examples from her teacher advisor. Eventually, after attending the Internship Program Course, her motivation to be an English teacher decreased.

B. Discussion

In this section, the researcher answered the two research questions. This section discusses the findings with relevant theories which are put in the chapter two. The researcher analyzes the experiences which have described in the research results.

1. The Experiences in the Internship Program Course which Influence Preservice Teachers’ Motivation to be English Teachers

In this part, the researcher displayed the experiences in a table. Besides, the researcher also divided the experiences into two categories. The first category was positive experiences, in which referred to experiences which increased the motivation to be an English teacher. The second category was negative experiences, in which referred to experiences which decreased the motivation to
be an English teacher. Table 4.1 showed the experiences in the Internship Program Course which influenced pre-service teachers’ motivation to be English teachers.

<table>
<thead>
<tr>
<th>No</th>
<th>Participant</th>
<th>Internship Program Course Experiences</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HJ</td>
<td>Being shocked to see the reality of being a teacher</td>
<td>Negative Experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Having difficulties in dealing with the student/the classroom management</td>
<td>Negative Experience</td>
</tr>
<tr>
<td>2</td>
<td>FS</td>
<td>Having a sense of a big responsibility</td>
<td>Positive Experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Succeeding in the classroom management</td>
<td>Positive Experience</td>
</tr>
<tr>
<td>3</td>
<td>DS</td>
<td>Having a satisfaction of being a teacher</td>
<td>Positive Experience</td>
</tr>
<tr>
<td>4</td>
<td>AA</td>
<td>Obtaining the information and knowledge about how to be an English teacher</td>
<td>Positive Experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obtaining the good examples from the teacher advisor</td>
<td>Positive Experience</td>
</tr>
<tr>
<td>5</td>
<td>ME</td>
<td>Not obtaining the good examples from the teacher advisor</td>
<td>Negative Experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being burdensome with administrative tasks</td>
<td>Negative Experience</td>
</tr>
</tbody>
</table>

### a. Positive Experiences

During the Internship Program Course, the ELESP pre-service teachers got some experiences related to how to be English teachers at Senior or Junior High School. There were five positive experiences which appeared in the interview. The following points are the display of the positive experiences in the Internship Program Course. In this research, the experience means the knowledge and skill
that have gained through doing something for a period of time (Oxford Dictionary, 2008).

1) Having a sense of Responsibility

Being entrusted to teach in the classroom by the teacher advisor had grown the high sense of responsibility of a participant. All of the participants had the same responsibility when they were attending Internship Program Course. They got the trust and responsibility from each teacher advisor to teach in the certain classrooms. The sense of responsibility did not disappear, although the participants got some challenges from the students.


(The most unpleasant experience was when I taught KMS (Towards Prosperity Family) students. Sorry, the students whose the parents’ economy below average. They were naughty, often did not respect the teacher, and even when they got the lesson. They did not pay attention to the lesson. At the first time I gave up. Almost every day I wanted to get angry, every single time I got in that class. I could leave the class and stop teaching that class but, that was my responsibility. I must teach that class because my teacher advisor had entrusted that class to me.)

When FS was in the middle of teaching practice, she had almost given up by leaving the classroom. However, FS did not do it and she still came to the classroom. She also gave the lesson even though she was in a bad mood.

Setiap kali malamnya mau masuk kelas itu ya ampun Mashaalloh aku harus masuk kelas itu yak. Males banget rasanya. Rasanya saya ingin tidak masuk tapi gimana udah diberi tanggung jawab. (FS, 61-63)

(Every night before I taught that class, oh my God, Mashaalloh, I had to teach that class. I felt really lazy. It seemed I did not want to teach that class but, I had got the trust.)
This experience belonged to FS. Her teacher advisor gave her a chance to teach the KMS class. The experience of teaching the KMS class drove her sense of responsibility. The sense of responsibility came from inside human. She got into trouble when she was teaching in the KMS class which was extremely far from her imagination. The trouble was triggered by the difficulty in controlling her students. While she was teaching in the KMS class, she almost surrendered and did not want to teach any more. However, her responsibility as a teacher did not let her to escape from the school. Her sense of responsibility had driven herself to keep striving to teach despite of there were obstacles from her students. She believed that the trust from her teacher advisor to guide KMS class must be kept.

2) Succeeding in the classroom management

The success in managing classroom also influenced participants’ motivation to become an English teacher. The participants who got the achievement in the form of success in classroom management and carrying out administrative duties caused the increase of motivation. This experience belonged to FS. FS was successful in the classroom management after several attempts in dealing with students.

Akhirnya pada suatu saat saya ajak mereka (mendengarkan music) karena udah buneq banget bingung caranya mau apa. Saya setelin musik mereka nari semua dan saat itu saya benar benar apa ya terkejut mereka semua bisa nari berdiri nari di depan saya dan saya malah ikut nari. Dan habis itu setelah lagunya selesai mereka bisa duduk. "wah mbak seneng e mbak, mbok sesok ngene terus." Kayak gitu dan setelah itu mereka bisa tenang dan saya oh... ya Tuhan ternyata memang ya butuh proses untuk mengenal siswa itu. (FS, 64-71)

(Eventually, at one point I invited them (listening to music) because I had been really confused and I did not know what to do. I played the music, then they all danced and I was really surprised because they all stood and danced in front of me and I even went dancing. After the music stopped, they could sit calmly, "Oh
big sis, I am happy, big sis, hope every day is like this." After that they could be calm and oh my God, it did so need a process to get to know the students.)

From the experience above, FS constructed the knowledge through the experiences during the Internship Program Course. FS could not deny that the experience had become an integral part in constructing knowledge (Dewey, 1997). From the findings above, FS got a lesson from the social environment. Piaget says that through assimilation and accommodation individuals will construct the knowledge from their experience (1954). It was also undergone by FS. The Internship Program Course is a form of experiential learning (Kolb, 1984). The Internship Program Course in a State Junior High School had constructed her knowledge about how to be an English teacher. Besides, she also got the lesson from her students through the interaction in the classroom. Vygotsky, who is founder of socio constructivist, believes in the importance of social influence to construct knowledge as cited in Santrock (2009).

3) Having a satisfaction of being an English teacher

The participant found the satisfaction to be an English teacher. This experience was felt by DS who got satisfaction after attending the Internship Program Course. The satisfaction was experienced when she was delivering learning materials as a teacher. She felt the satisfaction when the students understood the material which was delivered by the participant. In addition, the activeness of her students was also a trigger for her to get the satisfaction to be an English teacher.

waktu pas misalnya aku ngajarin materi terus mereka mudeng terus aku kasih soal mereka bisa ngerjain nilaianya bagus bagus yaitu sih kepuasannya. Terus mereka juga aktif di kelas. (DS, 85-87)
(When I delivered the material and they understand it. Then I gave them exercises and they could do it and they got good grades. Those made me satisfy. They also kept active in the classroom.)

...ya itu sih dulu waktu pas sebelum sebelum micro berarti waktu tahun pertama tahun kedua itu blas nggak minat jadi guru ya Cuma pengen, ya udahlah aku ambil bahas inggris tapi cari aman. Kalau aku ambil sastra doang kan gak dapat akta empat. Jadi nanti kalau aku mau jadi guru aku harus kuliah lagi tapi kalau missal aku ambil pendidikan kan aku aman dapat dua duanya. Jadi aku ambil Pendidikan tapi sebenarnya nggak pengen jadi guru tapi setelah micro terus apa lagi setelah PPL ya lumayan sih soalnya ngerti ohhh... gini to jadi guru ya lumayan menghibur sih ketemu siswa. (DS, 62-69)

(…before attending the Micro Teaching Class, I was a freshman or sophomore, I did not have any interest to be a teacher. I just wanted to take English skills in order to be safe in the future. If I took English literature, I would not get the teaching certificate and I had to study again if I wanted to be a teacher. However, if I took education study, it meant I would get both English skills and teaching certificate. Therefore, I took the pre-service teachers education. Actually, I did not want to be a teacher, but after attending Micro Teaching Course and Internship Program Course, I knew the feeling of being a teacher. It was quite fun to see the students)

Based on the DS experiences, she got a positive experience during the Internship Program Course. The experiences in the Internship Program Course also constructed her knowledge about being an English teacher. It proved that through assimilation and accommodation individuals will construct the knowledge from their experience (Piaget, 1954). Through the experiential learning (Kolb, 1984), she got involved in the learning process and it constructed her knowledge of being an English teacher. In addition, the interaction between DS and her students also opened her perception of being an English teacher. It is also relate to Vygosky’s belief. He believes in the importance of social influence to construct knowledge (Vygotsky in Santrock, 2010).
4) Obtaining the Information and knowledge about how to be an English teacher

In the Internship Program Course, the pre-service teachers had their own objectives. The objectives could be obtaining information about education directly, obtaining the knowledge about how to teach well, how to be a good teacher, how to be a good example for the students, and how to interact well in the working world. During, the Internship Program Course, AA got those experiences.

...terutama dari pihak guru yang sangat mendukung kami terutama saya sebagai mahasiswa yang menumpang istilahnya di sekolah tersebut. Mereka sangat terbuka sangat membantu, memberikan informasi atau pengetahuan pengetahuan sehingga ketika saya berada di sekolah ya saya sungguh mendapatkan hal hal positive yang sangat banyak terkait dengan peningkatan belajar mengajar entah itu di dalam maupun di luar kelas begitu. (especially from my teacher advisor who supported me as a pre-service teachers, who were doing the Internship Program Course at that school. They were really opened, helpful in giving the information or knowledge, so, when I was at that school, I really got many positive things which were related to the improvement of my teaching and learning skills, both outside or inside the classroom.) (AA, 30-36)

...yang paling bermakna, yaitu ketika saya disana berhasil mendapatkan apa yang saya inginkan yang saya harapkan. Satu mendapatkan informasi, mendapatkan pengetahuan bagaimana cara mengajar yang baik, bagaimana menjadi guru yang baik, bagaimana menjadi teladan yang baik, bagaimana bisa bersosialisasi dengan baik entah itu dengan guru, murid, maupun staff, dan elemen elemen yang lain. bagaimana mampu bekerja mengurus system administrasi lainnya dan masih banyak lagi. (AA, 62-68)

(…the most meaningful is that when I got what I wanted and expected. First, I got information, knowledge how to teach well, how to be a good example, how to socialize well either by teachers, students, and staff, how to be able to work taking care of the administrative system and much more.)

5) Obtaining the good examples from the teacher advisors

Lastly, the experience in the Internship Program Course which increased participants' motivation to be English teachers was to obtain a good example from teacher advisors. The teacher advisors are teachers who guide the pre-service
teachers during the Internship Program Course at schools (Pedoman PPL, 2013).

In other words, the teacher advisors are the teachers who serve as guidance and role model for the pre-service teachers in conducting the Internship Program Course assignments. Therefore, mentoring and sharing the experiences each other were also ways to motivate the pre-service teachers to become English teacher.

Beliau selalu mengikuti (mendampingi) saya ketika saya mengajar di kelas yang diampu maupun ketika konsultasi di kelas setelah kelas selesai mengajar. Beliau selalu memberikan masukan kritikan atau apapun yang belum sesuai entah itu dia benar atau tidak tapi kita saling share satu sama lain sehingga saya mendapatkan banyak sekali hal hal yang positive, manfaat manfaat positive itu terutama dari guru pamong saya pribadi. (AA, 42-48)

(He always followed (accompanied) me when I was teaching in the classroom as well as consulting in class after finishing teaching. He always gave advices, critics, or anything which was inappropriate yet. Whether he is right but, we shared each one another so that I get a lot of positive things and the benefits especially from my teacher advisor.)

During the Internship Program Course, AA obtained some positive experiences. His positive experiences were to obtain the information and knowledge on how to be an English teacher and obtain the good example from teacher advisor. The process of obtaining the information and knowledge on how to be an English teacher could not be separated from the interaction between AA and his teacher advisor during the Internship Program Course. Through the interaction with his teacher advisor, AA also learned from his teacher advisor. From his teacher advisor, AA got the good example of being an English teacher.

The requirement of experiential learning (Kolb, 1984) or learning by doing (Dewey, 1997) is that the learner should get involved the activity of learning process. From the experiences above, AA did not only learn through experiences. However, AA also constructed the knowledge through the interaction and activity in the Internship Program Course (Vygotsky in Santrock, 2010). The
constructivist adherers believe that knowledge comes from the interaction with others and the experiences (Santrock, 2010). In getting the knowledge and information of being an English teacher, AA did not get the knowledge just because he attended the Internship Program Course. However, the information and the knowledge came from the activity, the interactions, and the process during conducting the Internship Program Course.

b. Negative Experiences in the Internship Program Course

In contrast to the analysis above, the researcher explains the negative experiences in the Internship Program Course. Based on the interviews, there were two participants who had some negative experiences. In the two participants’ interviews, there were four negative experiences which appeared.

1) Being shocked to see the reality of being an English teacher

During the Internship Program Course, HJ learned the reality of being an English teacher. The experience in seeing the reality made him shocked of being an English teacher. It was because his expectation was different to the reality of being an English teacher at schools. In his mind, before attending the Internship Program Course, he believed that being an English teacher was easy because the job was only to teach in the classroom. However, during the Internship Program Course, HJ saw the reality of being an English teacher.

_Mungkin karena saya mikirnya jadi guru itu enak. Jadi pengajar itu enak hanya dalam pikiran saya saja, tetapi setelah saya terjun langsung ke lapangan, kedalam sekolah SMA, antusias saya untuk menjadi guru menjadi berkurang. Ternyata menghadapi kenyataan lebih sulit entah itu dengan guru guru lainnya, para siswa, dan guru pamong. Ternyata dalam tanda kutip tidak seenak yang kita bayangkan._ (HJ, 61-66)

(Maybe because I used to think it was good to be a teacher. Being a teacher is easy only in mind but, after I went to the field, in high school, my enthusiasm to be a teacher is reduced. Apparently, it was more difficult to deal with the reality,
whether it's with the teacher, students, and teacher advisor. Being a teacher is not as good as we imagined within quotation marks.)

HJ realized that the responsibility of being an English teacher was difficult to bear for him. It was because the job was not only to teach. In the reality, an English teacher had other jobs besides teaching. However, the reality of being an English teacher was that an English teacher had also to do administrative tasks.

Tugasnya itu pembuatan analisis butir soal, untuk menyiapkan materi, lalu menyiapkan soal-soal ulangan beserta analisisnya, lalu juga seperti harus mengantikan kelas (secara) dadakan. (HJ, 69-71)
(The jobs were to make analysis of item test, prepare teaching and learning materials, make the exams plus the analysis of the exams, and replace thesis advisor to teach.)

Sepertinya enak menjadi guru tetapi setelah merasakan kenyataannya begitu sulit, begitu susahnya tanggung jawab yang diampu oleh seorang guru sehingga motivasi yang saya dapat disana berkurang. (HJ, 126-128)
(It sounds good to be a teacher, but after sensing the reality, the responsibility of being a teacher was so difficult, so that my motivation is reduced.)

HJ also underwent that the information which was delivered by lecturers in the University, sometimes it was inaccurate to the reality. Based on his experiences, the reality at school was different from the information. It might be caused by the jobs of an English teacher was dynamic and changed frequently.

...apa yang disampaikan dosen atau pihak kampus tentang tugas tugas guru terkini mungkin tidak sama seperti yang apa dilaksanakan kewajibannya tugas guru guru disekolah mungkin saja dari kampus menyampaikan kalau tugas guru itu seperti ini ABCD. Kalau mungkin kita mendatangkan langsung kenyataannya dari guru SMA, guru SMP mungkin akan ada ABCDEF sampai bla bla sekian. (HJ, 136-141)
(...what the lecturers and the campus about the tasks of the current teachers may not be the same as written in the regulation. The lecturers may deliver the job desks are ABCD but, if the faculty brings the real teachers from Senior High School or Junior High School directly to inform the reality in field, then there will be much information ABCDEF bla bla bla.)

2) Having difficulties in dealing with the student/the classroom management

HJ and FS also dealt with difficulty in the classroom management. The difficulty in classroom management was felt different by FS and HJ. In dealing
with classroom management, FS was lucky because in the end of the Internship Program Course she could control her students. However, HJ underwent the different experience with FS. He could not handle the students well because of the students’ behavior. The difficulty in facing the students’ behaviors made HJ need to expend extra energy to get the students’ attention.

Pada saat saya mengajar di kelas sebelas MIA sekian. Murid muridnya sangat susah diatur. Sehingga saya harus mengeluarkan tenaga lebih ekstra untuk berteriak teriak untuk mengatur para siswa siswinya agar mau memberikan perhatian kepada saya akan tetapi pada saat itu mereka lebih asik sendiri seperti itu. (HJ, 80-84)
(At the time I was teaching at eleventh grade of science class. The students were very unmanageable. So, I need to exert extra effort to shout out in order to get the students’ attention but at that time they did not care about, as it was.)

The experiences in the Internship Program Course formed HJ’s knowledge of being an English teacher. Before attending the Internship Program Course, he thought that an English teacher’s job was only teaching. However, after the interaction and getting involved in the Internship Program Course, his knowledge of being an English teacher was constructed into negative experiences. The experiences in the Internship Program Course had made him think that being an English teacher was difficult because they did not only to teach, but also doing some administrative tasks. In addition, the experiences in dealing with the students and in the classroom management also construct the knowledge of being an English teacher into negative experiences.

According to Piaget (1954), through assimilation and accommodation individuals will construct the knowledge from their experience. HJ got the assimilation and accommodation in the Internship Program Course. The accommodation and the assimilation were negative based on the findings in his
experiences. The experiences in the Internship Program Course also gave meanings to him. It was because he could not deny that the experience has become an integral part in constructing knowledge (Dewey, 1997). Therefore, even though he got negative experiences in the Internship Program Course, he also learned from the experiences in the Internship Program Course.

3) Not obtaining the good examples from the teacher advisor

Every pre-service teacher must have a teacher advisor when they go to Internship Program Course (Buku Panduan PPL, 2013). Teacher advisors are teachers who often interact with pre-service teachers. Therefore, it is natural if the ELESP pre-service teachers will look up their teacher advisors as role models. However, not all pre-service teachers have a good teacher advisor as role model. There are the teacher advisors who do not give the good examples when doing teaching and learning process.

During the Internship Program Course, ME did not get the good examples from her teacher advisor. Her teacher advisor showed her the not good preparation in the teaching and learning process. Her teacher advisor also did not do something different or creative during in teaching and learning process. She thought that her teacher advisor did not have any effort in preparing the teaching and learning process.

Terus gurunya (guru pamong) itu ngajar itu cuman apa adanya kayak gitu. Ya udahlah aku bisanya kayak gini ya udah kayak gini aja, jadi gak ada effortnya untuk do something different. (ME, 24-26)

(The teacher advisor just taught by just the way she was like that. Oh well, I could just do like this, then just did like this, so no effort to do something different at all.)
Moreover, ME’s teacher advisor asked arbitrarily to her in order to replace her teacher advisor in teaching. Her teacher advisor informed her 30 minutes before the class began. It made her surprise because she did not have time to prepare the learning material. Therefore, when ME was informed to teach by her teacher advisor 30 minutes before the class began, she was cranky.


(The teacher advisor asked arbitrarily. For example, today at seven AM she could not teach then at half past seven AM she had just called, "Oh Ms. sorry I could not teach today please replace me teaching." Like that. What awful the teacher like that. We need the material as well. It was a sudden like that, so awful.)

When ME consulted the lesson plan, her teacher advisor did not give a good response and did not give feedback to ME’s lesson plan which had been made by ME. Her teacher advisor did not show a good response on ME’s lesson plan. ME’s teacher advisor thought that the lesson plans and the reality in the classroom were different. For ME, her teacher advisor’s response was not good example for ME.

"Ya (karena) itu tadi aku dapat guru pamong yang bukan contoh yang baik lah kayak gitu terus sistemnya nggak terlalu well. Misalnya saya ngerjain RPP kayak gitu, “Miss saya sudah punya RPP seperti ini, bagaimana?” Dia tu nggak tahu ini tu yang salah tu bagian mana yang harus diperbaiki bagaimana terus ya cuman bilang, “Okay nggak papa dipakai terserah nanati tu RPP, RPP kayak gini di kelas tu bisa beda kayak gitu nggak usah jadi pacuan.” (ME, 56-62)

(Because I got that teacher advisor who was not a good role model like that and the system was not really good. For example, I did lesson plan like that, "Miss I'd got the the lesson plan, how?" She did not know which part was wrong and must be improved, then, she just said "it did not matter whether lesson plan would be used because the reality in the classroom could be different and it was not guidance)"
4) Being burdensome with the administrative tasks

The administrative tasks which were given by the teacher advisors were too burdensome for ME because she had to do all administrative tasks included the teacher advisors’ personal administrative tasks. However, in the reality, the ME had to do all the administrative duties from the teacher tutor even the teacher advisors’ personal tasks.

(At the beginning, I was motivated but almost the edge of Internship Program Course, there were administrative tasks and those ruined my passion. So, I had a teacher advisor who in my opinion is not good enough because everything which is related to the students was given to practice teacher, for example correction from all classes and tasks like that.)

ME underwent obtaining a lot of administrative tasks in the Internship Program Course. She did all of her teacher advisor’s administrative tasks. The administrative tasks included ME’s teacher advisor personal administrative tasks, such as correcting and scoring. The experiences of doing administrative tasks were complicated for ME.

Setelah PPL aku ngerasa I don’t want to be a teacher. Nggak tahu kenapa aku berinteraksi itu emang good lah, interesting banget tapi untuk urusan dengan administrasi, RPP, apalalah itu ribet banget. Hal hal kecil kayak itu benar benar ribet dan aku nggak teliti untuk hal hal kecil seperti itu. (ME, 41-44)
(After Internship Program I felt I did not want to be a teacher. I did not know why. My interaction was good indeed, really interesting, but for matters with the administration, lesson plan, and something like that were complicated really. Little things like that were very complicated and I was not meticulous for small things like that.)

HJ and ME had the same category experience. They also underwent negative experiences in the Internship Program Course. She had negative
experiences in doing the administrative tasks and the interaction with her teacher advisor. She was burdensome in doing the administrative tasks. For example, she did the correction and scored the assessment although it did not belong to her classes. Besides got a lot of administrative tasks, she also saw the not good example from her teacher advisor. Her teacher advisor showed unwell preparation in teaching and her teacher advisor did not had variation in the teaching and learning process.

However, even though in the Internship Program Course ME got negative experiences, she also learned something through the Internship Program Course. ME got involved in the learning activity as an English teacher. As Dewey (1997) and Kolb (1984) believe, it is that learning process can be more meaningful if the learners get involved in the activity of learning process. Therefore, her involvement in the learning process had constructed her knowledge about an English teacher’s jobs. Through the Internship Program Course, she got meaningfulness in the learning to be an English teacher.

Vygotsky and Piaget also believe that experience has main role in construct the knowledge and view (cited in Santrock, 2009). Through the interaction with ME’s teacher advisor also constructed ME’s knowledge how to be a good English teacher. It was because she interacted intensively with her teacher advisor during the Internship Program Course. Besides constructed the knowledge through interaction with teacher advisor, she also observed her teacher advisor habits and attitude. From the observation, she could see what an English teacher should do before doing the learning process.
2. The Impact of Experiences in the Internship Program Course on the ELESP Pre-service Teachers’ Motivation to be English Teachers

In this part, the researcher displays the impact of experiences in the Internship Program Course on the ELESP pre-service teachers’ motivation to be English teachers. According to Ormord (2011) motivation is possible to change because of experiences. Ormrod mentions it as situated motivation where the environment can enhance one's motivation to learn a particular thing or behave in particular ways (p. 362). Based on the findings, there were two motivational changes to be English teachers. The first motivational change was motivational increase to be English teacher. On the other side, the second motivational change was motivational decrease to be English teachers. The change of motivation to be English teachers was influenced by the positive and negative experiences which had been discussed in the previous section.

Based on the interviews, four participants had high motivation to be English teachers before taking the Internship Program Course. Besides, one participant did not have high motivation to be an English teacher before taking the Internship Program Course. However, after experiencing the Internship Program Course, the participants underwent increasing and decreasing motivational change to be English teachers.

Based on the findings, the change of the motivation to be an English teacher was triggered by the external factors. The external factors in this case were the experiences in the Internship Program Course. Ryan and Deci (2000) define external motivation into the performance of an activity in order to attain
some separable outcome and the opposite of intrinsic motivation. External motivation has influences from outside humans. Therefore, the experiences in the Internship Program Course became the external motivation which influenced the pre-service teacher to be English teachers. This table below shows the impact of the experiences on the ELSP pre-service teachers’ motivation to be English teachers.

**Table 4.2. The Impact of Experiences in the Internship Program Course**

<table>
<thead>
<tr>
<th>No</th>
<th>Participants</th>
<th>Experiences</th>
<th>The impact on motivation to be English teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HJ</td>
<td>Shocked to see the reality of being a teacher</td>
<td>Decreasing the motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Having difficulties in dealing with student / classroom management</td>
<td>Decreasing the motivation</td>
</tr>
<tr>
<td>2</td>
<td>FS</td>
<td>Sense of big responsibility</td>
<td>Increasing the motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Succeed in classroom management</td>
<td>Increasing the motivation</td>
</tr>
<tr>
<td>3</td>
<td>DS</td>
<td>Satisfaction being a teacher</td>
<td>Increasing the motivation</td>
</tr>
<tr>
<td>4</td>
<td>AA</td>
<td>Obtaining the information and knowledge about how to be an English teacher</td>
<td>Increasing the motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obtaining a good example from a teacher advisor</td>
<td>Increasing the motivation</td>
</tr>
<tr>
<td>5</td>
<td>ME</td>
<td>Not obtaining a good example from a teacher advisor</td>
<td>Decreasing the motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being burdensome with administrative tasks</td>
<td>Decreasing the motivation</td>
</tr>
</tbody>
</table>

**a. The Increase of Motivation to be English Teachers**

Based on the interviews, the researcher found the motivational change after attending the Internship Program Course. There were three (FS, DS, and AA) out of five participants who had motivational increasing to be English teachers after attending the Internship Program Course.

*Iya sangat termotivasi (setelah megikuti PPL) karena cita cita saya sendiri adalah menjadi seorang guru, pendidiklah. Iya semakin meningkat karena ketika sekali mengajar saja kita itu mendapatkan at least lah satu pelajaran. Pasti ada*
hal baru yang kita pelajari itu. Kalau kita benar benar mau melihat dan mau terjun langsung memberikan diri kita sepenuhnya saat kita mengajar yah, satu hari satu hal baru menurut saya. (FS, 129-134)

(Of course, I am really motivated (after attending Internship Program Course) because my goal is to be a teacher. Yes, my motivation is increasing because when we teach, I get at least one lesson. There is definitely a new thing that we learn. If we really want to see and want to jump directly and giving ourselves completely when we teach, well, a day gets a new thing in my opinion.)

Lumayan termotivasi sih setelah PPL soalnya melihat riilnya kan beneran praktek ngajar Bahasa Inggris terus ngadepin siswa yang karakternya macem macem tapi ya itu sih lumayan puas juga. (DP, 119-121)

(I am pretty motivated after attending Internship Program Course anyway. It is because I have seen the reality of teaching English directly and how to deal with students whose characteristics are different each other. Then it is passable satisfied as well.)

Secara pribadi ya jelas termotivasi (untuk menjadi guru bahasa Inggris) terutama ketika saya belum mengambil mata kuliah ini (PPL) saya belum tahu apa apa tentang menjadi guru. (AA, 94-96)

(Personally, I am motivated (to become an English Teacher after attending Internship Program Course). Especially when I had not taken this course, I did not know anything about being a teacher.)

The increase of motivation could not be separated from the experience which they had met. The three participants had felt the different sensation and experiences at school which increased the participants’ motivation. The researcher found five experiences which increase the motivation, such as succeeding in the classroom management, having a sense of great responsibility, having satisfaction of becoming a teacher, obtaining good examples from the teacher advisor, obtaining the information and knowledge how to be an English teacher.

Maslow (1943) states that human’ motivation is driven by five needs. The needs that came up in the findings, that drove the increase of motivation was the self-actualization needs. According to Maslow, the self-actualization needs are needs that drive human’s motivation to achieve the target. In this research, there
were three participants had increasing motivation to be English teacher after attending the Internship Program Course. They were FS, DS, and AA.

FS had experiences in being trusted to teach the KMS class and success in classroom management (sense of responsibility and success in solving the problem). DS found the satisfaction of being an English teacher. AA obtained the information and knowledge on how to be an English teacher and obtained good examples from a teacher advisor. Those experiences were representations of self-actualization needs. In simple way, they had succeeded to fulfill the self-actualization needs. Moreover, based on the findings, it had shown that FS, DS, and AA had achieved the target in the Internship Program Course. Due to they had succeeded to fulfill the self-actualization needs, it gave impact on their motivation to be English teacher in which their motivation to become English teacher increased.

b. The Decrease of Motivation to be English Teachers

The researcher also found that the experiences in the Internship Program Course do not always increase participants’ motivation to become an English teacher. Based on the findings, the experiences in the Internship Program Course influenced the pre-service teachers’ motivation to be English teachers. In the findings, the change of motivation was influenced by the external factors. In this study, the external factors were the experiences in the Internship Program Course.

....setelah mengetahui keadaan para siswa di kelas, begitu susahnya dan tugas guru itu tidak semata mata mengajar di kelas saja. Dengan pemikiran lain juga apakah pekerjaan hanya menjadi guru? Sebenarnya kan kalau dari Pendidikan Bahasa Inggris kan tidak harus jadi guru karena kita punya skill Bahasa Inggris entah itu jadi (tour) guide atau yang lainnya. Mungkin akan terasa lebih ringan dibandingkan menjadi guru dengan melihat prospek pekerjaan...
lainnya yang sesuai dengan bidang kita yang istilahnya tidak menyulitkan diri kita sendiri. (HJ, 174-181)

(After finding out the students in the class, it was so difficult and teachers' job was not only to teach in the class. By other thoughts, whether the job is only to be a teacher? By other thoughts, whether the job is only being a teacher? English Education graduates actually are not obliged to be a teacher because we had the English skills whether be a (tour) guide or other. Maybe it would feel lighter than being a teacher by seeing the prospect of other jobs in accordance with our field which do not complicate us.)

Aku nggak termotivasi (setelah mengikuti PPL). Aku yakin. Okay sih mungkin aku sekarang kuliah di fakultas keguruan ya. Aku didik untuk jadi guru, tapi okay lah masih banyak pilihan (pekerjaan) yang lain. (ME, 72-74)

(I'm not motivated (after attending Internship Program Course). I am really sure. Okay, anyway, maybe I am now studying in the faculty of teaching and education. I am trained to become a teacher, but there are still plenty of other choices (employment).)

There were two participants who got the decrease of motivation. There were HJ and ME. The decrease of motivation was also influenced by the failure to fulfill the esteem needs. For HJ, in the beginning he wanted to be an English teacher. However, after sensing the reality in the Internship Program Course and undergoing the difficulties in classroom management, he surrendered to be an English teacher. For ME, she did not obtaining good examples from teacher advisor and being burdensome with administrative tasks, she also surrendered to be an English teacher. Based on HJ and ME experiences, their esteem needs could not strong enough. If their esteem needs strong enough, then they would not surrender to be English teachers.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

There are two parts which are going to be presented in this chapter. The first part is conclusion of the research. Meanwhile, the second part is suggestion from researcher after researching this topic.

A. Conclusion

The Internship Program Course is a chance for the ELESP pre-service teachers to obtain the field experiences as English teachers. In this course, the pre-service teachers will get experiences which influence their motivation to become English teachers. After researching five ELESP pre-service teachers who had attend the Internship Program Course, the researcher found that five ELESP pre-service teachers underwent the change of motivation of being an English teacher. Three pre-service teachers had experienced the increase of motivation and two participants had experienced the decrease of motivation. The experiences which changed the motivation were experienced differently by each participant. The participants who have experienced the increase motivation get experiences; having a sense of a big responsibility, succeeding in arranging classes or the classroom management, having satisfaction of becoming a teacher, obtaining the good examples from the teacher advisor, and, obtaining the information and knowledge about how to be an English teacher. The increase of motivation was influenced by the three participants’ self-actualization needs. In the end of the
Internship Program Course, the three participants succeeded to fulfill their self-actualization needs, so that it increased the motivation to be English teachers. Meanwhile, the experiences which decreased the motivation on two ELESP pre-service teachers were being shocked to see the reality of being a teacher, having difficulties in dealing with student / classroom management, not obtaining a good example from a teacher advisor, and being burdensome with administrative tasks. The researcher found that, the decrease of motivation was influenced by the lack of esteem needs. In addition, the two participants, HJ and ME could not fulfill their esteem needs, so that, their motivation to be English teachers decreased.

However, the findings in this research could not be generalized to all the ELESP pre-service teachers of Sanata Dharma University. It considered that there were three biases. First, the participants of the research were only five ELESP pre-service teachers. Meanwhile, based on the researcher’s observation, there were 160 ELESP pre-service teachers in Sanata Dharma University batch 2011. Second, every participant did the Internship Program Course at different schools. The different schools could give different experiences to the pre-service teachers and it impacted to the change of the pre-service teachers’ motivation to be English teachers. Third, the researcher also joined the research because the researcher was the research instrument. It might raise subjectivity because this research used human as research instrument. Therefore, by the rationale above, the findings in this research was to give understanding about a phenomenon which was the impact of the Internship Program Course on ELESP pre-service teachers’ motivation to be English teachers.
B. Suggestions

Based on the results, the researcher would give some suggestions for the ELESP, the ELESP lecturers, and the ELESP pre-service teachers.

1. The ELESP
   a. Before attending the Internship Program Course, pre-service teachers thought that being teacher was easy because the only job that the teachers have is teaching the students in the classroom. Therefore, it is necessary to introduce a teaching profession to pre-service teachers since early semester. The introduction includes the fact and reality being a teacher. The pre-service teachers should be introduced about teachers’ tasks since early semester if possible.
   b. The ELESP should give more chance for pre-service teachers to do apprentice at schools frequently in every semester. The more pre-service teachers get experiences at schools, the more they get prepared in attending The Internship Program Course. It is also because pre-service teachers need to know the field of their work directly, so that the pre-service teachers will not have difficulty in classroom management when they deal with The Internship Program Course.

2. The ELESP Lecturers
   a. Sometimes, unfortunately some pre-service teachers admitted that lecturers’ explanation in pedagogy class did not describe the fact of teaching profession. Some of the lecturers only discuss the ideal and concepts of
being a teacher. Therefore, the lecturers need to explain and relate the concept to the fact and reality which are faced by teachers.

b. The pre-service teachers need a perspective from school teachers. Therefore, the lecturers who teach pedagogy, if possible, need to invite school teachers to give information about teacher profession in order to motivate the pre-service teachers.

3. The ELESP Pre-service Teachers

The pre-service teachers should be independent in updating the information of teacher profession in order to and try to see the reality at schools by themselves frequently. It is because the pre-service teachers do not get enough information if they only receive it from the ELESP or the lecturers. It will prevent them from difficulty in the classroom management which often happens in the Internship Program Course and it will impact the motivation to become an English teacher.
REFERENCES


APPENDICICES
Appendix A: Question Guidelines

a. Apa yang anda ketahui tentang Program Pengalaman Lapangan?

b. Apa yang anda harapkan sebelum mengikuti Program Pengalaman Lapangan?

c. Pengalaman apa saja yang anda temui saat mengikuti Program Pengalaman Lapangan?

d. Pengalaman apa saja yang menyenangkan pada saat mengikuti Program Pengalaman Lapangan?

e. Pengalaman apa saja yang tidak menyenangkan pada saat mengikuti Program Pengalaman Lapangan?

f. Apakah anda termotivasi menjadi guru setelah mengikuti mata kuliah Program Pengalaman Lapangan? Mengapa?
Appendix B: Transcript of Interview

Apa yang anda ketahui tentang program pengalaman lapangan?
Program Pengalaman Lapangan setahu saya salah satu program bagi mahasiswa khususnya mahasiswa yang akan diluncurkan menjadi calon guru sebagai ajang latihan untuk mengajar gitulah terjun langsung ke lapangan, yaitu ke sekolah itu sendiri.

Terus mengapa anda mengikuti Program Pengalaman Lapangan?

Ini pengandaian ya. Kalau misal PPL itu sebagai mata kuliah pilihan, apakah anda akan tetap mengambilnya?
Iya, ha’a. Saya akan tetap mengambilnya karena ini suatu kesempatan besar bagi mahasiswa calon guru.

Terus apa yang anda harapkan sebelum mengikuti Program Pengalaman Lapangan?

Terus setelah Program Pengalaman Lapangan, apa yang anda harapkan?
Oke. Setelah mengikuti Program Lapangan ini harapan saya terutama untuk diri saya eee… saya bisa lebih bisa berkembang lagi dalam mengajar tentunya. Gitu.

Apakah anda antusias mengikuti Program Pengalaman Lapangan? Mengapa?

Terus pengalaman apa saja yang tidak menyenangkan pada saat Program Pengalaman Lapangan?
Pengalaminannya yang paling tidak menyenangkan itu ketika saya mengajar siswa KMS itu, eee… Kartu Menuju Sejahtera itu. Maaf, anak anak yang orang tuanya ekonominya di bawah rata, ya pokoknya kelas bawah gitulah, menengah ke bawah nah itu. Mereka tu apa ya nakal, kalau diajar rebut, sering tidak menghargai guru bahkan ketika diajar pun mereka bermain sendiri. Mereka seperti tidak tahu aturan.
Anda tidak kapok?
awalnya saya kapok pertamanya. Saya hampir, setiap hari saya ingin marah ketika saya masuk kelas itu. Saya, saya bisa saja tidak masuk tapi ya itu tanggung jawab saya. Saya harus mengajar itu, sudah dipasrahi oleh guru pamong saya. Ya kapok sebenarnya Cuma yaitulah belajar pada akhirnya saya belajar banyak dari anak anak itu justru.

Terus hubungan dengan guru pamong bagaimana? Apakah baik? Apakah beliau memberikan banyak tugas yang maaft harusnya tugasnya si guru pamong terus dilimpahkan kepada anda atau bagaimana?
Iya ha’a, guru pamong saya memberikan tugas yang begitu banyak. Dari membuat kisi kisi dan lain lain bahkan ketika saat itu kan waktu akreditasi sekolah. Nah disitu saya dilimpahi tugas untuk membuat administrasi dari guru tersebut, tapi ya memang itu menyiksa, tapi ya saya belajar banyak, oh ternyata administrasi itu seperti ini dan saya menyadari banyak hal seperti. Kebutulan saya PPL di sekolah negeri. Ternyata oh ya… adminstrasi itu hanya formalitas itu yang saya sadari.

Kemudian Pengalaman yang menyenangkan waktu PPL tu seperti apa?
Nah, pengalaman yang menyenangkan, saya mendapatkan banyak teman. Entah itu dari rekan PPL, entah itu dari siswa itu sendiri, dan guru guru. Bahkan di sekolah itu saya mendapatkan apa ya, suatu pekerjaan intinya. Mengajar ekstrakulikuler dan juga saya tadi cerita kalau pengalaman buruk saya bertemu siswa siswa KMS itu. Nah itu pada akhirnya itu adalah menjadi pengalaman, pengalaman indah saya ketika saya PPL karena akhirnya saya dan siswa siswa itu bisa menyatu dan saya bisa akhirnya menghandle kelas itu dengan cara yang sebenarnya mereka butuhkan dan saya bahagia saat itu.

Terus perubahan apa saja setelah mengikuti program pengalaman lapangan?

Jadi pengelaman yang kurang menarik ini malah menambah motivasi anda?
He’em iya. Dari pengalaman yang buruk itu, disitu saya berefleksi sebenarnya ada apa sih sesungguhnya yang salah siapa? Jangan jangan yang salah saya juga

Terus menurut anda PPL itu waktunya cukup tiga bulan atau lebih?
Menurut saya cukup sih, cukup tiga bulan itu.

Apakah anda rasa tiga bulan itu sudah bisa untuk anda beradaptasi, anda beradaptasi dengan murid, dengan administrasi, dengan guru, dan dengan rekan sejawat?
Menurut saya tiga bulan itu cukup sih untuk taraf belajar, ya belajar menjadi guru. Ketika kita masih dalam keadaan mahasiswa itu cukup sih, itu. Mungkin kita bisa bisa belajar banyak lagi dengan waktu ya lama ya nanti ketika kita udah lulus baru.

Kemudian apakah anda mendapatkan motivasi dari lingkungan sekolah tempat anda mengajar untuk menjadi guru?
Motivasi dari lingkungan sekolah berarti siswa juga bisa?

Iya.

KMS itu berapa pertemuan anda baru bisa menghandle?
Berapa pertemuan itu hampir, hampir diakhir pertemuan saya baru bisa menghandle kelas itu. ya kira kira, kira kira dua puluhan nggak dua puluhan, lima belasan pertemuan.

Terus apakah anda mendaptkan contoh guru yang ideal di sekolah anda berpraktek?
Contoh guru yang ideal? nggak sih.
Kenapa?

Kembali ke pengalaman ya. Kalau pengalaman yang paling bermakna seperti apa?
Yang sama siswa KMS di akhir pertemuan, hampir akhir pertemuan itu menjadi hal yang luar biasa karena ya tadi awalnya saya benar benar hampir saya menyepelekan kelas itu. Saya apa ya akhirnya saya bisa dekat dengan kelas itu bahkan sampai sekarang kalau saya ke SMP itu siswa siswa itu kalau misalnya lagi istirahat saya di sana pas ketemu saya tu mereka bener bener langsung nyamperin saya, “Miss Miss, mbok Miss aja yang ngajar gini gini. Miss kapan kita bisa nari nari lagi.” Disitu Saya merasa apa ya, dapat kayak keluarga baru, teman baru itu.

Anda jadi merasa terpanggil seperti itu?
Ya.

Kemudian kalau pengalaman dari kelas yang lain selain dari KMS apakah ada yang bermakna, yang mengesankan?

Terus apakah anda mendapatkan kepuasan ketika mengikuti Program Pengalaman Lapangan?
Iya saya sangat puas karena pengalaman yang saya daptkan sendiri bukan dari pelayanaan atau mungkin dari nilai nggak. Tapi dari pengalaman itu sendiri karena ya mengendalikan emosi bagi saya itu satu hal yang sangat sulit dan akhirnya I can do it.

Ketika semester satu sampai enam kan kita diberi teori teori untuk mengajar, terus apakah Universitas tu sudah memberikan realita di lapangan ketika menjadi guru? memberikan contoh realitanya gimana menjadi guru. Apakah sudah cukup memberikan contohnya?

Terus menurut anda perlu nggak universitas tu memberikan gambaran yang riil itu?
Ya perlu sangat perlu sekali iya. Karena itu tadi kenyataan tidak selalu semudah apa yang kita bayangkan, apa yang kita pelajari itu. Nggak mereka lebih parah dari itu. Itu yang saya alami sih.

dari semester satu sampai enam PPL itu seperti apa gambarnya?
kalau saya PPL itu dulu gambarannya itu satu sibuk, dua itu menakutkan Karena harus mengajar ya siswa yang benar benar siswa. Nggak tahu siswanya kayak apa. Itu sih menakutkan dan sibuk itu kata yang dua kata yang bisa menggambarkan PPL dulu.

Terus untuk universitas apa yang sekiranya bisa anda sarankan agar mahasiswa itu memiliki gambaran yang nyata mengenai kehidupan di sekolah?
Mungkin, nggak mungkin ya. Menurut saya PPL bisa diadakan dua tahap. semester mungkin ketika kita mendapatkan mata kuliah AMT itu. Karena kuliah AMT itu karena kuliah AMT itu, Aproach Method and Technique itu kalau kita cuma membaca, eee… membaca theory itu nggak cukup sih menurut saya karena kita harus benar benar mengimplementasikan langsung itu. Dua tahap PPL. Mungkin tahap satu tahap nggak selama yang tahap kedua itu.

Di semester berapa kira kira? Yang pertama dan yang kedua?
Yang kedua di semester tujuh. Yang pertama itu mungkin di semester, mau ke enam itu. Lima berarti. Saat kita juga mendapatkan LLA, terus apa lagi. LTM.

Apakah sebelum anda mengkuti PPL eee anda tu punya gambaran yang, gambaran guru ideal. S udah mendapatkan gambaran guru ideal sebelum mengikuti PPL?
Iya ha’a. karena ibu saya seorang guru dan saya sangat Kagum sekali ketika melihat Ibu saya mengajar karena saya pernah menjadi siswanya.

Guru apa?
Guru Bahasa Indonesia.

Kemudian apakah anda termotivasi menjadi guru setelah mengikuti mata kuliah Program Pengalaman Lapangan?
He’em. Iya sangat, sangat termotivasi karena cita cita saya sendiri adalah menjadi seorang guru. Pendidiklah.

Jadi semakin meningkat ya?
He‘em. Iya semakin meningkat. Iya karena ketika ssss…. Apa ya sekali mengajar saja kita itu mendapatkan at least lah satu pelajaran. Pasti ada hal baru yang kita pelajari itu. Kalau kita benar benar mau melihat dan mau terjun langsung memberikan diri kita sepenuhnya saat kita mengajar yah, satu hari satu hal baru menurut saya.

Kemudain apakah anda juga menerapkan ya metode pembelajaran yang anda dapatkan dari LTM, LPD, LLA, AMT?

Berarti secara tidak langsung anda juga mengajarkan Bahasa Indonesia ya?
Iya. Ha’a.

Berarti pengalaman anda sangat hebat sekali ya disana?
Iya. Saya sangat merasa seperti itu terutama dalam kelas KMS yang tadinya saya piker, ya ampun ini neraka, benar benar neraka banget buat saya tapi akhirnya. Bahkan rekan rekan saya yang dari PBI juga tidak mendapatkan kelas itu dan saya mikir kenapa saya yang dapat kelas ini, gitu. Bahkan saya pernah, apa ya, ya pernah berkata kata kasar di depan kelas itu yang membuat saya sampai sekarang juga masih merasa bersalah karena saya tidak bisa mengendalikan emosi saat itu.

Terus apakah anda merasa tidak beruntung atau beruntung?
Tidak beruntung atau beruntung? Untung, sekali He‘em. Saya bisa mendapatkan kelas itu, saya bisa bergaul dengan mereka itu.

Terima Kasih semoga pengalaman anda bisa menginspirasi kita semua agar semakin semangat untuk menjadi guru terutama guru Bahasa Inggris.
Iya, sama sama.
**Appendix C: Horizontalization**

Initial FS Horizanalization

<table>
<thead>
<tr>
<th>No</th>
<th>Horizanalation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Program Pengalaman Lapangan setahu saya salah satu program bagi mahasiswa khususnya mahasiswa yang akan diluncurkan menjadi calon guru sebagai ajang latihan untuk mengajar langsung ke lapangan, yaitu ke sekolah itu sendiri.</td>
</tr>
<tr>
<td>3</td>
<td>Iya, ha’a. Saya akan tetap mengambilnya (meski PPL jadi mata kuliah pilihan) karena ini suatu kesempatan besar bagi mahasiswa calon guru. Yang saya harapkan (sebelum mengikuti PPL), saya bisa belajar untuk menjadi seorang guru yang profesional. Paling nggak ya taulah strategi strategi mengajar dan mengatasi murid. Setelah mengikuti Program Lapangan ini harapan saya terutama untuk diri saya, saya lebih bisa berkembang lagi dalam mengajar tentunya.</td>
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</table>
ekstrakulikuler dan juga saya tadi cerita kalau pengalaman buruk saya bertemu siswa siswa KMS itu. Nah pada akhirnya itu (bertemu siswa siswa KMS) adalah menjadi pengalaman indah saya ketika saya PPL karena akhirnya saya dan siswa siswa itu bisa menyatunya dan saya bisa akhirnya menghandle kelas itu dengan cara yang sebenarnya mereka butuhkan dan saya bahagia saat itu.


Menurut saya cukup sih, cukup tiga bulan itu. Menurut saya tiga bulan itu cukup sih untuk taraf belajar menjadi guru. Ketika kita masih dalam keadaan mahasiswa cukup sih itu. Mungkin kita bisa belajar banyak lagi dengan waktu yang lama yang nanti ketika kita sudah lulus (kuliah).


Contoh guru yang ideal yang saya temui nggak (ada) sih. Karena guru yang ideal itu, guru yang mampu mengajak siswa untuk belajar meskipun itu
imputnya sedikit itu. Menurut saya guru guru disana itu kadang kadang ngajar itu cuma formulitas begitu, yang penting ngajar ada bukunya ya udah. Mudheng orak mudheng orak urusan nah kayak gitu. Tapi guru pamong saya itu ya dia ngajar yang penting ngajar tapi cara ngajar beliau bagus. Cuma cara beliau mengajar itu kurang dekat dengan anak jadi ada jarak. Jadi saya tidak menemukan benar benar (guru) yang ideal di sana. Yang sama siswa KMS di hampir akhir pertemuan itu menjadi hal yang luar biasa karena ya tadi awalnya saya hampir benar benar menyepelakan kelas itu. Saya akhirnya bisa dekat dengan kelas itu bahkan sampai sekarang kalau saya ke SMP itu siswa siswa itu kalau misalnya lagi istirahat saya di sana (dan) pas ketemu saya tu mereka bener bener langsung nyamperin saya, “Miss Miss, mbok Miss, ya yang ngajar gini gini. Miss kapan kita bisa nari nari lagi.” Disitu Saya merasa apa ya, dapat kayak keluarga baru, teman baru.


Iya sangat termotivasi (setelah megikuti PPL) karena cita cita saya sendiri adalah menjadi seorang guru, pendidiklah. Iya semakin meningkat karena
Appendix D: The Participant’s Reflection

REFLEKSI


sehingga mereka lebih bersemangat memainkan game yang diberikan oleh praktikan. Setelah itu mereka menjadi lebih patuh dan mau belajar. Banyak dari mereka yang menunjukkan jari untuk bertanya mengenai materi yang sedang praktikan sampaikan dan hal tersebut hampir tidak pernah terjadi selama dua bulan terakhir. Praktikan merasa berhasil saat itu dan merasa sangat bahagia karena setelah itu praktikan malah sangat dekat dengan siswa kelas VII J. Satu hal yang praktikan sayangkan, mengapa kedekatan ini justru terjadi ketika masa PPL praktikan hampir berakhir. Dari pengalaman yang sangat mengesankan tersebut, praktikan belajar tentang bagaimana mengenali karakter dan kebutuhan siswa, memanajemen kelas, dan menerapkan perdekanan tertentu kepada kelas yang memerlukan perlakuan khusus. Dari situah praktikan mengintegrasikan kompetensi pedagogi dimana praktikan berhasil mengendalikan kelas yang begitu gaduhnya dengan strategi dan pendekatan yang akhirnya praktikan temukan setelah dua bulan praktikan mengajar kelas VII J. Praktikan juga beristropeksi diri dari kekurangan praktikan dan kesalahan yang praktikan lakukan saat mengajar. Praktikan seharusnya menyadari bahwa setiap kelas memiliki karakter dan kemampuan yang berbeda sehingga praktikan tidak bisa menyama ratakan kemampuan mereka dan lebih peka terhadap keinginan dan kebutuhan siswa.

Praktikan juga menjadi lebih sabar dalam menghadapi murid yang gaduh di dalam kelas. Praktikan lebih bisa menahan emosi ketika mengajar di kelas VII J maupun di kelas lain karena praktikan menyadari bahwa kegaduhan itu sebenarnya merupakan kritik secara tidak langsung dari siswa agar praktikan memahami apa yang siswa butuhkan. Dari situ lah praktikan mengintegrasikan kompetensi personal nya dimana praktikan dapat menjadi pribadi yang tidak selalu menyalahkan keadaan dan mencoba mencari solusi yang tepat untuk menyelesaikan masalah.

Selain mendapatkan pengalaman yang sangat berkesan dengan kelas VII J saat PPL, praktikan juga sangat bersyukur karena dapat memperluas wawasan dalam bidang pendidikan dengan berdiskusi dengan beberapa guru SMP Negeri 15 Yogyakarta, guru dari luar, dan dosen pembimbing. Praktikan selalu mendiskusikan beberapa hal yang belum praktikan pahami dengan guru

Dalam menjalankan PPL, tentunya masih ada kekurang praktikan yang belum dapat diperbaiki secara maksimal. Praktikan masih kerap membawa suasana hari yang kurang baik ke dalam kelas. Praktikan tahu seharusnya hal tersebut dihindari karena guru harus tetap bisa memberi motivasi kepada siswa. Bagaimana siswa bisa termotivasi kalau gurunya saja tidak termotivasi? Praktikan mengakui bahwa hal tersebut menandakan praktikan belum bisa menerapkan kompetensi professional seorang guru dalam dirinya. Oleh karena itu, praktikan masih mencoba memperbaiki sikap buruk tersebut demi menjadi guru yang berkualitas.
Appendix E: Letter of Agreement

LEMBAR PERSETUJUAN MENJADI INFORMAN

Saya yang bertanda tangan di bawah ini menyatakan bersedia menjadi Informan penelitian yang dilakukan oleh mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma Yogyakarta yang bernama Fa’adilah Malik Akbar, dengan judul “The Impact of Experiences in the Internship Program Course on Pre-service Teachers’ Motivation to be English Teachers.”

Saya mengerti bahwa penelitian ini tidak menimbulkan dampak negatif dan data mengenai diri saya dalam penelitian ini akan dijaga kerahasiaannya oleh peneliti. Semua berkas yang mencantumkan identitas saya hanya akan digunakan untuk keperluan pengolahan data dan bila sudah tidak digunakan akan dimusnahkan. Hanya peneliti yang dapat mengetahui kerahasiaan data-data penelitian.

Demikian, secara suka rela dan tidak ada unsur paksaan dari siapapun saya bersedia berperan serta dalam penelitian ini.

Yogyakarta, Juni 2015

( )