



**STUDENT-TEACHERS' PROBLEMS IN DOING TEACHING
INTERNSHIP PROGRAMS**

THESIS

*Submitted to English Teaching Department
Faculty of Tarbiyah and Teacher Training
as a Requirement for getting Bachelor Degree*

Written by:

MIFTAHUL JANNAH

Reg. No. 15300400054

**ENGLISH TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MAHMUD YUNUS (UIN)
BATUSANGKAR**

2022

SURAT PERNYATAAN KEASLIAN

Saya yang bertanda tangan dibawah ini:

Nama	: MIFTAHUL JANNAH
NIM	: 15300400054
Tempat/Tanggal Lahir	: Tanjung Alai / 19 Januari 1997
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul **“STUDENT-TEACHERS’ PROBLEMS IN DOING TEACHING INTERNSHIP PROGRAMS”** adalah benar karya saya sendiri dan bukan plagiat kecuali yang dicantumkan sumbernya. Apabila kemudian hari terbukti bahwa skripsi ini plagiat, maka saya bersedia menerima sanksi sesuai dengan ketentuan perundang-undangan yang berlaku.

Demikian pernyataan ini saya buat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Batusangkar, 22 Agustus 2022

Saya yang menyatakan,

Miftahul Jannah
NIM.15300400054

THESIS ADVISOR'S APPROVAL

Pembimbing skripsi atas nama MIFTAHUL JANNAH, NIM. 15300400054, dengan judul "SOURCES OF STUDENTS TEACHERS' PROBLEMS IN DOING TEACHING INTERNSHIP PROGRAMS" memandang bahwa skripsi yang bersangkutan telah memenuhi syarat ilmiah dan dapat disetujui untuk dilanjutkan ke Sidang Munaqasyah.

Demikian persetujuan ini di berikan agar dapat dipergunakan dengan semestinya.

Batusangkar, 11 Juli 2022

Pembimbing



Dr. Rita Erlinda, M.Pd
NIP.19730121 200003 2 001

THESIS EXAMINERS APPROVAL

This thesis was written by **MIFTAHUL JANNAH**, Reg. No. 15300 400054, entitled: “**STUDENT-TEACHERS’ PROBLEMS IN DOING TEACHING INTERNSHIP PROGRAMS**” has been examined by board of examiners of English Teaching Department of Tarbiyah and Teacher Training Faculty of UIN Mahmud Yunus Batusangkar on August 01st 2022 and approved to be accepted as requirement to obtain Bachelor Degree in Teaching English.

No	Names	Position	Signature	Date
1.	Dr. Rita Erlinda, M.Pd NIP. 19730121 200003 2 001	Advisor		
2.	Dr. Suswati Hendriani, M.Pd., M.Pd NIP.19660914 199203 2 003	Examiner		
3.	Yunetri. SS., M.Pd NIP.19731022 200312 2 003	Co-Examiner		

Batusangkar, August 2022

Approved by,

Dean of Tarbiyah and Teacher
Training Faculty of Mahmud
Yunus Batusangkar State
Islamic University

Dr.Adripen, M.Pd

NIP. 19650504 199303 1 003

ACKNOWLEDGEMENT



Alhamdulillah rabbil' alamin, first and foremost, the writer would like to express her thankfulness to Allah SWT who blessed her in finishing this thesis entitled: **“STUDENT-TEACHERS’ PROBLEMS IN DOING TEACHING INTERNSHIP PROGRAMS”** Then, *Sholawat and Salam* are delivered to the prophet Muhammad SAW who left mankind two heritages; al-Qur’an and sunnah, so that they can learn from both of those to be glorious servant in this world.

This thesis was written as one of the requirements to obtain undergraduate degree (SI) of English Teaching Department, Islamic University Mahmud Yunus UIN Batusangkar. The writer realizes that this thesis is still far from perfection, and the completion of this thesis is inseparable from the help of many parties with all humility and respect, the writer would like to thank all those who have helped her in writing this thesis to the completion.

First, she would like to express her special honor to Dr. Rita Erlinda. M.Pd as her advisor who has guides the writer during the process of thesis from the first until right now. Next, she also wants to say thanks to Dr. Suswati Hendriani, M.Pd., M.Pd and Yulnetri. SS., M.Pd as the examiners of this research who have given contribution and suggestion to accomplish this thesis. Then, her gratitude also goes to all of English teaching department students who have participated as respondents who had contributed so well, had given permission and took the time to fill out the questionnaires that had been distributed.

Moreover, her deepest thanks also go to the Head of English Teaching Department, Suyono, MA,(TESOL) Ph. D for facilitating her in research and permissions to conduct this research. She would like to

thank to all of the lecturers of English Teaching Department of University Mahmud Yunus UIN Batusangkar for their help her studying at this Department. Next, she wants to express her massive thanks to Rahmawati, M.Pd as her academic advisor who always gives advice to her during her study. Then, she also thanks to staff of English Teaching Department, Syahrur Ramli, S.Pd, M.Pd who helped administratively during writing this thesis. Next, she also thanks to Dean of Tarbiyah and Teacher Training Faculty, Dr. Adripen, M.Pd who has given assistances to her during academic years. Then, her deepest gratitude is addressed to Rector of University Mahmud Yunus UIN Batusangkar, Prof. Dr. Marjoni Imamora, M. Sc who has given chance for her study at University Mahmud Yunus UIN Batusangkar until she got the bachelor degree.

From the deepest of her heart, the writer would like to express her gratitude to her lovely Husband (Anugrah Adiwimarta) and her lovely son (Khalid Hanif al Ayyubi) lovely parent, best father (Alm. Kamirudin, Yuswil, S.H) and mother (Nursida, Marianis) and her lovely brothers and sisters (Dila Yulinda, Ade Rizky, Rival Alisaba and Elfi Rahmi), (Syofia Nisra, Syafri, Miftah Syafari Hidayatullah, Ira Dzakira Dewi, Hanifa Aina Yuswil) and all her families who have given her support mentality and motivated her to finish her thesis.

Also thank to all of her friends (Meza, Winda, Rina, Nayla, Geby, Iil, lisa). At least, she thanks so much to all members TBI' 15 especially for Big Family TBI B who have given the truly deeply love precious memories.

Batusangkar, Juli 2022
The Writer

Miftahul Jannah
NIM.15300400054

ABSTRAK

MIFTAHUL JANNAH, NIM 15 300 400 054, Judul Skripsi: **“STUDEN-TEACHERS’ PROBLEMS IN DOING TEACHING INTERNSHIP PROGRAMS”**. Program studi *English Teaching Department, Tarbiyah and Teacher Training Faculty University Mahmud Yunus UIN Batusangkar*.

Penelitian ini dilatarbelakangi karena belum diketahuinya masalah-masalah dalam melaksanakan PPL yang dihadapi oleh mahasiswa PPL. Tujuan dari penelitian ini adalah untuk mengungkapkan masalah-masalah yang ditemukan disaat melaksanakan PPL.

Penelitian ini menggunakan metode *deskriptif kuantitatif* dengan pendekatan *cross-sectional*. Populasi penelitian adalah mahasiswa semester tujuh yang berjumlah 50 orang Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Batusangkar tahun akademik 2021/2022. Pengambilan sampel dilakukan dengan metode *total sampling*, pengambilan data dari keseluruhan populasi. Penelitian ini dilakukan dengan menggunakan teknik Uji Coba Terpakai. Peneliti juga menggunakan angket sebagai instrument. Angket tersebut terdiri dari 82 butir untuk mengetahui apa saja yang menjadi masalah bagi mahasiswa dalam melaksanakan PPL. Data yang di dapat dari instrument tersebut kemudian diuji validitas dan reliabilitasnya, hasil dari validitas instrumen menunjukkan 5 pernyataan *discarded*, dan 77 pernyataan *valid*. Hasil dari reliabilitas instrumen adalah 0,966 (sangat tinggi). Selanjutnya, untuk menganalisis data, peneliti menggunakan teori Sudijono yang meliputi masalah-masalah yang dihadapi mahasiswa saat melaksanakan PPL.

.Hasil penelitian menunjukkan ada 9 buah masalah yang ditemukan disaat melaksanakan PPL Kolaboratif. Permasalahan yang dihadapi diantaranya : Instructional Problems 35.16 %, Personal Problem 13.91 %, Teacher’s Preparation Problems 11.08 %, Emotional Problems 9.75 %, Problem on Adjusting A Student 9.41 %, Class Participation Problems 6.83 %, Class Management Problems 5.25 %, Problems on Evaluation 4.75 %, Supervision Problems 3.83 %.

TABLE OF CONTENTS

STATEMENT OF AUTHENTICITY	i
THESIS ADVISOR'S APPROVAL	ii
THESIS EXAMINERS APPROVAL.....	iii
ACKNOWLEDGEMENT	iv
ABSTRAK.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES	x
LIST OF HISTOGRAMS.....	xi
<u>LIST OF</u> APPENDICES.....	xii
CHAPTER I INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation and Formulation of the Problem	5
D. Definition of Key Terms	6
E. Purpose of the Research.....	6
F. Significance of the Research.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
A. Review of Related Theories.....	8
1. Student-Teacher	8
a. Definition of Student-Teacher	8
b. Characteristics of Student-Teacher	9
c. Role of Student-Teacher	10
2. Teaching Internship Programs	12
a. Definition of Teaching Internship Programs	12
b. The Purpose Teaching Internship Programs	13

c.	Advantages Teaching Internship Programs	14
d.	Basic Skills in Teaching Internship Programs	15
e.	Principles of Teaching Internship Programs.....	17
3.	Problems in Doing Teaching Internship Programs.....	18
a.	Personal Problems	19
b.	Teacher’s Preparation Problem.....	19
c.	Class Participation Problems	19
d.	Class Management Problems	19
e.	Instructional Problems.....	20
f.	Problems on Evaluation.....	20
g.	Emotional Problems	20
h.	Problems on Adjusting to Students.....	20
B.	Review of Related Studies.....	29
	CHAPTER III RESEARCH METHODOLOGY	31
A.	Research Design.....	31
B.	Population and Sample	31
1.	Population	31
2.	Sample.....	32
C.	Technique of Data Collection	32
1.	Research Instrument	32
2.	Research Procedure.....	37
D.	Technique of Data Analysis.....	38
	CHAPTER IV	40
A.	Data Description	40
B.	Data Analysis	42

C. Discussion.....	68
CHAPTER V.....	71
A. Conclusion.....	71
B. Suggestion.....	71
BIBLIOGRAPHY.....	73
APPENDICES.....	Error! Bookmark not defined.

LIST OF TABLES

Table 2. 1 Comparative Table of	24
Table 3. 1 Population of this research	32
Table 3. 2 Example of the Questionnaire	34
Table 3. 3 Reliability.....	37
Table 4. 1 Presentage of Problems in Teaching Internship Programs	40
Table 4. 2 The Percentage Table of Student-Teacher Responses in personal problems	42
Table 4. 3 The Percentage Table of Student-Teacher Responses in personal problems	43
Table 4. 4 The Percentage Table of Student-Teacher's Preparation Problem	45
Table 4. 5 The Percentage Table of Student-Teacher's Preparation Problem	46
Table 4. 6 Percentage Table of Class Participation Problem	48
Table 4. 7 The Percentage Table of Class Management Problem	49
Table 4. 8 The Percentage Table of Class Management Problem	50
Table 4. 9 Percentage of Instructional Problems	51
Table 4. 10 Percentage of Instructional Problems	52
Table 4. 11 Percentage of Instructional Problems	53
Table 4. 12 Percentage of Instructional Problems	54
Table 4. 13 Percentage of Instructional Problems	55
Table 4. 14 Persentage of Problems on Evaluation	60
Table 4. 15 Percentage of Emotional problem	62
Table 4. 16 Percentage of Emotional problem	63
Table 4. 17 Percentage of Problem on Adjusting a Student.....	64
Table 4. 18 Percentage of Problem on Adjusting a Student.....	65
Table 4. 19 Percentage of Supervision Problems	67

LIST OF HISTOGRAMS

Histogram 4. 1 Problems in Teaching Internship Programs	41
Histogram 4. 2 Percentage Table of Students' Responses in personal problems..	44
Histogram 4. 3 Percentage Teacher's preparation problem	46
Histogram 4. 4 Percentage of Class Participation Problem	48
Histogram 4. 5 Percentage Class Management Problems.....	50
Histogram 4. 6 Percentage Instructional Problems.....	56
Histogram 4. 7 Problems on Evaluation	61
Histogram 4. 8 Emotional Problems	63
Histogram 4. 9 Problem on Adjusting a Student.....	66

APPENDICES

- Appendix 1 : Comparative Table of Problems in Teaching Internship Program
..... **Error! Bookmark not defined.**
- Appendix 2 : Table of Specification Questionnaire **Error! Bookmark not defined.**
- Appendix 3 : Questionnaire..... **Error! Bookmark not defined.**
- Appendix 4 : List of Respondent **Error! Bookmark not defined.**
- Appendix 5 : Example of questionnaire filled by respondent **Error! Bookmark not defined.**
- Appendix 6 : Table of data from google form..... **Error! Bookmark not defined.**
- Appendix 7 : Tabulation Table of Tried-Out Terpakai Questionnaire **Error! Bookmark not defined.**
- Appendix 8 : The Reliability Score Using SPSS 28..... **Error! Bookmark not defined.**
- Appendix 9 : The Validity Analysis of Tried-Out Terpakai Questionnaires . **Error! Bookmark not defined.**
- Appendix 10: Recommendation Letter of the Research **Error! Bookmark not defined.**

CHAPTER I

INTRODUCTION

A. Background of the Problem

The Faculty of Tarbiyah and Teacher Training FTIK at IAIN Batusangkar as a part of higher education also has several programs that aim to increase or facilitate students in improving their abilities. So that students have a lot of knowledge before becoming educators in the future. The programs provided by FTIK are the Teaching Internship Programs and KKN programs, both of them provide opportunities for students to explore and practice them in real life. The PPL (Teaching Internship Programs) is carried out by FTIK students in schools, both in senior high school and in junior high school; they become student-teachers by carrying out the teaching and learning process as real teachers teach in the classroom. According to Ngidi and Sibaya at Mapfumo et al., (2012) state “teaching practice is a period during which a student-teacher is given an opportunity to do teaching trials in a school situation”.

Teaching internship program is useful for the student-teacher to develop their skills. Student-teachers can put the theories that they have learned in the college into practice at the school where they conduct internship teaching. Komba & Kira, (2013) stated that “The overall purpose of teaching practice is to expose student-teachers to the actual teaching and learning environment. During the teaching practice, student-teachers observe subject teachers at work so as to learn about teachers' skills, strategies and classroom achievements”. In general, these two programs are carried out for 7th and 8th semester students alternately within the period of each three-month program. So that students can feel how to live this program in a real and deep way. For example, students who do Teaching Internship Programs will feel how to be a real teacher, by dealing directly with the school atmosphere, dealing with students,

collaborating with school staff and also other teachers who of course have previously taught at the school.

However, with unexpected conditions, the Covid-19 outbreak has changed the pattern of Teaching Internship Programs and KKN, where previously these two programs were carried out directly both at school and in the community, and were carried out alternately within 3 months. However, during this epidemic situation, the two programs were carried out simultaneously and carried out in two ways, namely offline and online. Through the two patterns, students in addition to doing KKN activities also produce outputs that can be submitted patents and intellectual property rights and publications that have ISBNs. This matter really supports the development of the IAIN Batusangkar institution as a university accreditation based.

This Collaborative KKN pattern prioritizes aspects of effectiveness and efficiency, this is in accordance with the implementation of education at IAIN Batusangkar which has always been a concern and is continuously pursued by the Chancellor, one of the proofs is the issuance of the Decree of the Chancellor of IAIN Batusangkar Number: B-663.E/In. 27/R/PP.09/04/2019, April 1, 2019. In Chapter V article 12 point 3 it is stated that Real Work Lectures (KKN) are carried out simultaneously with other field practices while still paying attention to effectiveness, efficiency and academic quality. Following the Chancellor's decision, starting from the 2021/2022 academic year, in the odd semester of 2021/2022, namely internships and other field practices carried out at the same time as the Real Work Lecture. In other words, internships and other practical activities including Real Work Lectures are carried out according to the respective criteria and systems, only the implementation at the same time. Due to the simultaneous implementation of activities, while the organizers of Teaching Internship Programs are different (Teaching Internship Programs are managed by their respective laboratories and Real Work

Lectures are managed by LP2M), then for the effectiveness and efficiency of implementing activities it is necessary to coordinate between the managers of internships and other practices with LP2M as the manager. Real Work Lecture so that the Joint Field Practice (PLB) can be carried out by fulfilling the principles of effectiveness, efficiency and academic quality. (Batusangkar, 2020).

However, the implementation of collaborative KKN and Teaching Internship Programs is also not free from various obstacles and problems. As the new pattern was formed, due to the COVID-19 pandemic situation, so to avoid transmission and to maintain health protocols as recommended by the government, the activities of these two programs were carried out online and offline at the same time. However, this is also one of the problems experienced by students in running this program.

Based on preliminary research conducted to several English student teachers who had followed Teaching Internship Programs in 2021/2022 academic year, there were several difficulties experienced by student teachers so that new problems arise for student teachers. For example, the difficulty of student teachers in managing the time that will be used for each program, one of the students who have participated in this program said that, at first they felt happy because with this collaboration KKN and Teaching Internship Programs they could carry out 2 lecture programs at one time. thus making them both more time efficient and also more economically efficient, however, after starting to carry out the activities and programs planned from this collaborative KKN and Teaching Internship Programs they began to be overwhelmed to divide and adjust time, because they had to carry out teaching and learning activities at school. In the morning to evening as part of PPL activities and after that they also directly continue KKN activities in the community in the afternoon until the evening; meanwhile they also have to prepare various plans and evaluations for each program, both KKN and PPL.

In addition a bad time management, also arise other problems, for example, because the location of internships and different schools creates a time gap between KKN and PPL participants when carrying out the programs and activities they have designed. For example, there are individuals who lack discipline in participating in events due to the tight schedule they have to arrange and implement lack of focus on achieving the targets that have been planned. So it is not uncommon for these problems to lead to internal conflicts between them in the KKN and PPL groups. Most of them also said that they having problems in designing lesson plan. It is one of the student teacher responsibilities before teaching in the classroom, where it uses as a work guide for them in doing their job, which is teaching. Then, students were difficult in handling the classroom and mostly spend their time to control the classroom than to teach the materials. Based on the interviews, student teachers said that designing a good teaching material is one of the difficulties that they found during conducting teaching practice. Their difficulties are determined the appropriate teaching methods and also difficulty in allocating time for learning activities.

According to Ganal et al., (2015) other academic problems they have to face when implementing Teaching Internship Programs include; Problems and Difficulties Encountered by student teachers include: Personal Problems, Teacher's Preparation Problems, Class Participation Problems, Class Management Problems, Instructional Problems, and Problems on Evaluation, Emotional Problems, and Problems on Adjusting to Students.

Furthermore, Gan, (2013) explains that student-teachers certainly face problems in teaching in doing teaching internship program. He found that several challenges in teaching English that encountered by student-teachers. They are: first, classroom management. It means that student teachers found that their students were lack of motivation in learning and

also have discipline problems such as students sleeping, talking or playing games in class, some student-teachers could not finish what they had prepared for, and had to depart from the planned lesson plan, and often ended up spending more time controlling the class than teaching. Last, language as challenge in instruction and communication. It means that there were some student teachers found difficult to speak English spontaneously during class.

From the explanation above, it is supported by the experts that it can be seen that students have been prepared carefully before doing teaching practice at the school yet they still face problems. The debriefing given for them expected student-teaching program should run effectively. However, in reality during the implementation of this program, there were still many problems encountered by student-teachers.

Finally, based on the phenomena above, it inspires the researcher to conduct research entitle “**Student-Teachers’ Problem in Doing Teaching Internship Programs**”. This research will be conducted at IAIN Batusangkar.

B. Identification of the Problem

English Teaching Department of IAIN Batusangkar facilitates students with Teaching Internship Programs in order to gain experience in teaching at schools. In fact, many student-teachers have problems in doing Teaching Internship Programs such as classroom management, designing lesson plan, and so on. Based on the background of the problem above, the researcher wants to explore about Student-Teachers’ Problems in Doing Teaching Internship Programs.

C. Limitation and Formulation of the Problem

Based on the identification of the problem above, the researcher limits the research on problems in doing teaching internship program faced

by student teachers. Then, the researcher wants to conduct the research to answer the following question: “What Are Student-Teachers’ Problems in Teaching Internship Programs?”

D. Definition of Key Terms

In order to avoid the ambiguity and misunderstanding about this research, the researcher defines key terms as follow:

1. Student-Teachers are the English students of IAIN Batusangkar who get opportunity following teaching internship program registered in 2021/2022 Academic Year.
2. Problems in doing Teaching Internship Programs refer obstacles faced by student-teachers of English Teaching Departement of IAIN Batusangkar in conducting teaching practice program.
3. Teaching Internship Programs is academic program which is as a place for student-teachers of English Teaching Department of IAIN Batusangkar applies various knowledge, attitudes and skills in the context of forming professional teachers.

E. Purpose of the Research

Based on formulation of the problem above, the purpose of this research is to identify student-teachers problems in doing teaching internship programs seventh-semester students of English Teaching Department at IAIN Batusangkar registered 2021/2022 academic years.

F. Significance of the Research

The result of this research is expected to give benefits both theoretically and practically.

1. Theoretically

The result of this research is expected to give information about the student-teachers problems in doing teaching internship programs.

2. Practically

a. English student teachers

The result of this research is expected to give information to the English student teachers of IAIN Batusangkar who will follow teaching practice program registered in 2022/2023 will know problems in doing teaching internship program. In addition, it also can be a reference for the next English student teachers to prepare them to be good teachers in the next teaching practice.

b. Micro teaching lecturers

This research can give more information about their student-teacher problems in teaching internship programs. So, the lecturer can find the solutions and overcome the problem by giving more suggestion and guidance to their student- teacher going teaching internship programs.

c. Supervisor Teachers

This research hopefully can give information related to the difficulties that are still being experienced by student-teachers when attending the teaching internship programs. So that the supervisor can give the suggestion and the way applied the lesson plan in the class-room.

d. Researcher herself

The researcher herself will get benefit in this result. It may enlarge her knowledge about student-teachers problems in doing teaching internship programs and also this research served as a requirement for completing study and getting a bachelor degree at IAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Student-Teacher

a. Definition of Student-Teacher

Student-teacher are student that given opportunity to following teaching internship program. The student-teacher practices the theory and knowledge as a teacher in order having experience while learning to be a teacher in real situation. Student-teacher is a beginning teacher with fewer than three years' experience since graduation from their teacher education programs. Moreover Pendergast et al., (2011) stated that undergraduate and postgraduate diploma's level studying becomes a teacher. Student-teacher following teaching internship program program as prerequisite to get finish their study at college.

Thus, Goh & Matthews, (2011) stated that student-teacher are student who take teaching internship program in one placement school, which are given the opportunity to experience their knowledge in authentic teaching and learning environment. & Drossou, (2010) explain that student-teachers are people who already have knowledge about education but are not yet fully able to practice the educational process in a professional manner, so they are given the opportunity and experience directly to learn real teacher competency.

Furthermore, there are some experts' opinions that provide definitions of student teachers. According to Johnson and Perry at Rosalia, (2014) student-teacher is college student who is

involved in an assigned student teaching experience. According to Lindqvist, (2019) defined student teacher as a person who still in process of education program to become a teacher.

Diala et al., (2014)states the student in the Faculty of Educational Sciences, who practice teaching through practicum experience in the first or second semesters of the last year of their study called student teacher. In addition, Jayanti, (2018) sees student-teacher are the university student who serves as teacher to apply their theory that they got in class into their practice, for example, usually to focus on maintaining a certain grade. Churchill, et.al states student-teacher is a student listed in the study program intended to fulfill requirements for employment as a teacher (Jayanti, 2018). Teaching internship programs guidance's book of IAIN Batusangkar (2019) states that student-teachers are eight semester students in Education Faculty IAIN Batusangkar. They must fulfill several requirements such as they have 110 credits hours of subjects saving, pass of micro-teaching subject, following the orientation, and so on.In conclusion, student-teacher is a teacher candidate who is currently studying to become a competent teacher who is given the opportunity to directly add insight and apply theories that have been clearly learned in the school environment.

Based on the theories above, researcher can define student-teacher is a college student who get opportunity following teaching practice program and act as a teacher to get experiences before becoming a real teacher.

b. Characteristics of Student-Teacher

Characters are distinguished features between one and the other (quality/nature) distinguish: Form, structure Pattern. KBBI Wijayanti & Sulistiobudi, (2018) character is also defined as

character, psychiatric characteristics, character or character that distinguishes a person from others, and character.

As a student-teacher, of course, should have a character that is inherent in him so that it can be distinguished from other professions, as well as a guideline imitated by his students. The following are the characteristics that must be possessed by student-teachers: First, having broad insight and being able to create interesting, creative and innovative learning. Second, able to motivate and be friendly with their students. Third, have a wise attitude, sympathy and good empathy towards students. Fourth, be polite, friendly, well-dressed Thoifuri in Ginting, (2016).

Furthermore, a student-teacher also need to be friendly Cheerful and admired, this character means that teacher should have good attitude for being able to socialize, close with their students and having interesting personality so they will be admired. Knowledgeable, poised/ Fear and Democratic, as student-teacher they should have these characteristics because they will educate and transfer the knowledge and also as a teacher who listen to the student's question and solving the problem together Veldman and Pek in Bhargava & Pathy, (2011).

c. Role of Student-Teacher

Student-teacher role is the set of understandings of what it means to be a teacher in a given context. According to teaching internship program guidance's book of IAIN Batusangkar (2019); First, doing teaching and non-teaching activities that appropriate with the subject that they got. Teaching activities such as; preparing the lesson plan, media and source, evaluation and so on. Second, they must present and follow schools' activities such as extracurricular and intracurricular. Third, they get a chance to rest one day in a week. They get rest in different day and do not doing

teaching. Fourth, they do not allow leaving the school without permission to the school. Fifth, they make a job list in teaching and non-teaching program. It is appropriate with the school agreement. Sixth, they should fulfill the attendance book. Seventh, if they crash the rules above them fail in teaching internship program.

In addition, PBI (2019) also stated several roles of student-teachers in teaching internship program, namely conducting teaching and non-teaching activities including: First, preparing learning material by making lesson plans, and consult with the supervisor teacher and the lecturer. Second, choose and use the right learning strategy, implementing the learning process. Third, conduct evaluation activities.

While the non-teaching activities are: First, English teacher class assistant. Second, participating in curricular and extracurricular activities. Third, as a task teacher / picket. Fourth, participating in school activities. Fifth, administrative management: School administration education, class administration. Sixth, complete the weekly report during PPL activities seventh, document all activities (if possible) in the form of photos, videos, notes, etc.

In conclusion, the student-teacher has several roles in teaching internship programs both are conducting teaching and non-teaching. As a student-teacher in English Teaching Department of IAIN Batusangkar should follow all the roles.

2. Teaching Internship Programs

a. Definition of Teaching Internship Programs

Teaching internship programs is important to be follow by the student-teacher, because this program gives the student-teacher experience and opportunity to practice their knowledge in real class. This programs is a special educational program that aims to combine study with planned and performance related to the real experience Parveen & Mirza,(2012). Teaching internship programs is recognized as one of the most important aspects of teacher education Bentley-Williams et al., (2017).

Teaching internship program is meant to offer students with opportunities and avenues to supplement their formal learning formation with practical knowledge, competencies and attitudes, Bowen, (2013). It has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools and the practical aspects of the course as distinct from theoretical studies. Stone and Morris in Azeem,(2011).

Moreover, Kiggundu & Nayimuli in Salviana et al., (2018) This program provide opportunities student-teacher, as candidate to practice their knowledge; learned and acquired from theories, discussions and practice at the university over the previous 3 or 4 years. It also given to the trainee to develop and improve his / her professional practice in the context of the real class-room, usually under some form of guidance and supervision. School experience means the total experience of working in a school in which trainees have when they are on placement in school, wallac in Azeem, (2011).

It can be concluded that teaching internship program is a program that is designed to provide opportunities and experience

for student-teachers in training their abilities as competent teachers in a real environment.

b. The Purpose Teaching Internship Programs

The purpose of teaching internship program is to provide experience and deeper knowledge about practice of the subject that has been learned by a student-teacher. This Teaching internship program makes student-teachers learn more independently and also discover new things that are more tangible in undergoing teaching and learning processes or as a forum for applying teacher competency and teaching skills as well as various other educational matters. This program also strengthens student-teachers skills and to prepare them for the profession in future Parveen & Mirza, (2012). So, at the end, the student-teacher is truly capable and ready to become a professional teaching staff.

Furthermore, there are five purposes of teaching internship program; First, provide prospective teachers with the opportunity of establishing and appropriate teacher pupil relationship. Second, develop personal relationship with teachers, parents, students and other administrator. Third, enabling the student-teacher effectively plan and prepare the lesson. Fourth, develop skill in the use of fundamental procedures, techniques and methods of teaching in more inclusive and authentic teaching practices. Fifth, develop desirable professional interest attitudes and ideas relatives to teaching profession, PBI (2019).

In addition, Akbas in Nwanekezi (2011) enabling the student-teachers acquire desirable characteristics/traits of a teacher and to display appropriate behavior. Provide an opportunity to student-teachers to have teaching evaluation, discovers one strength and weakness. Guiding student teachers to form individual who have the values, attitudes, knowledge and skills needed for the

profession of a teacher. Guide student teacher to appreciate and present themselves in all teacher activities, it can form the mental attitude of the prospective teacher according to the professional teaching profession, Brown et al., (2015).

In conclusions teaching internship program is very important for student-teachers because it gives much opportunity for student-teacher to obtain the understanding about theories and also practicing in a real situation, so the student-teacher can be more ready to be a real teacher.

c. Advantages Teaching Internship Programs

There are several sites that get the advantages of teaching internship program. Asril et al., (2018)states teaching internship program gives advantages for student-teachers namely as guidance and consideration in teaching process. By teaching internship program they will have experience a good mental and physic when face the problems that appear in real situation. Teaching internship program must be done as strong basis for student-teacher to develop the ability to support effective teaching. The positive side of this teaching internship program is providing a sense.

In addition teaching internship program also provide: First, an opportunity to gain confidence; second, chance to put theories into practice; third, an opportunity to learn the skills and attitudes of a competent and effective teacher; fourth, the chance to learn about children in real life; fifth, an opportunity to improve the knowledge of subject matter; sixth the chance to gain from the benefits of constructive criticism; seventh, an opportunity for self-evaluation and to discover strengths and weaknesses; and eight, an opportunity for the teaching institution to evaluate itself Ganal et al., (2015).

Furthermore,(Gan, 2013) states that, the positive side of this teaching internship program is that it gives sense of accomplishment to student-teachers. They learn to take responsibility, gain confidence and improve upon their classroom management skills.

d. Basic Skills in Teaching Internship Programs

In practice teaching student-teacher need to be mastered skill of teacher, therefore they can deliver the learning material and practice teaching successfully. There are eight components of teaching skills.

First, questioning skill is a skill to get answer in learning activity that will give positive response. Then, it useful to improve their participation in learning activity in order their attention focuses to the material that they learn. There are four kinds of question. There are compliance questions, rhetorical question, prompting question and probing the question.

Second, reinforcement skill is all response from the teacher to the students to improve their attention and motivation. It can be verbal and non-verbal response. According to Robiah, (2015) verbal reinforcement are comment, praise, confession and nice words that teacher says to esteem their students such as; good, you are right, nice and etc. nonverbal reinforcement response that show to the student's trough body language such as; clapping hand, upwards thumb, nod the head and etc.

Third, variation skill is a teacher activity in teaching and learning activities to prevent the students' boredom. This skill is the most important that should domineer by the teacher in learning process. There are many kind of variation that able to use in the classroom. For example, variation in control the teacher voice, eye

contact, body movement, variation of expression, and variation in using media. When the teacher can use and control the variation properly, it may help the teacher in teaching process and also make the students enjoy and focus on the learning process.

Fourth, explaining skill is teacher skill in explain the learning materials orderly and orally. This skill purposed to guide the student understanding about definition, fact, principle and all about learning materials. Teacher should know principle of this skill. There are; the teacher must able to explain the lesson clearly, describing the lesson suitable with the fact and the data logically.

Fifth, induction and closure sets, this skill are the basic skill that must know by the teacher to achieve the learning process effectively, efficiently and interesting. Set induction is the first teachers' activity to prepare student mental and for getting students attention. There are many ways to use set induction such as; give motivation relate to the lesson. Then closure is the teachers' conclusion about the lesson, in closure the teacher needs to states the next materials and doing evaluation about the learning process.

Sixth, group discussion skill, it is useful to share information or problem solving, in this process student may give their idea or change of thinking each other, in this process there will focus of student attention on topic that will be discuss, and it is can give opportunity to participate to the students.

Seventh, class-room management skills, the teacher should be able to create good situation, manage and control the classroom, therefore teaching and learning process can achieve effectively and conducive.

Eight, small group and individual teaching skills, these skills are focused on the personality of the teacher such as: teacher's interaction with the students, teacher's planning in doing learning activity and the ways to listen about student's problem Tumey in Kurniawan & Masjudin, (2017)

e. Principles of Teaching Internship Programs

The principle of teaching internship program as stated in the guidance's book is based on Tridharma of Higher Education which consists of education and teaching, research, and community service. So that it is carried out based on the principles of science, efficiency, expansion of access to education, and synergy Aminah & Ummah, (2019).

First, science, carried out on the principle of the discipline of science. One discipline is the English teaching department. Through teaching internship program student-teacher implements the discipline of study through the teaching internship program. Second, efficiency, teaching internship program is carried out on the principle of efficiency, because teaching internship program is carried out with efficient time, energy, and budget. Third, expansion of Access to Education, teaching internship program accommodates the entire process both related to teaching and non-teaching. Fourth, synergistic, teaching internship program is planned and implemented synergistically with stakeholders. teaching internship program is tailored to academic programs in schools / madrasas, curricular, curricular and extracurricular.

According to Anderson in Kurniaman et al., (2018) there are seven principles apply in teaching and learning process, namely: first, good practice encourages interaction between student and faculty. Good contact between students and faculty very important because it can involve and motivated the students.

Second, good practices encourage interaction and collaboration between students. Working with other often increase involvement in learning. Sharing one idea in responding to others improves thinking and deepens understanding. Third, good practice uses English learning technique, just listen to the teacher, memorize the assessment and answer the question. They should obtain the learning; make an understanding for themselves and using English learning technique. Fourth, good practice gives prompt feedback. Before starting teaching and learning process, the students need help in assessing their knowledge and competence. Then in classes, students need opportunities to perform and receive feedback on their performance. Fifth, good practice emphasizes time on task. Time means effective learning for students and effective teaching for faculty.

So, there is suitable time for study and teach in different time and different place. Sixth, good practice communicates high expectations. High expectations are important for everyone, for the poorly preparation, for unwilling to teach and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy. Seventh, good practice respect diversity, talents, experience, and ways of learning. Different students bring different talents and styles. Students need opportunities to show their talents and learning. So, the teacher must respect for it. They can be push to learn in new ways that do not come so easily.

3. Problems in Doing Teaching Internship Programs

During teaching internship program, student teachers will face many problems. According to Fitri in Aisyah (2017) defined problem as a condition characterized by the existence of certain obstacles in achieving a goal, so it takes effort to say it louder. Then, according

Ganal et al., (2016) Problems and Difficulties Encountered by student teachers include:

a. Personal Problems

The student teachers found problem on identifying misbehaving pupils, getting even with misbehaving pupils and students, being not enough time for the family, being away from children and marital problems, being away from spouse, finances, and also adjustment to the cooperating school as whole.

b. Teacher's Preparation Problem

It is include being unprepared and forgetting/not knowing what to say, preparing their devices and have poor command of English, not having sufficient lesson activities, not well-planned strategies or methods that do not fit content to be taught, being inability to write lesson plan based on the teacher's guide, not providing a variety of activities and lack interest in teaching.

c. Class Participation Problems

Student teacher also found problem and difficulties on class participant. It is included of students are not attentive, active and responsive, little evidence of teacher-student interaction and also little evidence of student interaction.

d. Class Management Problems

The problem and difficulties encountered by student teacher as follow: handling disciplinary problems ineffectively, managing a classroom independently, Inability to hold attention of pupils and students, inability to perform effectively routine activities such as: checking of attendance and distributing and collecting papers, books, and workbooks.

e. Instructional Problems

In this part, student teacher found problem and difficulties on maintaining interest of students, preparing visual aids and other instructional materials and individualizing instruction to meet the needs of different abilities of learners, having inadequacies on how to develop the lesson in relation to objectives; lack of skills in formulating clear, simple, and easily understood questions; and inability to stimulate and draw out correct responses from learners.

f. Problems on Evaluation

It is include of lack skill in choosing appropriate activity in assessing pupils' and students' learning by student teachers, difficulty in making different types of questions, lack of knowledge in creating a strategy to facilitate accurate correction of test papers, lack of skill in constructing appropriate questions for appraising learners' understanding, lack of skill in utilizing test results, lack of skill in interpreting test results using simple statistics such as mean median, and lack of skill in administering test effectively.

g. Emotional Problems

The problem and difficulties encountered by student teachers as follow: feeling depression or very low, feeling stress in doing the tasks, getting frustrated over their inadequacies, difficulties in establishing desirable relationship with the principal, cooperating teachers and other school personnel, feeling scared or insecure of being beginning teachers, and also feeling of immaturity.

h. Problems on Adjusting to Students

Student teachers found problem on how to be accepted by students, working effectively with different kinds of students, insecurity of student teacher in a class where pupils and students

come from prominent families, and superiority complex of student teachers over pupils and students belonging to lower stratum families.

Salviana et al., (2018) stated there are fourteen problem in the implementation of teaching internship program that are; feeling anxious about beginning to teach as a student teacher; residence located far distant from school of Internship Program; faculty supervisors rarely visited student teachers during the program class time; difficulties with asking appropriate and different types of questions that will stimulate students thinking; difficulty in conducting incidental teaching when necessary; feeling anxious about assessment and grading of their teaching; too much workload or responsibility for the student teachers at their magang school; working very hard to be accepted by students; lack of skills to relate the lesson material to the development level of the students, depression or feeling very low, students are impolite and/or behave badly; handling students' disciplinary problems ineffectively; teaching only part of the material for the subject that one can handle, and; feeling fatigued following the internship program.

Hence, Mudra, (2018) found some obstacles faced by the pre- service EFL teachers in rural schools in Indonesia were around classroom management. It is including of classroom atmospheres / controlling over the class, obstacle in teacher's delivery lesson of the teaching plan, learners' response, and student-teacher' preparation. Then, obstacle in learning materials or resources. It means that the unavailability of the up-to-date materials, not update and contextual worksheet, and limited learning sources. Next, teaching aids or media. It means that the less availability of media/limited learning media and didn't have any idea to get learning media. After that, teaching methods. It is included of not able to implement the teaching method, did not know what appropriate teaching method is, and implement traditional method. Next, learn English

skills. It means that there were most of learners didn't show their good performance in English, learner have variety of idea, different abilities, comparable performance, the low of learners' English skill. Next, choice of language use. It means that the student teachers did not using full English but they mix with Indonesian. Next, learners' motivation. It is about the learners not interest at English. Then, the obstacle in evaluation technique. Which is the evaluation plan changed as supported by the classroom atmosphere. At last, parental support. It means that the parents didn't have any contact with the teachers and parents didn't care to the children' laziness.

Moreover, when conducting teaching and learning activities, student- teachers must fulfill each component, including understanding pedagogies related to the curriculum that contains teaching materials, strategies and teaching methods. To combine these components in order to achieve success in the learning process, the components need to be loaded and assembled systematically in the form of a lesson plan, but when the student-teacher has problems with the pedagogic component, then when implementing the student-teacher lesson plan will also get difficulties as follows:

First, lesson plan, it is about time taking and mechanical, too much assumption and practically not feasible, inclusion of all aspects and gap between planning and implementation. Second, Timing of the practice teaching, it is about the time to do teaching internship program from college. Third, Student-teachers induction in the class-room. Fourth, Involvement in other school activities. Fifth, learner discipline. Seventh, resources to facilitate teaching and learning Kumar, (2013).

Furthermore Yavus & Nwanekezi (2011) stated the problem faced by student-teacher during their teaching internship program: First, lack of prior knowledge of pupil profile. Second, lack of prior knowledge of pupils' level of English. Third, lack of mentor feedback. Fourth, mentors'

lack of assistance in planning and choosing teaching materials. Fifth, lack of time for planning. Sixth, contradicting instructions from the faculty tutor and mentor. Seventh, lack of necessary equipment, facilities and materials for preparation of the students before sending them out for teaching practice.

In addition, Gan, (2013) found several challenges in teaching English that encountered by student-teachers. They are: First, classroom management. It means that student teachers found that their students were lack of motivation in learning and also have discipline problems such as students sleeping, talking or playing games in class, some student-teachers could not finish what they had prepared for, and had to depart from the planned lesson plan, and often ended up spending more time controlling the class than teaching. Second, language as challenge in instruction and communication. It means that there were some student teachers found difficult to speak English spontaneously during class. Another challenge is that they felt incapable of explaining many of the rules of the English language grammar and vocabulary to the students' level.

From the theories above, the researcher concludes that there are some problems and difficulties that encountered by student-teacher in conducting teaching internship program. The problems and difficulties related of many parts such related to themselves, related to students, related to teaching, related to school environment, related to classroom environment, related to curriculum, and related to evaluation. The table theory will be presented as follow.

**Table 2. 1 Comparative Table of
Problems in Teaching Internship Program**

Expert(s)	Ganal anad Andaya (2016)	Salviana	Mudra, (2018)	Kumar (2013)	Yavus & Nwanekezi (2011)	Gan (2013)	Conclusion
	1. Personal Problems	1. feeling anxious about beginning to teach as a student teacher, 2. residence located far distant from school of Internship Program, 3. faculty supervisors rarely visited student teachers during the program class time 4. difficulty in conducting incidental teaching when	1. Classroom management	1. Lesson plan	1. Lack of prior knowledge of pupil profile.	1. Classroom management	1. Personal Problem 2. Teacher's Preparation Problem 3. Class Participation Problems 4. Class Management Problems 5. Instructional Problems 6. Problems on Evaluation 7. Emotional

		<p>necessary,</p> <p>5. feeling anxious about assessment and grading of their teaching,</p> <p>6. too much workload or responsibility for the student teachers at their magang school,</p> <p>7. working very hard to be accepted by students,</p> <p>8. lack of skills to relate the lesson material to the development level of the students</p> <p>9. depression or feeling very low,</p> <p>10. students are impolite and/or behave badly</p>					<p>Problems</p> <p>8. Problems on Adjusting to Students</p> <p>9. Applying Suitable Teaching Strategies</p>
--	--	---	--	--	--	--	---

	2. Teacher's Preparation Problem	11. students are impolite and/or behave badly, 12. handling students' disciplinary problems ineffectively, 13. teaching only part of the material for the subject that one can handle, and 14. feeling fatigued following the internship program.	2. Obstacle on Learning Materials or Resources	2. Timing of The Practice Teaching	2. Lack of Prior Knowledge of Pupils' Level of English.	2. Language as Challenge in Instruction and Communication	14. Teaching Media 15. Teaching Methods 16. Lack of Knowledge of Learners' English Skill or Level 17. Choice of Language Use 19. Lack of Mentor Assitance in Planning Materials 18. Parental Support 20.Using English in Teaching 21. Involved in Other School
--	----------------------------------	--	--	------------------------------------	---	---	---

							Activities
	3. Class Participation Problems		3. Teaching aids or media	3. Student-teachers inductioning the classroom	3. Lack of mentor feedback.		
	4. Class Management Problems		4. learners' English skills	4. Involvement in other school activities,	4. Mentors' lack of assistance in planning and choosing teaching materials.		
	5. Instructional Problems		5. Choice of Language Use	(6) Learner discipline	(5) Lack of time for planning.		
	6. Problems on Evaluation		6. Learners' motivation	7. Resources to facilitate teaching and learning	6. Contradicting instructions from the faculty tutor and mentor.		
	7. Emotional Problems		7. The Obstacle on Evaluation		7. Lack of necessary equipment		

			Technique				
	8) Problems on Adjusting to Students		8. Parental Support				

B. Review of Related Studies

The researcher uses some relevant previous study in order to prove the originality of the research. The first previous study was conducted by Merç & Subasi, (2015) entitled Classroom Management Problems and Coping Strategies of Turkish Student EFL Teachers. This study aims to take a closer look at the problems in qualitative research design by bringing up problems, coping strategies, and sources of coping strategies related to Classroom Management during teaching practicum. Student-teachers themselves, teaching points and materials, and teachers who work together. This study examines the difficulties experienced by student teachers who teach English. However, this study focuses on classroom management problems faced by student teachers during practice. teaching, while research conducted by researcher focuses on the types of problems found by student-teachers when carrying out collaborative PPL.

The second relevant study was conducted Tari, (2017) about “An Analysis on EFL Student Teachers’ Difficulties during Teaching Practice: A Case Study at Junior and Senior High Schools in Mataram”. The research conducted by Tari aims to identify the difficulties faced by English PPL students during the PPL period and to find out how English PPL students solve these difficulties. The method used by dance is descriptive qualitative.

This research was also similar with Tari’s research, both of them discuss about the problems in teaching internship program, There are some similar findings, for example problems in classroom management and problem in evaluation, if in this study Tari also examines the solutions attempted by the respondents in overcoming the problem, than in this study the researchers identify more deeply related to the level of the problem at the time of PPL so that it can provide a description of the level of the problem during Collaborative PPL

Moreover, this research was also similar Salviana et al., (2018) entitled “English Student Teachers’ Constraints During Their Teaching

Internship Programs With The English Department Of Fkip At Unsyiah In Aceh” salviana used Decsriptive Quantitative method with survey design both of this reasearch study about student-teachers problems in doing teaching internship program, but both of this research has different finding in rank of the ghighest problem.

Based on the explanation above, in this research the researcher will discuss about student-teachers problems in doing teaching internship program.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is descriptive quantitative research with cross-sectional design is a procedure in quantitative research in which the researcher administers a survey to a sample or to the entire population of people to describe attitudes, opinions, behaviors, or population characteristics by using questionnaires or interviews and statistical data analysis to describe and test research questions or hypotheses Creswell, (2014). Gay et al., (2012) states that descriptive involves collecting data in order to answer the question concerning the current status of object of the study. The description is in the form of words and language, in a specific context naturally and by utilizing a variety of natural methods.

Dealing with this theory, this research was describe the student-teachers problems in doing teaching internship program in the seventh semester students of English Teaching Department of IAIN Batusangkar registered in 2021/2022 Academic Year.

B. Population and Sample

1. Population

According to Gay et al., (2012) population is the group which is the group of interest to the research, or the group to which like to result of the study to generalize. The population of this research was all the students of English Teaching Department in the seventh semester registered in 2021/2022 academic year. The numbers of the students were 50 students. The populations were chosen through the consideration that they have done the teaching internship program is a compulsory subject that the English Students at IAIN Batusangkar

should take. This means they already experienced teaching internship program.

Table 3. 1 Population of this research

No	Class	Number of Students
1	TBI A	19
2	TBI B	18
3	TBI C	13
Total numbers of students		50

2. Sample

Sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is drawn. It means that sample is the representative of the population that is used in data collection. The process of selecting a number of individuals for a study in such a way that they represent the large group from which they were selected Gay et al., (2012).

In this research, the researcher took all of the students as sample, because the population less than 100. According to Fraenkel and Wallen in Setiawan, (2019) in the descriptive research a minimum sample is 100. Those, the sample of this research were 50 students, seventh semester students of English Teaching Department of IAIN Batusangkar registered in 2021/2022 academic year.

C. Technique of Data Collection

1. Research Instrument

The instrument of this research was questionnaire as the main data collection tool. The researcher used close ended questionnaire that distributed to respondents.

The questionnaire used in this study was a questionnaire to obtain data about analysis of student-teachers problem in doing teaching internship program. The researcher used the Guttman scale so that they can get an unequivocal answer, namely Yes and No. The answer given by the respondent was having the highest score of 1 for "yes" and the lowest value of 0 for "no". The data obtained in the form of interval data or dichotomy data Sugiyono (2010). The questionnaire items were made in google form in Bahasa Indonesia in order to help respondents to comprehend the items (*see appendix 3*).

To get the data of this research, the researcher performs several stages, such as:

1. Google form creations process. In this step, first the researcher applied some steps, such as:
 - a. Open google form on the forms.google.com site.
 - b. Click the blank section with the '+' symbol.
 - c. A new form opened.
 - d. Add a title and description of the form.
 - e. Add questions.
 - f. Choose several types of answer provided (multiple choice & short answer).
 - g. When google form was done, click the send button at the top right to get the link.
 - h. Google forms were complete.
 - i. The link can be shared to get a respons.Questionnaire distribution process.
2. After making the questionnare through google forms were complete, and then the researcher did several steps:
 - a. The researcher contacted the respondents via whatsapp.
 - b. The researcher asked the respondents to fill in the google form link that has ben provided.

c. The researcher shared the questionnaire to respondents.

This questionnaire adopted from table personal constraints' in journal Salviana "English Student Teachers' Constraints During Their Teaching Internship Programs With The English Department Of Fkip At Unsyiah In Aceh" Salviana et al., (2018).

Table 3. 2 Example of the Questionnaire

No	Item	Yes	No
1	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena lokasi tempat tinggal saya jauh dari sekolah tempat saya magang		

In order to create a good questionnaire, it should have validity and reliability. While questionnaire distributed to sample research, the validity and reliability of the questionnaire also checked.

To check the validity of the questionnaire in this study using the one shot try-out method, on the use of the one shot try-out method the results of the tests were directly used to test the research hypothesis, Hadi in Zaini, (2020 : 533). So that only data from valid items are analyzed. The used trial has a weakness, namely if many items fall out and there are few valid items, the researcher no longer has the opportunity to improve the scale. Therefore, the researchers used more questionnaire items, to avoid the number of items that would later be discarded because they were invalid.

Researchers used 82 questionnaire items. The results of the validity test on 82 questionnaire items using a one shot try-out got 5 discarded items and 77 other items were valid.

For more explanation about it, it is discussed as follow:

a. Validity

Validity is the most important characteristic of a test to get appropriate of data collection. In this research the researcher used questionnaire in collecting the data. Therefore, this research measured student-teachers problem in Teaching Internship Programs. Based on this, the initial step that researchers did in this researcher:

- 1) Prepare the tabulation of the questionnaire that measured in SPSS.
- 2) Click data view and then insert the score of the questionnaire.
- 3) Then choose analyzed menu – correlate – bivariate.
- 4) After appear a new box from the box of bivariate correlations insert all of variables to the box of variable, checklist (\checkmark) for the correlation coefficient pearson and for test significance choose two-tailed and then ok.
- 5) The last the result of validity was appear in the output. Compare r-hitung/r-calculated with r-table. If r-calculated is big than r-table means that the questionnaire is valid (*see appendix 9*).

In this case, to get r-table, the researcher should know the degree of freedom first. To get the degree of freedom (df) it can be formulated by this formula below.

r table

$$Df = N - 2$$

Df = degree of freedom

N = Number of sample

According to Zhang et al., (2014) the content validity of a test does not have a certain amount calculated statistically but it is understood that the test was valid based on a review of the table specification. Therefore, content validity is actually based on logical analysis, it does not constitute a validity coefficient calculate statistically.

b. Reliability

Reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. Also, scores need to be consistentCreswell, (2014). The more reliable a test is, the more confidence we can have that the scores obtained from the test are essentially the same scores that would be obtained if the test were readministered to the same test takers at another time or by a different person. Gay et al.,(2012) In this research the researcher used Alpha Cronbach method in SPSS ver 28.0 software to find the reliability of the instrument.

- 1) Prepare the data that will measure in the form of tabulation.
- 2) Click variable view and then replace the name of variable being in item(X3 to X82).
- 3) Click the data view and the insert the tabulation of respondent answerbased on the item column that available
- 4) Clicks analyze then click scale and the last click reliability.
- 5) After appear the box of reliability analyzes and the insert all variable tothe item box, and then choose alpha as the model.
- 6) Click statistic and then will be appear the box of reliability analysisstatistic, then “descriptive for” click scale and then continue.
- 7) And then will be appearing the output of the reliability (*see*

appendix 8).

Table 3. 3 Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
0.966	77

2. Research Procedure

This research conducted in several stages as follows:

a. Finding research problem

After reading several sources and discussing with academic advisor, an interesting research problem was discovered. The research student-teachers problem there were some problems in doing teaching internship program that faced by students and the researcher is interest to find out problem in doing teaching internship program in seventh semester students registered in 2021/2022 academic year who have experienced teaching internship program as the population and sample in this research.

b. Collecting the sources and references

To be able to compare problems in a study, several relevant theories were needed related to the research problem being discuss. These resources relate to the student-teachers problem in doing teaching internship program.

c. Writing research design

The researcher began by wrote a proposal by finding some relevant and related sources. The proposal in question, which included how to conduct the research, what type of research is used, and what instruments were used. The research design used in the study was quantitative research. The researcher used

questionnaire through Google Form to find out student-teachers problem in doing teaching internship program.

d. Constructing research instruments

Researcher tried to find the theory about student-teachers in doing teaching internship program. After the theory student-teachers problem in doing teaching internship program was found, the researcher reduced the theory to be questionnaire.

e. Distributing research instruments

After compiled research instruments, researcher used Google form as a tool to collected the data. By using Google form the researcher can distributed questionnaires to the sample. It became easier and saving time when collecting data from respondents.

f. Analyzing the data

The data that acquired from questionnaires that has been distributed to respondents described and analyzed by using descriptive analysis then the researcher calculated the data frequency and also percentage.

g. Reporting the research

Based on the results of research of the questionnaire, the researcher gave suggestion and conclusion for future English teachers, students of English teaching department and then the future researcher.

D. Technique of Data Analysis

After the data collected, the researcher did several steps such as follow:

1. Selecting the data: The researcher collected the data by giving questionnaires.
2. Tabulating the data: Transferred the data to table that available
3. Classifying the data: The researcher analyzed the data by using percentage of the answer which has been answered by the respondents

4. Counting the frequency: The researcher calculated the frequency of each factor by using SPSS.
5. Analyzing and interpreting the data

In analyzing the data, the researcher used descriptive statistic. It was analyzed based on the result of students' answer. After collecting and calculating the data, the percentage of student-teachers problem in doing teaching internship program, it can be calculated by using formula suggested by Sudijono (2005) the following formulation that will be used as follows:

$$P = \frac{F}{N} \times 100\%$$

P = percentage of item

F = frequency of total score

N = amount of respondents

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Data Description

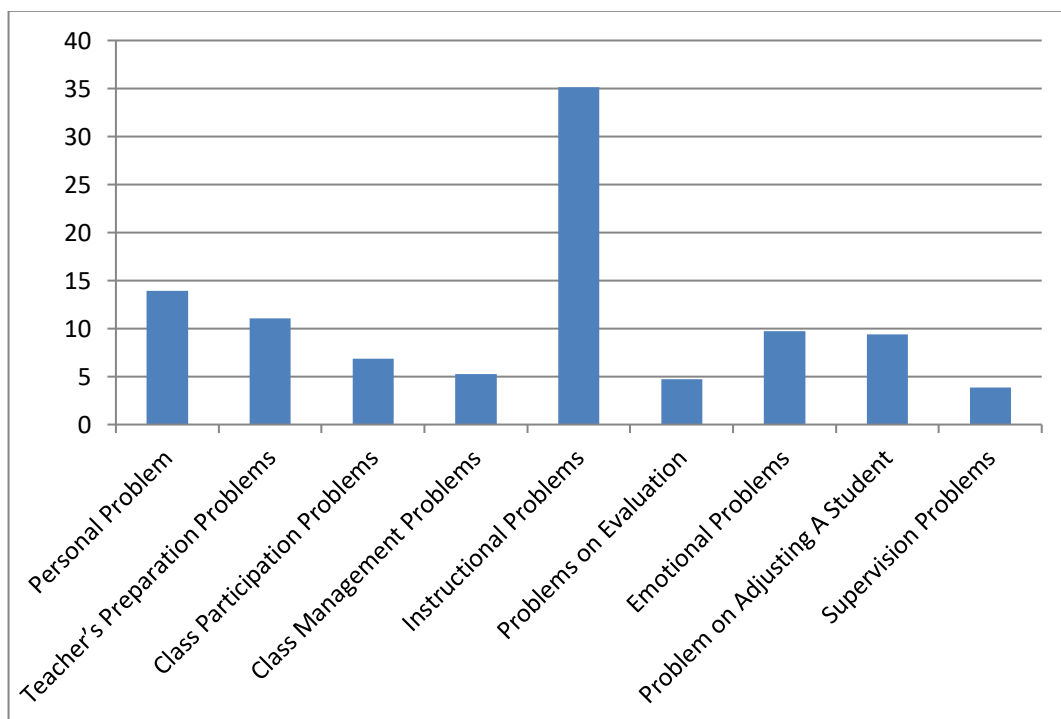
This research is a descriptive study that discusses the analysis and discussion of problem source data during the teaching internship program as a variable whose data is taken through the distribution of questionnaires. The questionnaire was constructed from nine problem faced by student teacher in doing teaching internship program that explained by several experts. The explanations of those factors have explained in the following table below:

Table 4. 1 Presentage of Problems in Teaching Internship Programs

No	Problems in Teaching Internship Programs	Percentage
1	Instructional Problems	35.16 %
2	Personal Problem	13.91 %
3	Teacher's Preparation Problems	11.08 %
4	Emotional Problems	9.75 %
5	Problem on Adjusting Student	9.41 %
6	Class Participation Problems	6.83 %
7	Class Management Problems	5.25 %
8	Problems on Evaluation	4.75 %
9	Supervision Problems	3.83 %

The sample of this research is 50 English teaching department students who take part in the teaching internship program in 2021/2022. There are 9 indicators that become a source of problems for student-teachers when carrying out the teaching internship program. The total items from all indicators are 82 items. Researchers have obtained the percentage of data descriptions from all indicators. Here's an overview on histogram:

Histogram 4. 1 Problems in Teaching Internship Programs



It can be described that the highest source of problems is on the Instructional problem indicator, namely with 35.16% respondents' answers, while the lowest answer is on the source of supervision problems 3.83 %. Based on the overall percentage and the order of problems in implementing the teaching internship program that has been carried out by 50 student-teacher of English teaching department at IAIN Batuisangkar; Instructional Problems, Personal Problem, Teacher's Preparation Problems, Emotional Problems, Problem on Adjusting A Student, Class

Participation Problems, Class Management Problems, Problems on Evaluation, Supervision Problems.

B. Data Analysis

In carrying out the teaching internship program, students also have obstacles and problems. These problems arise based on the experience of each student, in general there are 9 problems that are often faced by students including; Personal problems, Teacher's preparation problems, Class participation problems, Class Management Problems, Instructional problems, Problems on evaluation, Emotional problems, Problem on adjusting a student, Supervision problems.

1. Personal Problems

The questions distributed in the questionnaire as items numbered 3, 4, 5, 6, 7, 8, 9, 10, and 11. The following is percentage of 50 student-teacher in personal problems.

Table 4. 2 The Percentage Table of Student-Teacher Responses in personal problems

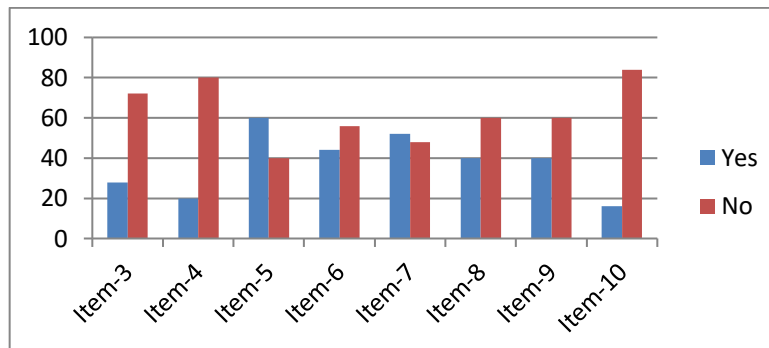
No Item	Statements	Yes	No	Total
		f/%	f/%	f/%
Item-03	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit untuk menyampaikan gagasan dengan kata atau istilah yang tepat disaat mengajar di kelas	14	36	50
		28	72	100
Item-04	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena tidak pernah atau jarang terlibat dalam kegiatan sosial di sekolah	10	40	50
		20	80	100

Table 4. 3 The Percentage Table of Student-Teacher Responses in personal problems

Item-05	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena terlalu banyak tugas dan tanggung jawab yang harus saya kerjakan	30	20	50
		60	40	100
Item-06	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit dalam menyusun bahan pembelajaran yang kreatif	22	28	50
		42	56	100
Item-07	Saya mengalami kesulitan untuk melaksanakan magang pendidikan [PPL] ketika ada siswa yang tidak sopan atau berperilaku buruk di dalam kelas	26	24	50
		52	48	100
Item-08	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena kurangnya ide untuk sumber dan bahan mengajar di sekolah	20	30	50
		40	60	100
Item-09	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit menjalankan proses belajar-mengajar dengan baik	20	30	50
		40	60	100
Item-10	Saya merasa kesulitan dalam melaksanakan magang pendidikan [PPL] karena kondisi yang jauh dari keluarga membuat saya sulit berkonsentrasi dalam mengajar	8	42	50
		16	84	100
Item-11	Saya mengalami kesulitan melaksanakan magang pendidikan [PPL] karena tidak dapat memenuhi kewajiban dan harapan guru pembimbing	17	33	50
		34	66	100

Table 4.2 - 4.3 above shows us percentage table of students' responses in personal problems. Moreover, the histogram can be seen as follows:

Histogram 4. 2 Percentage Table of Students' Responses in personal problems



This indicator develops into nine items, item-03 to item-11. For item-03, 14 respondent (28%) choose **Yes** ; 36 respondents (72%) choose **No**. it means lest then half student teacher (28%) have a problem because of poor diction. For item-04, 10 respondent (20%) choose **Yes** ; 40 respondents (80%) choose **No**. it means only several student teacher (20%) have a problem because rarely involved in social activities in the cooperating school. For item-05, 30 respondent (60%) choose **Yes** ; 20 respondents (40%) choose **No**. it means more than half student teacher (60%) have a problem too much workload or responsibility for student teacher at school. For item-06, 22 respondent (44%) choose **Yes** ; 28 respondents (56%) choose **No**. it means almost half student teacher (44%) have a problem because not creative in compiling learning materials. For item-07, 26 respondent (52%) choose **Yes** ; 24 respondents (48%) choose **No**. it means more than half student teacher (52%) have a problem when there are students who are rude or misbehave in the class.

For item-08, 20 respondent (40%) choose **Yes** ; 30 respondents (60%) choose **No**. it means almost half student teacher (40%) have a problem when there are students have a problem due to lack of ideas for resources and teaching materials in schools. For item-09, 20 respondent (40%) choose **Yes** ; 30 respondents (60%) choose **No**. it means almost half student teacher (40%) have a problem because difficult to carry out the teaching-learning process well. For item-10, 8 respondent (16%)

choose **Yes** ; 42 respondents (84%) choose **No**. it means only several student teacher (16%) have a problem because being away from family. For item-11, 17 respondent (34%) choose **Yes** ; 33 respondents (66%) choose **No**. it means only several student teacher (17%) have a problem because not meeting the same obligations and expectations that cooperating teachers expect.

2. Teacher's Preparation Problem

The questions distributed in the questionnaire as items numbered 12, 13, 14, 15, 16, 17, 18, 19, and 20. The following is percentage of 50 student-teachers in Preparation Problem.

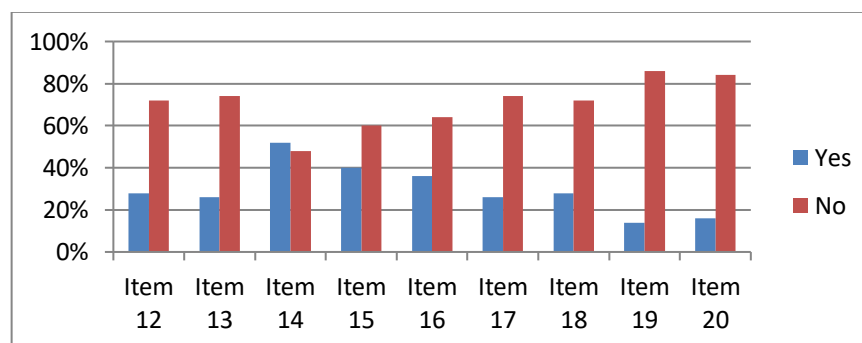
Table 4. 4 The Percentage Table of Student-Teacher's Preparation Problem

No Item	Statements	Yes	No	Total
		f/%	f/%	f/%
Item-12	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena saya tidak dapat mempersiapkan bahan ajar dengan baik	14	36	50
		28	72	100
Item-13	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena membuat kesalahan di depan kelas saat mengajar	13	37	50
		26	74	100
Item-14	Saya mengalami kesulitan untuk melaksanakan magang pendidikan [PPL] karena kurangnya kemampuan saya dalam memberikan penjelasan menggunakan bahasa inggris yang baik	26	24	50
		52	48	100
Item-15	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena tidak memiliki persiapan yang cukup untuk merancang kegiatan siswa dalam proses pembelajaran	20	30	50
		40	60	100

Table 4. 5 The Percentage Table of Student-Teacher’s Preparation Problem

Item-16	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena tidak mampu merencanakan strategi pembelajaran dengan baik misalnya; metode yang telah di gunakan tidak sesuai dengan materi yang di ajarkan	18	32	50
		36	64	100
Item-17	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena tidak mampu menulis [RPP] berdasarkan bimbingan guru pamong	13	37	50
		26	74	100
Item-18	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit dalam menyediakan berbagai aktivitas dalam proses pembelajaran	14	36	50
		28	72	100
Item-19	saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena tidak mampu menetapkan tujuan pembelajaran	7	43	50
		14	86	100
Item-20	Saya mengalami kesulitan melaksanakan magang pendidikan [PPL] karena kurangnya minat dan semangat dalam mengajar	8	42	50
		16	84	100

Table 4.4 - 4.5 above shows us student-teacher’s problems in doing teaching internship program form Student-Teacher’s Preparation Problem. Moreover, the histogram can be seen as follows:

Histogram 4. 3 Percentage Teacher’s preparation problem

This indicator develops into nine items, item-12 to item-20. For item-12, 14 respondent (28%) choose **Yes** ; 36 respondents (72%) choose **No**. it means less than half student teacher (28%) have a problem because of unable to prepare teaching materials properly. For item-13, 13 respondent (26%) choose **Yes** ; 37 respondents (74%) choose **No**. it means only several student teacher (26%) have a problem because making mistakes in front of the class For item-14, 26 respondent (52%) choose **Yes** ; 24 respondents (48%) choose **No**. it means more than half student teacher (52%) have a problem because Poor command of English. For item-15, 20 respondent (40%) choose **Yes** ; 30 respondents (60%) choose **No**. it means almost half student teacher (40%) have a problem because not having sufficient lesson activities. For item-16, 18 respondent (36%) choose **Yes** ; 32 respondents (64%) choose **No**. it means more than half student teacher (36%) have a problem because not well-planned strategies or methods that do not fit content to be taught.

For item-17, 13 respondent (26%) choose **Yes** ; 37 respondents (74%) choose **No**. it means almost half student teacher (26%) have a problem when there are students have a problem inability to write lesson plan based on the teacher's guide. For item-18, 14 respondent (28%) choose **Yes** ; 36 respondents (72%) choose **No**. it means almost half student teacher (40%) have a problem because difficult to providing a variety of activities. For item-19, 7 respondent (14%) choose **Yes** ; 43 respondents (86%) choose **No**. it means only several student teacher (14%) have a problem because Inability to develop the lesson in relation to the objectives. For item-20, 8 respondent (16%) choose **Yes** ; 42 respondents (84%) choose **No**. it means only several student teacher (16%) have a problem because lack interest in teaching.

3. Class Participation Problems

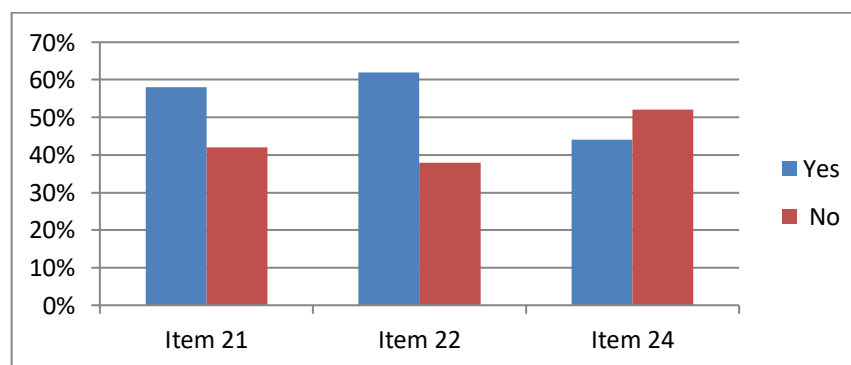
The questions distributed in the questionnaire as items numbered 21, 22, 24; the following is percentage of 50 student-teachers in class participation problem.

Table 4. 6 Percentage Table of Class Participation Problem

No Item	Statements	Yes	No	Total
		f/%	f/%	f/%
Item-21	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena siswa tidak memperhatikan dan responsif selama kegiatan kelas	29	21	50
		58	42	100
Item-22	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena siswa tidak aktif dan responsif selama kegiatan kelas	31	19	50
		62	38	100
Item-24	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena belum dapat memprogram dan menggunakan waktu belajar akademik dengan baik	22	28	50
		44	52	100

Table 4.6 above shows us student teacher's problems in doing teaching internship program form class participation problem. Moreover, the histogram can be seen as follows:

Histogram 4. 4 Percentage of Class Participation Problem



This indicator develops into three items, item-21 to item-24. For item-21, 29 respondent (58%) choose **Yes** ; 21 respondents (42%) choose **No**. it means more than half student teacher (28%) have a problem because of Students are not attentive, active and responsive. For item-22, 31 respondent (62%) choose **Yes** ; 19 respondents (38%) choose **No**. it means only several student teacher (62%) have a problem because Students are not active and responsive. For item-24, 22 respondent (44%) choose **Yes** ; 28 respondents (56%) choose **No**. it means less than half student teacher (44%) have a problem because Preparing inadequately the day's learning activities.

4. Class Management Problems

The questions distributed in the questionnaire as items numbered 25, 26, 27, 28, and 29. The following is percentage of 50 student-teachers in class management problem.

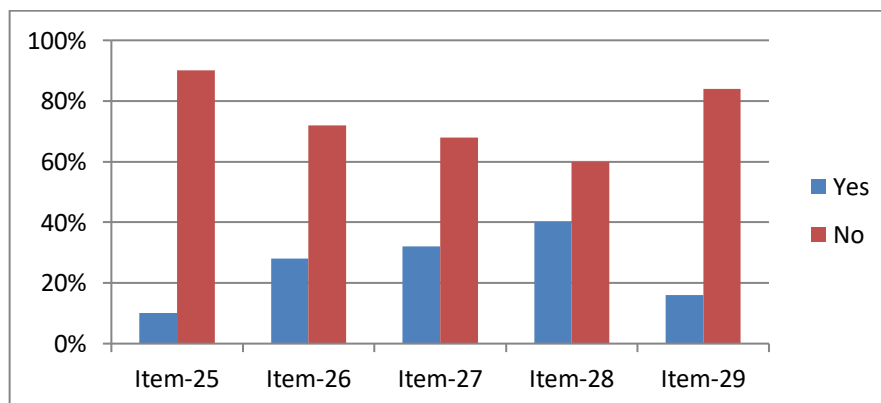
Table 4. 7 The Percentage Table of Class Management Problem

No Item	Statements	Yes	No	Total
		f/%	f/%	f/%
Item-25	Saya mengalami kesulitan melaksanakan magang pendidikan [PPL] karena lingkungan belajar yang tidak nyaman dan ruang kelas yang penuh sesak	5	45	50
		10	90	100
Item-26	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena belum mampu mengelola kelas secara mandiri, tanpa bantuan guru pembimbing	14	36	50
		28	72	100

Table 4. 8 The Percentage Table of Class Management Problem

Item-27	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena saya tidak mampu untuk mengelola ruang kelas untuk meningkatkan proses pembelajaran	16	34	50
		32	68	100
Item-28	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena menangani masalah kedisiplinan siswa secara tidak efektif	20	30	50
		40	60	100
Item-29	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena tidak mampu menarik perhatian siswa selama proses pembelajaran di dalam kelas	8	42	50
		16	84	100

Table 4.7 – 4.8 above shows us student teacher's problems in doing teaching internship program form class management problem. Moreover, the histogram can be seen as follows:

Histogram 4. 5 Percentage Class Management Problems

This indicator develops into five items, item-25 to item-29. For item-25, 10 respondent (20%) choose **Yes**; 40 respondents (80%) choose **No**. it means only several student teacher (20%) have a problem because uncomfortable learning environment and crowded classrooms. For item-26, 14 respondent (28 %) choose **Yes**; 36 respondents (72%) choose **No**. it means only several student teacher (28%) have a problem because have not been able to manage the class independently, without the help of a supervising teacher. For item-27, 16 respondent (32%) choose **Yes**; 34 respondents (68%) choose **No**. it means less than half student teacher (32%) have a problem because of innability structuring the classroom to enhance learning activities. For item-28, 20 respondent (40%) choose **Yes**; 30 respondents (60%) choose **No**. it means less than half student teacher (20%) have a problem because of cannot Handling disciplinary problems ineffectively. For item-29, 16 respondent (32%) choose **Yes**; 34 respondents (68%) choose **No**. it means less than half student teacher (32%) have a problem because of Inability to hold attention of pupils.

5. Instructional problems

The questions distributed in the questionnaire as items numbered 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 34, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57. The following is percentage of 50 student-teachers in Instructional problems.

Table 4. 9 Percentage of Instructional Problems

No Item	Statements	Yes	No	Total
		f/%	f/%	f/%
Item-30	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena kurangnya keterampilan dalam memilih metode dan strategi pengajaran yang sesuai	16	34	50
		32	68	100

Table 4. 10 Percentage of Instructional Problems

Item-31	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena belum mampu mengembangkan pembelajaran sesuai dengan tujuan pembelajaran	15	35	50
		30	70	100
Item-32	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPI] karena sulit untuk menggunakan berbagai bahan pembelajaran	14	36	50
		28	72	100
Item-33	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena suara saya yang tidak keras dan tidak dapat mencapai seluruh isi kelas	8	42	50
		16	84	100
Item-34	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit menentukan kegiatan kelas yang menarik dan cocok dengan media pembelajaran	17	33	50
		34	66	100
Item-35	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit memberikan kegiatan yang sesuai terhadap kebutuhan peserta didik baik yang beragam [lambat, sedang, dan cepat]	25	25	50
		50	50	100
Item-36	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena tidak mampu mengembangkan pembelajaran yang berkaitan dengan tujuan pembelajaran	10	40	50
		20	80	100
Item-37	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit mempertahankan minat semua siswa	27	23	50
		54	46	100
Item-38	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] dalam hal dan memotivasi siswa secara efektif	25	25	50
		50	50	100

Table 4. 11 Percentage of Instructional Problems

Item-39	Saya kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit memberikan pengenalan dan motivasi siswa secara efektif	18	32	50
		36	64	100
Item-40	Saya kesulitan dalam melaksanakan magang pendidikan [PPL] dalam hal memberikan arahan yang jelas dan penjelasan yang logis terkait materi pelajaran kepada siswa	12	38	50
		24	76	100
Item-41	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] dalam hal memberikan pertanyaan-pertanyaan yang tepat dan bervariasi yang akan mengarahkan pemikiran siswa	15	35	50
		30	70	100
Item-42	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] dalam hal memusatkan perhatian siswa pada poin-poin penting dalam meringkas	8	42	50
		16	84	100
Item-43	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] dalam hal mengarahkan perhatian siswa pada poin-poin penting saat meringkas	8	42	50
		16	84	100
Item-44	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] terkait dengan menjawab pertanyaan siswa yang salah dengan bijaksana	13	37	50
		26	74	100
Item-45	Saya kesulitan dalam melaksanakan magang pendidikan [PPL] terkait dengan memberikan penguatan verbal dan non-verbal yang sesuai dengan pembelajaran	18	32	50
		36	64	100
Item-46	Saya kesulitan dalam melaksanakan magang pendidikan [PPL] karena tidak bisa mengajarkan keseluruhan materi sampai tuntas dalam pembelajaran	18	32	50
		36	64	100

Table 4. 12 Percentage of Instructional Problems

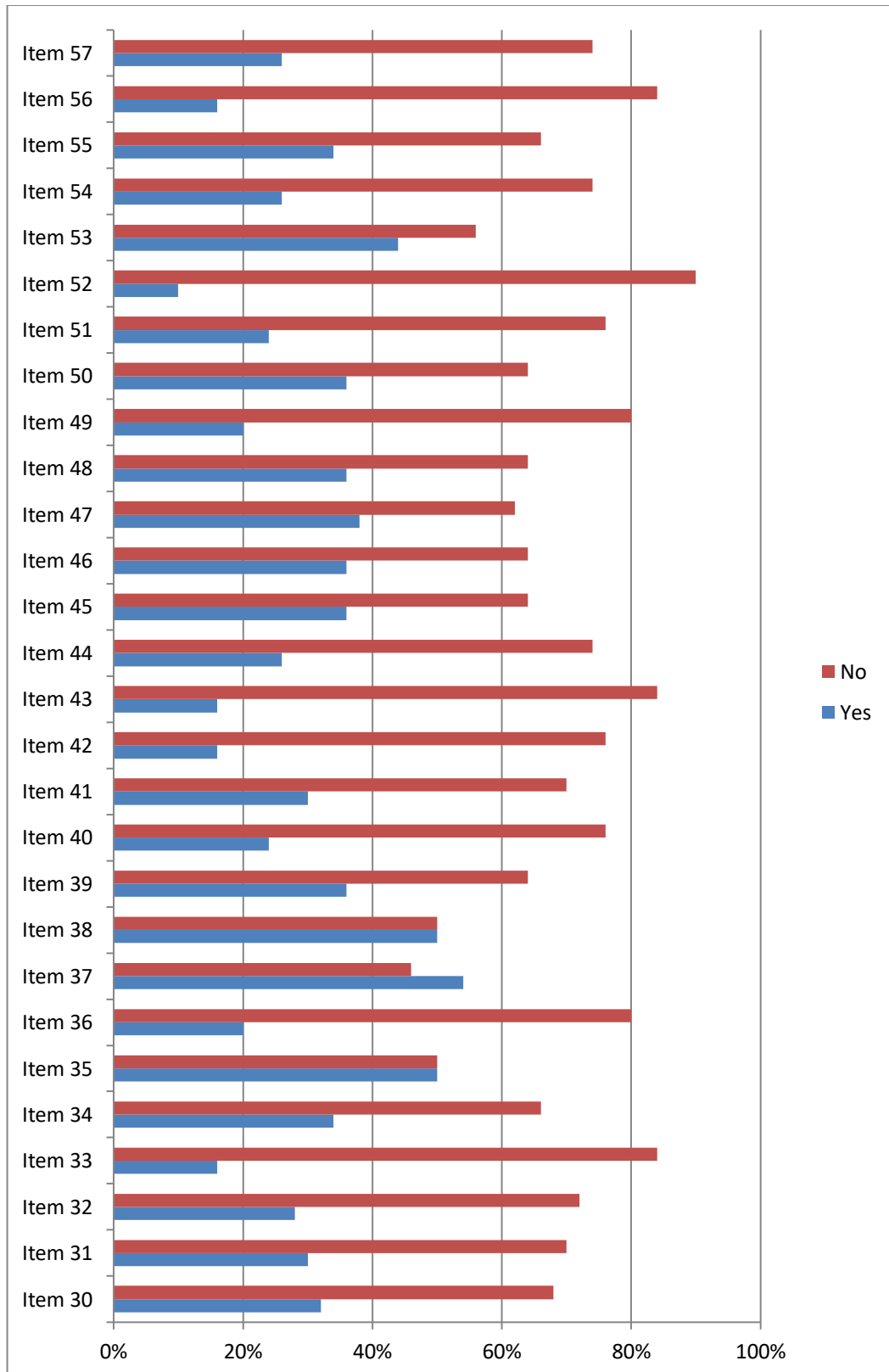
Item-47	Saya kesulitan dalam melaksanakan magang pendidikan [PPL] karena tidak memiliki keterampilan yang memadai untuk menghubungkan pelajaran yang sesuai dengan tingkat perkembangan siswa	19	31	50
		38	62	100
Item-48	Saya kesulitan dalam melaksanakan magang pendidikan [PPL] karena keterbatasan kosakata dalam mengkomunikasikan ide dengan siswa	18	32	50
		36	64	100
Item-49	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena tidak mampu memberikan presentasi yang tertara dan materi yang tersusun secara baik	10	40	50
		20	80	100
Item-50	Saya kesulitan dalam melaksanakan magang pendidikan [PPL] karena kurangnya kemampuan dalam mengarahkan pertanyaan yang tepat kepada siswa dengan kemampuan yang berbeda	18	32	50
		36	64	100
Item-51	Saya kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit dalam menanggapi atau menjawab pertanyaan siswa	12	38	50
		24	76	100
Item-52	Saya kesulitan dalam melaksanakan magang pendidikan [PPL] karena kurang mampu untuk menyimpulkan semua pelajaran di akhir periode ajaran dengan baik	5	45	50
		10	90	100
Item-53	Saya kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit dalam melakukan pengajaran insidental, jika diperlukan	22	28	50
		44	56	100

Table 4. 13 Percentage of Instructional Problems

Item-54	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] kurangnya keterampilan untuk mempersiapkan materi kurikulum misalnya [RPP] atau modul	13	37	50
		26	74	100
Item-55	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena kurangnya dukungan dalam hal bahan, peralatan dan media visual dan materi pembelajaran dari sekolah	17	33	50
		34	66	100
Item-56	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena tidak mampu mendesain materi pembelajaran	8	42	50
		16	84	100
Item-57	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit untuk menyediakan dan memberikan tugas sekolah yang bervariasi kepada siswa	13	37	50
		26	74	100

Table 4.9 - 4.13 above show us student teacher's problems in doing teaching internship program form Instructional problems. Moreover, the histogram can be seen as follows:

Histogram 4. 6 Percentage Instructional Problems



This indicator develops into twenty-eight items, item-30 to item-57. For item-30, 16 respondent (32%) choose **Yes** ; 34 respondents (68%) choose **No**. it means less than half student teacher (28%) have a problem because lack of skills in choosing appropriate teaching methods and strategies. For item-31, 15 respondent (30%) choose **Yes** ; 35 respondents (70%) choose **No**. it means only several student teacher (30%) have a problem have not been able to develop learning in accordance with the learning objectives. For item-32, 14 respondent (28%) choose **Yes** ; 36 respondents (72%) choose **No**. it means less than half student teacher (28%) have a problem difficult to use various learning materials. For item-33, 8 respondent (16%) choose **Yes**; 42 respondents (84%) choose **No**. it means only several student teacher (16%) have a problem because a voice that is not loud and cannot reach the entire class. For item-34, 17 respondent (34%) choose **Yes**; 33 respondents (66%) choose **No**. it means only few student teacher (52%) have a problem difficult to determine class activities that are interesting and suitable for learning media. For item-35, 25 respondent (50%) choose **Yes**; 25 respondents (50%) choose **No**. it means only half student teacher (50%) have a problem is difficult to provide activities that are appropriate to the needs of students, both varied [slow, medium, and fast].

For item-36, 10 respondent (20%) choose **Yes** ; 40 respondents (60%) choose **No**. it means only several student teacher (20%) have a problem because Inability to develop the lesson in relation to the objectives . For item-37, 27 respondent (54%) choose **Yes** ; 23 respondents (46%) choose **No**. it means almost half student teacher (54%) have a problem because difficult in maintaining interest of pupils and students. For item-38, 25 respondent (50%) choose **Yes** ; 25 respondents (50%) choose **No**. it means half student teacher (150%) have a problem because difficult in in terms of and motivate students effectively. For item-39, 18 respondent (36%) choose **Yes** ; 32 respondents (64%) choose **No**. it means several student teacher (150%) have a problem because difficult

in making effective introduction and motivation in teaching. For item-40, 12 respondent (24%) choose **Yes**; 38 respondents (76%) choose **No**. it means less than half student teacher (24%) have a problem because difficult in giving clear direction and logical explanation. For item-41, 15 respondent (30%), choose **Yes**; 35 respondents (70%) choose **No**. it means less than half student teacher (30%) have a problem because difficult in terms of providing appropriate and varied questions that will direct students' thinking. For item-42 , 8 respondent (16%) choose **Yes**; 42 respondents (84%) choose **No**. it means only several student teacher (16%) have a problem because difficult in focusing students' attention on important points in summarizing. For item-43, 8 respondent (16%) choose **Yes**; 42 respondents (84%) choose **No**. it means only several student teacher (16%) have a problem because difficult in guiding students' attention to important points in summarizing. For ite-44, 13 respondent (26%) choose **Yes**; 37 respondents (74%) choose **No**. it means less than half student teacher (26%) have a problem because difficult in handlingstudent's wrong answer tactfully. For item-45, 18 respondent (36%) choose **Yes**; 32 respondents (65%) choose **No**. it means less than half student teacher (36%) have a problem because difficult in providing appropriate verbal and non-verbal reinforcements.

For item-46, 18 respondent (36%) choose **Yes**; 32 respondents (65%) choose **No**. it means less than half student teacher (36%) have a problem because cannot teach the whole material to completion in learning. For item-47, 19 respondent (38%) choose **Yes**; 31 respondents (62%) choose **No**. it means less than half student teacher (38%) have a problem because do not have sufficient skills to relate lessons appropriate to the developmental level of students. For item-48, 18 respondent (36%) choose **Yes**; 32 respondents (65%) choose **No**. it means less than half student teacher (36%) have a problem because limited vocabulary in communicating ideas of pupils and students. For item-49, 10 respondent (20%) choose **Yes**; 40 respondents (60%) choose **No**. it means only

several student teacher (20%) have a problem because unable to give a well-organized presentation and well-organized material. For item-50, 18 respondent (36%) choose **Yes**; 32 respondents (65%) choose **No**. it means less than half student teacher (36%) have a problem because due to lack of ability to direct the right questions to students with different abilities.

For item-51, 12 respondent (24%) choose **Yes**; 38 respondents (76%) choose **No**. it means less than half student teacher (24%) have a problem because difficult to respond to or answer student questions. For item-52, 5 respondent (10%) choose **Yes**; 45 respondents (90%) choose **No**. it means only several student teacher (10%) have a problem because not being able to conclude all the lessons at the end of the school period properly. For item-53, 22 respondent (44%) choose **Yes**; 28 respondents (56%) choose **No**. it means less than half student teacher (44%) have a problem because difficult to do incidental teaching, if needed. For item-54, 13 respondent (26%) choose **Yes**; 37 respondents (74%) choose **No**. it means less than half student teacher (26%) have a problem because lack of skills to prepare curriculum materials for example [RPP] or modules. For item-55, 17 respondent (34%) choose **Yes**; 33 respondents (66%) choose **No**. it means less than half student teacher (43%) have a problem because lack of support in terms of materials, equipment and visual media and learning materials from schools. For item-56, 8 respondent (16%) choose **Yes**; 42 respondents (84%) choose **No**. it means only several student teacher (16%) have a problem because they are not able to design learning materials. For item-57, 13 respondent (26%) choose **Yes**; 37 respondents (74%) choose **No**. it means only several student teacher (26%) have a problem because difficult to provide varied schoolwork to students.

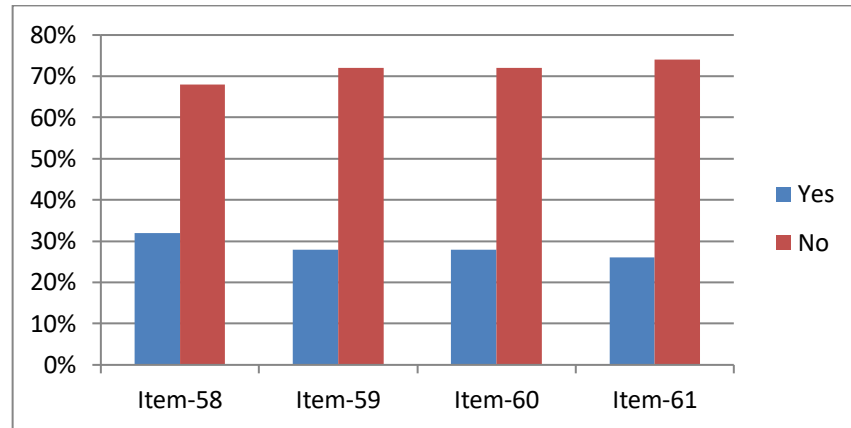
6. Problems on evaluation

The questions distributed in the questionnaire as items numbered 58, 59, 60, and 61. The following is percentage of 50 student-teacher problem in evaluation indicators.

Table 4. 14 Percentage of Problems on Evaluation

No Item	Statements	Yes	No	Total
		f/%	f/%	f/%
Item-58	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit dalam memilih kegiatan yang tepat dalam menilai pembelajaran siswa	16	34	50
		32	68	100
Item-59	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit dalam menyusun pertanyaan yang tepat untuk menilai pemahaman siswa	14	36	50
		28	72	100
Item-60	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit dalam membuat berbagai jenis pertanyaan	14	36	50
		28	72	100
Item-61	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit dalam membuat tes yang tepat dan efektif untuk siswa	13	37	50
		26	74	100

Table 4.14 above show us student teacher's problems in doing teaching internship program form problems on evaluation. Moreover, the histogram can be seen as follows:

Histogram 4. 7 Problems on Evaluation

This indicator develops into five items, item-58 to item-61. For item-58, 16 respondent (32%) choose **Yes**; 34 respondents (68%) choose **No**. it means less than half student teacher (28%) have a problem because it is difficult to choose the right activities in assessing student learning. For item-59, 14 respondent (28%) choose **Yes**; 36 respondents (72%) choose **No**. it means only several student teacher (28%) have a problem because it is difficult to formulate the right questions to assess students' understanding. For item-60, 14 respondents (28%) choose **Yes**; 36 respondents (72%) choose **No**. it means less than half student teacher (28%) have a problem because it is difficult to make various types of questions. For item-61, 8 respondent (16%) choose **Yes**; 42 respondents (84%) choose **No**. it means only several student teacher (16%) have a problem because it is difficult to make appropriate and effective tests for students.

7. Emotional problems

The questions distributed in the questionnaire as items numbered 62, 63, 64, 65, 66, 67, 69 and 71. The following is percentage of 50 student-teacher problem in emotional problems indicators.

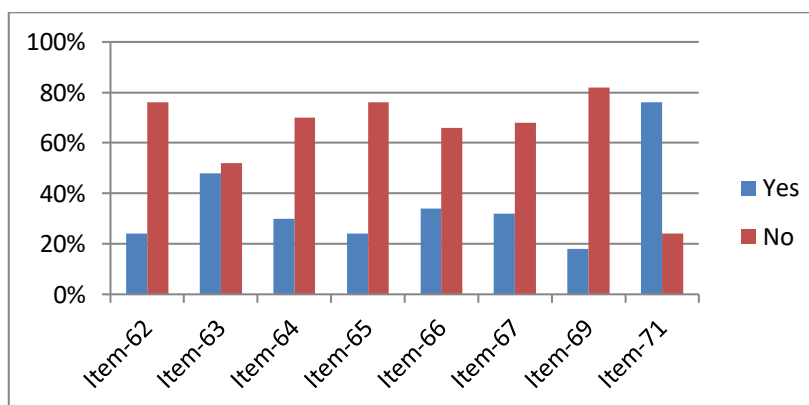
Table 4. 15 Percentage of Emotional problem

No Item	Statements	Yes	No	Total
		f/%	f/%	f/%
Item-62	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena merasa frustrasi dengan keterbatasan diri saya saat melaksanakan magang	12	38	50
		24	76	100
Item-63	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena tugas atau tanggung jawab yang terlalu banyak	24	26	50
		48	52	100
Item-64	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena saya tidak begitu percaya diri untuk menggunakan bahasa Inggris selama kegiatan pembelajaran di dalam kelas	15	35	50
		30	70	100
Item-65	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena kondisi fisik saya yang depresi, misalnya tidak bisa tidur nyenyak, jantung yang begdegup kencang	12	38	50
		24	76	100
Item-66	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena saya merasa lelah dalam mengikuti program PPL	17	33	50
		34	66	100
Item-67	Saya mengalami kesulitan untuk melaksanakan PPL karena saya mudah merasa ketakutan disaat menjadi guru baru magang	16	34	50
		32	68	100

Table 4. 16 Percentage of Emotional problem

Item-69	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit untuk bersosialisasi dengan guru pembimbing	9	41	50
		18	82	100
Item-71	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena stress dalam mencari cara untuk menarik perhatian dan kepercayaan siswa	38	12	50
		76	24	100

Table 4.15 – 4.16 above show us student teacher's problems in doing teaching internship program form emotional problem. Moreover, the histogram can be seen as follows:

Histogram 4. 8 Emotional Problems

This indicator develops into eight items, item-62 to item-71. For item-62, 12 respondent (24%) choose **Yes**; 38 respondents (76%) choose **No**. it means less than half student teacher (24%) have a problem because they feel frustrated with their limitations when carrying out an internship. For item-63, 24 respondent (48%) choose **Yes**; 26 respondents (52%) choose **No**. it means almost half student teacher (48%) have a problem because of too many tasks or responsibilities. For item-64, 15 respondent (30%) choose **Yes**; 35 respondents (70%) choose **No**. it means several

student teacher (48%) have a problem because they are not so confident to use English during learning activities in class. For item-65, 12 respondent (24%) choose **Yes**; 38 respondents (76%) choose **No**. it means only several student teacher (24%) have a problem due to a depressed physical condition, such as not being able to sleep well, a racing heart. For item-66, 17 respondent (34%) choose **Yes**; 33 respondents (66%) choose **No**. it means only several student teacher (34%) have a problem because they feel tired in participating in the PPL program.

For item-67, 16 respondent (32%) choose **Yes**; 34 respondents (68%) choose **No**. it means only several student teacher (32%) have a problem because it's easy to feel scared when you become a new teacher intern. For item-69, 9 respondent (18%) choose **Yes**; 41 respondents (82%) choose **No**. it means only several student teacher (18%) have a problem because it's difficult in carrying out educational internships [PPL] because it is difficult to socialize with supervising teachers. For item-71, 38 respondent (76%) choose **Yes**; 12 respondents (24%) choose **No**. it means student teacher (76%) have a problem due to stress in finding ways to attract students' attention and trust.

8. Problem on adjusting a student

The questions distributed in the questionnaire as items numbered 72, 73, 74, 75, 76, 77, and 78. The following is percentage of 50 student-teacher problem on adjusting student indicators.

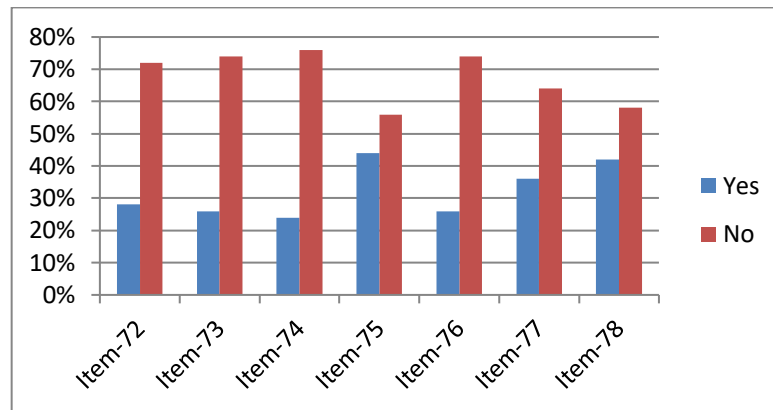
Table 4. 17 Percentage of Problem on Adjusting A Student

No Item	Statements	Yes	No	Total
		f/%	f/%	f/%

Table 4. 18 Percentage of Problem on Adjusting A Student

Item-72	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena saya sulit menjadi bagaimana bisa diterima oleh siswa	14	36	50
		28	72	100
Item-73	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena n untuk bekerja secara efektif dengan beragam siswa	13	37	50
		26	74	100
Item-74	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena membuat kemajuan dalam diri siswa	12	38	50
		24	76	100
Item-75	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena berhadapan dengan siswa yang meremehkan guru	22	28	50
		44	56	100
Item-76	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena tidak berhasil memenangkan rasa hormat siswa	13	37	50
		26	74	100
Item-77	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena jarang nya kunjungan dari dosen pembimbing selama proses PPL	18	32	50
		36	64	100
Item-78	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena merasa tidak percaya diri untuk tampil di hadapan guru guru berpengalaman	21	29	50
		42	68	100

Table 4.19 – 4.18 above show us student teacher's problems in doing teaching internship program form adjusting a student. Moreover, the histogram can be seen as follows:

Histogram 4. 9 Problem on Adjusting a Student

This indicator develops into six items, item-72 to item-78. For item-72, 14 respondent (28%) choose **Yes**; 36 respondents (72%) choose **No**. it means less than half student teacher (28%) have a problem because it is difficult to be accepted by students. For item-33, 13 respondent (26%) choose **Yes**; 37 respondents (74%) choose **No**. it means almost half student teacher (26%) have a problem due to work effectively with diverse students.

For item-74, 12 respondent (24%) choose **Yes**; 38 respondents (76%) choose **No**. it means several student teacher (24%) have a problem because some students are not going to make a lot of progress. For item-75, 22 respondent (44%) choose **Yes**; 28 respondents (56%) choose **No**. it means only several student teacher (44%) have a problem because Students underestimate student teachers. For item-76, 13 respondent (26%) choose **Yes**; 37 respondents (74%) choose **No**. it means only several student teacher (26%) have a problem for not succeeding in winning the respect of the students. For item-77, 18 respondent (36%) choose **Yes**; 32 respondents (64%) choose **No**. it means only several student teacher (36%) have a problem because of the infrequent visits from supervisors during the PPL process. For item-78, 21 respondent (42%) choose **Yes**; 29 respondents (68%) choose **No**. it means only several student teacher

(442%) have a problem because they feel insecure to appear in front of experienced teachers.

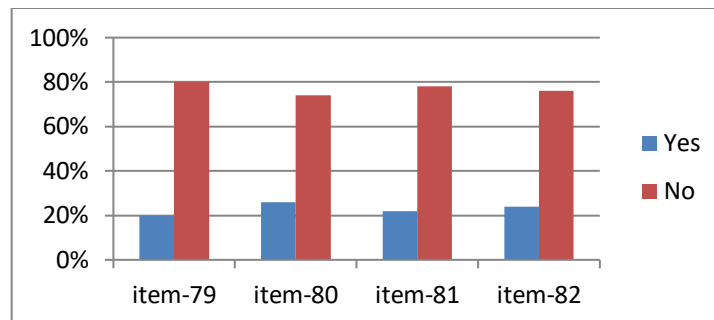
9. Supervision Problems

The questions distributed in the questionnaire as items numbered 77, 78, 79, 80, 81, and 82. The following is percentage of 50 student-teacher problem in supervision problems indicators.

Table 4. 19 Percentage of Supervision Problems

No Item	Statements	Yes	No	Total
		f/%	f/%	f/%
Item-79	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] ketika adanya hubungan interpersonal yang kurang baik antara DPL dengan mahasiswa magang selama supervise	10	40	50
		20	80	100
Item-80	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena sulit untuk mencontoh dan menerapkan cara mengajar guru pamong	13	37	50
		26	74	100
Item-81	Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena guru pembimbing tidak memberikan umpan balik setelah mengamati cara mengajar saya	11	39	50
		22	78	100
Item-82	Saya mengalami kesulitan untuk melaksanakan PPL keti Saya mengalami kesulitan dalam melaksanakan magang pendidikan [PPL] karena guru pamong tidak selalu mendampingi saya	12	38	50
		24	76	100

Table 4.19 above show us student teacher's problems in doing teaching internship program form supervision problems. Moreover, the histogram can be seen as follows:

Histogram 4. 10 Supervision Problems

This indicator develops into four items, item-79 to item-82. For item-79, 10 respondent (20%) choose **Yes**; 40 respondents (80%) choose **No**. it means only several student teacher (20%) have a problem when there is a bad interpersonal relationship between DPL and apprentice students during supervision. For item-80, 13 respondent (26%) choose **Yes**; 37 respondents (74%) choose **No**. it means only several student teacher (26%) have a problem students. because it is difficult to imitate and apply how to teach a civil servant teacher. For item-81, 11 respondent (22%) choose **Yes**; 39 respondents (78%) choose **No**. it means only several student teacher (22%) have a problem because the supervising teacher did not provide feedback after observing my teaching method. For item-82, 12 respondent (24%) choose **Yes**; 38 respondents (76%) choose **No**. it means only several student teacher (24%) have a problem because the tutor teacher doesn't always accompany the student teacher.

C. Discussion

Based on data analysis about the problems faced by student-teachers during the teaching internship program, several results have been shown regarding the of student-teacher problems during the teaching internship program. There is a dichotomous scale to describe these results. After analyzing 9 problems faced by student teachers when carrying out the teaching internship program, they are; Personal Problems, Teacher's, Preparation Problems, Class Participation Problems, Class Management

Problems, Instructional Problems, Problems on Evaluation, Emotional Problems, Problem on Adjusting a Student, Supervision Problems.

Based on the analysis of the data above, several problems faced by student teachers were found when carrying out the teaching internship program. The highest answer is based on the experience of 38 (76%) student teachers. This problem shows that student teachers have stress problems in finding ways to attract students' attention and trust. This is because teaching is a new thing faced by student teachers so that it is not uncommon for stress to be felt even more when dealing with and in an effort to attract students' attention. This is slightly different from the study conducted by Salviana et al., (2018) where the highest problem faced by the student teacher is Feeling anxious at being a beginning student teacher. However, these two problems are both in the emotional aspects of problems.

The second source of problems experienced by student teachers based on 31 (62%) respondents is the lack of activeness and attention from students when they teach. And 29 (58%) respondents experienced difficulties because students were unresponsive and not active in class. This is also the case with Sariçoban, (2010) and Salviana et al., (2018) which is also a problem with a high percentage of the class participation problem aspect.

The third source of problems experienced by student teachers is personal problem, based on 30 (60%) respondents, difficulties experienced by student teachers occur because there are too many tasks and responsibilities that I have to do. The internship conditions carried out by student teachers in the 2021/2022 academic year are quite different from previous years; this is due to the implementation of two activities at the same time, namely internship activities and community service program collaboration. So that the tasks and responsibilities that must be done also become more at the same time.

The fourth source of problems experienced by student teacher instructional problems. Based on 27 (54%) respondents, the difficulties experienced by respondents came from the difficulty in maintaining the interest of all students. In contrast to Ganal and Salviana, the percentage study related to student attention is not a problem that is often experienced when carrying out the teaching internship program.

The fifth source of problems experienced by student teachers are Teacher's Preparation Problem Based on 26 (52%) respondents, student teachers have difficulty because they are not confident in their lack of ability to provide explanations using good English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data, there are 9 problems faced by student teachers in implementing the teaching internship program including: Personal Problems, Teacher's, Preparation Problems, Class Participation Problems, Class Management Problems, Instructional Problems, Problems on Evaluation, Emotional Problems, Problem on Adjusting a Student, Supervision problems. To answer the research questions, based on the analysis of data collected by using a questionnaire and interviews with 50 student teacher participants from the English teaching department of IAIN Batusangkar, it was found that the student teachers had several problems in doing teaching internship program, including: Stress in working so hard at winning the pupils' and students' attention. Students are not attentive, active and responsive. Students are not active and responsive. Because too much workload or responsibility for student-teacher at school. Maintaining interest of pupils and students. Studen-Teacher not confident enough to use English during the class activities.

B. Suggestion

1. Student-Teacher

For student teachers, the researcher suggests that later they can prepare themselves to take part in the PPL program by being more disciplined about time and increasing their knowledge in the teaching process. Especially when preparing and adding insight related to instructional materials, media, and other instructional skills.

2. English Teaching Department

Researchers suggest providing schedules and information that are more precise and easy for student teachers to carry out so that there is no confusion and misunderstanding for students when carrying out PPL.

3. University Management

The researchers suggest that the campus should consider more about the placement and duration of PPL to be implemented, because although in principle this collaborative KKN was aimed at the effectiveness and efficiency of both programs at once, but it can be seen in the field that these two programs have not fully provided maximum contribution is felt by the student teachers.

4. Next Researchers

The researcher suggests that the next researcher can dig deeper regarding the implementation of this collaborative PPL and look for sources that cause problems during PPL.

BIBLIOGRAPHY

- Aisyah. (2017). “*Difficulties of English Teaching in Bakat Istimewa Olahraga Class at the Tenth Grade of SMA Negeri 1 Slogohimo*” thesis of Islamic Institute of Surakarta. Surakarta
- Aminah, S., & Ummah, I. (2019). Evaluasi Pelaksanaan Praktik Pengalaman Lapangan (PPL) II Program Studi Manajemen Pendidikan Islam Fakultas Tarbiyah Dan Ilmu Keguruan (FTIK) Tahun 2017-2018. *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam*, 11(1), 95. <https://doi.org/10.30739/darussalam.v11i1.451>
- Anupama. (2009). Teaching Practice for Student Teacher. *Turkish Oline Journal of Distance Education*. 10(2), 102-106.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Aminah, S., & Ummah, I. (2019). Evaluasi Pelaksanaan Praktik Pengalaman Lapangan (PPL) II Program Studi Manajemen Pendidikan Islam Fakultas Tarbiyah Dan Ilmu Keguruan (FTIK) Tahun 2017-2018. *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam*, 11(1), 95. <https://doi.org/10.30739/darussalam.v11i1.451>
- Asril, Z., Efendi, Z. M., Berlian, E., & Jama, J. (2018). *Microteaching Program Based on Islamic Values*. 261(14), 79–83. <https://doi.org/10.2991/icie-18.2018.14>
- Azeem, M. (2011). Problems of Prospective Teachers During Teaching Practice. *Academic Research International*, 1(2), 308–316.
- Batusangkar, L. I. (2020). Kuliah Kerja Nyata. In “*Kuliah Kerja Nyata*.”
- Bentley-Williams, R., Grima-Farrell, C., Long, J., & Laws, C. (2017). Collaborative Partnership: Developing Pre-service Teachers as Inclusive Practitioners to Support Students with Disabilities. *International Journal of*

Disability, Development and Education, 64(3), 270–282.

<https://doi.org/10.1080/1034912X.2016.1199851>

Bhargava, A., & Pathy, M. (2011). Perception of Student teachers about Teaching Competencies. *American International Journal of ...*, 1(1), 77–81.

Bowen, B. (2013). Teachers in industry: Measuring the impact of a K-12 teacher internship program. *ASEE Annual Conference and Exposition, Conference Proceedings*. <https://doi.org/10.18260/1-2--22519>

Brown, S. J., White, S., Sharma, B., Wakeling, L., Naiker, M., Chandra, S., Gopalan, R., & Bilimoria, V. (2015). Attitude to the study of chemistry and its relationship with achievement in an introductory undergraduate course. *Journal of the Scholarship of Teaching and Learning*, 15(2), 33–41. <https://doi.org/10.14434/josotl.v15i2.13283>

Creswell, J. W. (2014). RESEARCH DESIGN Qualitative, Quantitative, and Mixed Methods Approaches. In *SAGE Publications Asia-Pacific Pte. Ltd* (Vol. 7, Issue 1).

Diala, H, Ibrahi Al-shara, Yousef Arouri, & Ferial Abu Awwad. (2014). Students-Teachers's Perspectives of practicum practices and challenges. *European Scientific Journal*, 10(13), 191–214.

Gan, Z. (2013). Learning to teach english language in the practicum: What challenges do non-native ESL student teachers face? *Australian Journal of Teacher Education*, 38(3), 92–108. <https://doi.org/10.14221/ajte.2013v38n3.3>

Ganal, N. N., Andaya, O. J. F., & Guiab, M. R. (2016). International Journal of Science and Engineering. *Problems and Difficulties Encountered by Students, Teachers of Philippine Normal University Isabella Campus*, 1(9), 63–74.

Ganal, N. N., Joy, O., & Andaya, F. (2015). Problems Ofprospective Teachers of Philippine Normal University, North Luzon Campus During Practice Teaching. *Asia Pacific Journal of Research*.

- Gay, L. R., E. Milss, G., & Airasian, P. (2012). *Educational Research Competences For Analysis And Application*.
- Ginting, F. (2016). Peran pendidik sebagai role model dalam pengembangan karakter peserta didik. *Universitas Muhammadiyah Press*, 532–537.
- Goh, P. S., & Matthews, B. (2011). Listening To the Concerns of Student Teachers In Malaysia During Teaching Practice. *Australian Journal of Teacher Education*, 36(3). <https://doi.org/10.14221/ajte.2011v36n3.2>
- Jayanti, M. R. (2018). *Challenges Faced By English Language Pre-Service Teachers in 2013 Curriculum Implementation*.
- Karavas, E., & Drossou, M. (2010). How amenable are student teacher beliefs to change ? A study of EFL student teacher beliefs before and after teaching practice. *Advances in Research on Language Acquisition and Teaching: Selected Paper*, 261–276.
- Komba, sotco c, & Kira, ernest s. (2013). *The Effectiveness of Teaching Practice in Improving Student Teachers ' Teaching Skills in Tanzania*. 4(1), 157–164.
- Kumar, R. (2013). Analysis of Pre Service Teachers' Natural Disposition for Testing Pre-Concepts amongst Learners in Science: An Indian Context. *Indian Journal of Experimentation and Innovation in Education (ISSN 2278-1730)*, 2(6).
- Kurniawan, O., Yuliani, T., & Mansur, M. (2018). Investigating Think Talk Write (TTW) Learning Model to Enhance Primary Students' Writing Skill. *Journal of Teaching and Learning in Elementary Education (Jtlee)*, 1(1), 52. <https://doi.org/10.33578/jtlee.v1i1.5394>
- Kurniawan, A., & Masjudin. (2017). Pengembangan Buku Ajar Microteaching Berbasis Praktik Untuk Meningkatkan Keterampilan Mengajar Calon Guru. *Prosiding Seminar Nasional Pendidik Dan Pengembang Pendidikan Indonesia*, 2, 28–36.
- Lindqvist, H. (2019). Strategies to cope with emotionally challenging situations in

- teacher education. *Journal of Education for Teaching*, 45(5), 540–552.
<https://doi.org/10.1080/02607476.2019.1674565>
- Mapfumo, J. S., Chitsiko, N., & Chireshe, R. (2012). Teaching Practice generated stressors and coping mechanisms among student teachers in Zimbabwe. *South African Journal of Education*, 32(2), 155–166.
<https://doi.org/10.15700/saje.v32n2a601>
- Merç, A., & Subaşı, G. (2015). *Classroom Management Problems and Coping Strategies of Turkish Student EFL Teachers İngilizce Öğretmen Adaylarının Sınıf Yönetimi ile İlgili Karşılaştıkları Sorunlar ve Bu Sorunlarla Başa Çıkma Yöntemleri Gonca Subaşı Introduction What was the theme of my.* 6(January), 39–71.
- Mudra, H. (2018). Pre-service EFL teachers' experiences in teaching practicum in rural schools in Indonesia. *Qualitative Report*, 23(2), 319–344.
<https://doi.org/10.46743/2160-3715/2018.3115>
- Parveen, S., & Mirza, N. (2012). Internship Program in Education: Effectiveness, Problems and Prospects. *International Journal of Learning and Development*, 2(1). <https://doi.org/10.5296/ijld.v2i1.1471>
- Pendergast, D., Garvis, S., & Keogh, J. (2011). Pre-service student-teacher self-efficacy beliefs: An insight into the making of teachers. *Australian Journal of Teacher Education*, 36(12), 46–58.
<https://doi.org/10.14221/ajte.2011v36n7.3>
- Robiah, S. (2015). Analysis of Prospective Teacher in Trouble Mastering Basic Skills Teaching. *Biogenesis*, 11(2), 99–104.
- Rosalia, A. (2014). *PRE-SERVICE TEACHERS ' Beliefs About Teaching English At English Teacher Education Department Of Sunan Ampel State Islamic University Surabaya.* 5210010.
- Salviana, Muslem, A., & Bukhari, D. (2018). English Student Teachers' Constraints During Their Teaching Internship Programs With The English Department Of Fkip At Unsyiah In Aceh. *Advanced Drug Delivery Reviews*,

135(January 2006), 989–1011.

- Sariçoban, A. (2010). Problems encountered by student-teachers during their practicum studies. *Procedia - Social and Behavioral Sciences*, 2(2), 707–711. <https://doi.org/10.1016/j.sbspro.2010.03.088>
- Setiawan, A. R. (2019). Instrumen Penilaian untuk Pembelajaran Ekologi Berorientasi Literasi Sainifik. *Assimilation: Indonesian Journal of Biology Education*, 2(2), 42–46. <https://doi.org/10.17509/ajbe.v2i2.19250>
- Tari, T. R. (2017). An Analysis On Efl Student Teachers' Difficulties During Teaching Practice: A Case Study At Junior And Senior High Schools In Mataram. *Journal of Pedagogical Research*, 1(1), 43–50. <https://doi.org/10.1017/CBO9781107415324.004>
- Wijayanti, P. A. K., & Sulistiobudi, R. A. (2018). Peer Relation Sebagai Prediktor Utama School Well-Being Siswa Sekolah Dasar. *Jurnal Psikologi*, 17(1), 56–67. <https://doi.org/10.14710/jp.17.1.56-67>
- Zaini, M. (2020). Pengaruh Efikasi Diri dan Dukungan Guru Tahfidz terhadap Motivasi Menghafal Al-Quran. *Psikoborneo: Jurnal Ilmiah Psikologi*, 8(3), 529–538. <https://doi.org/10.30872/psikoborneo.v8i3.5381>
- Zhang, H. M., Peh, L. S., & Wang, Y. H. (2014). Servo motor control system and method of auto-detection of types of servo motors. *Applied Mechanics and Materials*, 496–500(1), 1510–1515. <https://doi.org/10.4028/www.scientific.net/AMM.496-500.1510>

