ENGLISH STUDENT TEACHERS’ CONSTRAINTS DURING THEIR TEACHING INTERNSHIP PROGRAMS WITH THE ENGLISH DEPARTMENT OF FKIP AT UNSYIAH IN ACEH

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ABSTRACT

Teaching internship programs are designed to smooth the transition from student to teacher. At the same time the teaching internship assignment gives the teacher training institutions an opportunity to evaluate the teaching capabilities of their soon-to-graduate students. It is one of the most important components of the teacher training program; an opportunity for student teachers to put their theoretical studies into practice. The objective of this study was to investigate the constraints faced by student teachers during their teaching internship programs. A qualitative method was employed in this study, which involved 26 students from the 2016/2017 teaching internship program at the Faculty of Teacher Training and Education, University of Syiah Kuala. A convenient random sampling technique was used to select the sample and a questionnaire was used as the instrument to collect the data which was analyzed using the Miles and Huberman method. Based on the results there were fourteen constraints faced by the student teachers during their teaching internship programs. The constraints were mainly in the domains of personal matters, class participation, class management, instructional methods, emotional issues, adjusting to students and quality of supervision. As teaching practice is an important component of a teacher training program, considerable attention must be given to make it highly effective and fruitful. Therefore, this study suggests that more co-operation from the faculty and the schools is needed in terms of supervision to improve and optimize the outcomes from this program.

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Keywords: Constraints, Student Teachers, Teaching Internship Program

INTRODUCTION

Teaching and learning are important parts of human life. By definition, teaching is an action of helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge or causing to know or understand (Brown, 1994, p. 7). This definition implies that the process of teaching and learning is a complicated process including various variables and factors that influence each other. One of the significant issues within teaching-learning is the way of training and educating teachers as the center of education. That idea suggests that the quality of the teachers will affect the learning of the students. As supported by Leigh & Mead (2002: 1), the knowledge and skills of teachers are the most vital factors influencing the learning of children in school. That is why various efforts have been made in order to yield more professional teachers. In particular, the issue of the quality of teachers has become an important object of many studies. Ultimately, all of these efforts have been aimed to develop and improve the quality of the teachers in Indonesia in general, and specifically in the Province of Aceh.

Regarding this issue of increasing the quality of teachers through education and training, Aceh has many universities, which specifically provide programs for teacher training and education. One such leading university is the Syiah Kuala University in Banda Aceh which has a specific faculty, the Faculty of Teacher Training and Education (FKIP). This faculty offers four major study programs training teachers for education, science, social sciences, and languages. There are 12 departments covered in these study programs. The Education program has 6 departments, namely: Sport and Recreation Education, Early Ages Education, Family Prosperity Education, Elementary Education, Counseling Education, and the Department of Education Studies. The Science study program has departments of Mathematics, Physics, Biology, and Chemistry: Social Science has programs for Economics, Citizenship, History, Geography, and Arts and finally, the languages program has two departments, viz: Indonesian Education and Literature and the English Education Department. All 12 departments endeavor to produce quality teachers with comprehension, skills, and capabilities for conducting high quality teaching-learning programs. FKIP prepares
various programs to ensure the quality of its graduates, who will potentially become teachers in Aceh or nation-wide. One of the efforts made is the conduct of the teaching internship program, called *Magang* (internship). This program is intended to provide the students with opportunities, as candidate teachers, to practice their knowledge; learned and acquired from theories, discussions and practice at the university over the previous 3 or 4 years. As supported by Kiggundu & Nayimuli (2009, p. 345), the purpose of a teaching internship or *magang* program is to give, a student teacher the opportunity to try the art of teaching before actually getting into the real world of teaching. The *magang* program is actually aimed to serve one of the written missions of FKIP, the fourth mission, which is to consolidate and to expand the relationship with educational institutions for the development of science, knowledge and technology.

Evaluations are performed by several parties, including a faculty supervisor, a supervising teacher and the principal of the school. There are various aspects that are evaluated within the *Magang* Program, including attendance, punctuality, discipline, performance, comprehension and teaching performance plus the ability at writing the internship report. The main principle of the *Magang* program is the development of self-evaluation, meaning that students have to acquire the ability to evaluate themselves in order to develop comprehension and capability in overcoming possible problems in the future.

In Indonesia, the government is also concerned with the quality of teachers. This is indicated in the government’s policy through Law No. 20 of 2003 regarding the National Education System, in which it is stated that each educator/teacher has to possess a qualification, as well as certification in accordance with the field of their major and has to have good physical and mental health to serve the goals of education in Indonesia.

To follow up the government’s concerns about the quality of teachers, Mardiyono (2006, p. 58) has stated that one component of professional education is the Teaching Internship Program, widely called *Praktek Pengalaman Lapangan* (PPL), and in recent times it has been called *Magang*.

The practice of *magang* has its own obstacles and problems. They occur due to the conditions of the students, the teachers, the classrooms, the schools and also the stakeholders involved in the implementation process. Pomerantz and Pierce (2004, p. 55) have revealed some the challenges experienced by student teachers in the
“real world”. That is, the actual challenge lies in the teaching practice itself.

In addition, Morrow and Lane (1983, p. 12) investigated the perceptions of college supervisors, supervising teachers and student teachers concerning the instructional problems found in the teaching internship program. “Discipline, classroom control, motivation and getting students interested were found to be high sources of concern for the student teachers concerned”. Meanwhile, Laruan (2006, p. 64) has stated that the problems and difficulties student teachers encounter during their teaching practice include personal problems, teacher or lesson preparation problems, class participation problems, class management problems, instructional problems, problems of evaluation, emotional problems, problems of adjusting to students, problems with school adjustments, feeling over-extended plus work load problems and problems with guidance. These problems can make the trainee teachers feel discouraged and estranged from their chosen profession.

According to Rachmawati (2009, p. 1), some problems faced by the student teachers during the program, included difficulties with developing lesson plans for the syllabus, choosing and developing materials, performing as a teacher, adapting and socializing with students, transferring knowledge, and supervision. Veeman (1984) focussed on “classroom discipline, motivating students, dealing with individual differences, assessing students’ work, relationships with the parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students” (page 143).

Inevitably, such problems also occur within the magang program in FKIP at University of Syiah Kuala. Thus, it felt urgent to identify the problems that are being faced during the program and then to find appropriate treatments that can be given to eliminate or minimize them. Realizing the urgency of the issue, this study attempted to detect and investigate the constraints faced by the student teachers during their magang programs.

Research Question

The teaching practicum is the most stressful component in the whole teaching-learning program for a majority of the student teachers. Therefore, a study was needed to understand the experiences of the young student teachers when teaching formally for the first time and to investigate the problems that were encountered by the EFL student
teachers during their teaching internship programs at various Junior High Schools.

LITERATURE REVIEW

Teaching Internship and its Role in the Teacher Education Program

The teaching internship is one of the most important elements in the teacher education program. As Clark and Cutler (1990, p. 7) have stated “Teaching practice is the central point of teacher education”. According to them, student teachers have the opportunity to apply all the theories that they have learnt in a real classroom situation. It is the time for students who are learning to become teachers to experiment with the different things that they have learnt in their teacher education.

Various studies have acknowledged the importance of the teaching practicum in teacher education programs hence in many teacher education programs, teaching practice is a compulsory course to be taken by all the students as it is an important part of the teachers professional development although the nature, length and frequency of the practice varies from one institution to another (Richards & Crookes, 1988, p. 867). As this is a central and most important component of teacher education, a lot of time and attention needs to be spent and given to ensure that the student teachers doing the course are well prepared physically and mentally. This is because the experience gained from magang in the field is crucial and valuable in the learning processes and in developing understanding regarding the profession. Furthermore, the quality of later teaching practice depends very much on the quality of the experience gained during magang. For that reason, most teacher education programs design their teaching practice course in such a way as to give the student teachers as much exposure to the real world of teaching as they can.

From the above, it can be concluded that becoming expert in teaching needs dedication and determination. To develop skills and knowledge within this area requires time and effort, especially in integrating theory to practice in factual settings. Regarding this notion, Richards and Crookes (1988), in their study identified eight most frequently cited objectives of teaching practice. One of them is to provide practical experience in classroom teaching. Clark and Cutler (1990) also mention that teaching practice provides practical teaching experience to student teachers which will enable them to understand
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better their experiences as a teacher and give meaning to their teaching. They divide teaching practice into two parts namely: The first part is early field experiences which can enable the student teachers to have a look into the world of teaching and also can mentally prepare them to face the demands in that world. The second part is teaching practice where the student teachers deal with real learners in a real classroom situation. Here, the student teachers can test the theories they have learned in the real world of teaching. These two parts are important to ensure the effectiveness of the teacher training practice.

The level of pre-practice covers micro teaching that forms the preparation for potential student teachers before carrying out the Teaching Internship Program. Then they will slowly build up their professional skills as a teacher teaching in the real world.

The Teaching Internship Program as stated by the Teaching Education Department gives opportunities to student teachers to practice the theories in the teaching and learning process as well as to create their own teaching and learning theory should they have the chance to find out something new in an actual classroom situation.

During the student teachers’ practicum, they will teach classes in the schools they are assigned to and are expected to be in their classes of their assigned schools most of the time. Furthermore, the student teachers will have to make lesson plans for both weekly and daily lessons. Besides, they will have to familiarize themselves with the extra-curricular activities at their schools.

These student teachers are also expected to work closely with the faculty supervisor and the supervising teacher from the school. Both the faculty supervisor and the supervising teacher will assess the performance of the student teachers in order to monitor their progress during their practicum.

The Importance of Teaching Internships in Teacher Education

Since the 1950s, when authentic experiences in teacher education began their transition from campus laboratory schools to public school settings, teaching internship programs have increasingly been identified as critical components of teacher preparation (Darling-Hammond, 2006, p. 50). Extended classroom practice under the guidance of a supervising teacher socializes student teachers into the profession and provides opportunities to experience the realities of the contexts of schools and to observe the complexities of teaching through
examination of realistic teaching actions, goals, and expectations (Watts, 1987, p. 50).

Teaching preparation programs have been connected to increases in student achievements and decreases in teacher’s attrition. In addition, “Support is available to student teachers through extended teaching internships which include regular observations and feedback” (Ridley et al, 2005, p. 30). Support and prompting for reflection on teaching practices enable them to focus on improvements to their practice.

Student teachers may also see how the theoretical understandings gained from university coursework play out in real-life classroom settings. Through interactions at their schools, student teachers observe the outcomes of more experienced teachers’ decision-making and have the opportunity to engage in their own authentic educational decision-making (Nakai & Turley, 2003, p. 31).

Through their practicum settings, student teachers are better prepared to face and successfully address the challenges of real classrooms in real-world schools than those who do not engage in extensive teaching practice (Darling-Hammond, 1999, p. 31). Student teachers may also be granted access to varied forms of student data which can give them the opportunity to practice integrating decision-making processes within a real school context with goals and knowledge available about the students. Through interactions with learners in their practicum settings, particularly those in which they are encouraged to design or participate in classroom research, student teachers can begin to integrate theory, practice and their own applied research into their teaching.

Through teaching internship programs, student teachers engage with professional educators on issues concerning students and their needs and participate in learning communities. Through these programs, student teachers can explore what student diversity looks like in different settings and can enhance possibilities for learning to address student learning needs and interests in authentic and appropriate ways that support learning goals.

**Constraints during the Program**

Teaching internship is designed to help the student teachers get an opportunity for directed and guided participation in major activities in the classroom for the first time. Through participation, student teachers are expected to develop essential competencies and skills which will be
needed for future classroom work. It provides the first intimate contact with the real world of teaching.

However, various challenges can arise during practicum. A number of studies have been conducted to understand the problems facing student teachers. Ong et al. (2004, p. 3), for example, noted that pressures faced during the practicum had actually prevented some students from positively engaging in theory and practice. Their study identified problems ranging from poor supervision to heavy non-teaching workloads. A more recent study by Goh and Matthew (2011, p. 868), identified four different types of concerns which included: (i) classroom management and student discipline, (ii) institutional and personal adjustments, (iii) classroom teaching and (iv) student learning. Tan (2008) who studied challenges faced by EFL teachers discovered several areas of concern which included (a) establishing good rapport, (b) getting support from a supervising teacher or a faculty supervisor, (c) putting theories into practice and (d) the importance of classroom management. In a study by Ganal, et. al. (2015, p. 65) on problems and difficulties encountered by student teachers at the Philippines Normal University, Isabela Campus at Alicia in Isabela; the findings showed that the student teachers had problems that included (1) personal problems, (2) teaching preparation problems, (3) class participation problems, (4) class management problems, (5) evaluation problems, (6) instructional problems, (7) emotional problems, (8) problems of adjusting to students, (9) problems with adjustment to school, (10) problems arising from over-extended schedules or workloads and (11) problems with guidance.

The present study was similar to the research done by Ganal because it investigated the many problems and constraints encountered by student teachers in carrying out their practicums. Therefore, from the many opinions expressed about the constraints encountered during teaching practice, the writer summarized and compressed them into nine categories of probable areas of problems and constraints that were looked at further in the study, namely 1) Personal, 2) Student Teachers Preparations, 3) Class Participation, 4) Class Management, 5) Instructional Issues, 6) Evaluations, 7) Emotional Problems, 8) Adjusting to Students and 9) Supervision.
RESEARCH METHODOLOGY

Research Design
A qualitative method was used in this study which used a questionnaire as the main instrument to collect data. Twenty six student teachers, from 21 to 24 years old, were targeted as the subjects of this study. All the respondents had completed their internship program at junior high schools in the city areas of Banda Aceh and Aceh Besar District where this study was conducted. A convenient random sampling method was used in this study, where, as explained by Cohen et.al. (2000:102), the participants were chosen on the basis of availability at the time of the study. This was done since there were limitations on the time for this study to be completed as well as on the availability of the participant student teachers.

RESULTS AND DISCUSSIONS

Results
The findings from the questionnaires concerning the nine constraint domains faced by the student teachers during their teaching internship programs are set out in the Tables that follow:

Personal Constraints

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1.</td>
<td>House located in area far from the school of Internship Program</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Difficulty getting transport to the school of Internship Program</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Low ability in delivering ideas with appropriate words or terms</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>No or little involvement in social activities at school</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>Too much workload or responsibility for student teacher at school</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>No creative arrangements or lesson materials</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>Lack of resources for teaching</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>Hard to concentrate on teaching since far away from family</td>
<td>9</td>
<td>17</td>
</tr>
</tbody>
</table>
English Student Teachers’ Constraints during Their Teaching Internship Programs with The English Department of Fkip at Unsyiah in Aceh (Salviana, A. Muslem & B. Daud)

9. Not meeting the obligations and expectations of the supervising teacher.  

10  16

Regarding the personal constraints, Table 1 shows that 2/3rds of the student teachers had a problem since their school was far from their home. Another striking point was too much workload or responsibility for the student teachers at their schools which was found by 16 participants. Thus, it can be seen, that the respondents’ personal constraints were mostly about living far from the school and too much responsibility, while adjustment to the school for the Internship program was, as a whole, satisfactory.

**Student Teachers’ Preparation Constraints**

**Table 2. Student Teachers’ Preparation Constraints, Total Participants = 26**

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>10</td>
<td>Insufficient understanding of the English subject and pedagogic matters</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>Lack of skills in preparing curriculum materials e.g. lesson plans or modules</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>Inability to write lesson plans based on the supervising teacher’s guidance</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>Unable to set teaching learning goals</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Strategies not well-planned, i.e. methods did not fit well the content to be taught</td>
<td>6</td>
</tr>
<tr>
<td>15</td>
<td>Unable to design learning materials</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>Instructional materials not well prepared</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>Not having sufficient lesson activities prepared, so students had nothing to do</td>
<td>7</td>
</tr>
<tr>
<td>18</td>
<td>Not providing a variety of activities</td>
<td>6</td>
</tr>
<tr>
<td>19</td>
<td>Lack of providing varied learning tasks</td>
<td>11</td>
</tr>
<tr>
<td>20</td>
<td>Not yet able to program and use academic learning time properly</td>
<td>7</td>
</tr>
<tr>
<td>21</td>
<td>Lack of support in terms of materials, equipment and resources from school</td>
<td>12</td>
</tr>
<tr>
<td>22</td>
<td>Lack of interest and enthusiasm in teaching</td>
<td>8</td>
</tr>
</tbody>
</table>
Although the student teachers faced a number of constraints in the preparation domain in general they were able to prepare the learning activities or plan the lessons to meet the objectives of learning. The data also indicated that a small majority of the magang students received sufficient support from the school in organizing good learning activities, his still meant that 12 (42%) of the participants did not get good support. One interesting thing is that almost all the participants (24) were able to set their own learning goals. This is an indication of their proficiency and mastery of the subjects, as well as their good knowledge and theoretical background, which was shown by their ability to define suitable learning outcomes.

**Class Participation Constraints**

**Table 3. Class Participation Constraints, Total Participants = 26**

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>23</td>
<td>Students were not attentive and responsive during the class' activities</td>
<td>17</td>
</tr>
<tr>
<td>24</td>
<td>Students were not active during class discussions</td>
<td>8</td>
</tr>
<tr>
<td>25</td>
<td>Lack of interaction between the student teachers and the students in the class</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 3 shows that while 17 (65%) of the student teachers faced constraints in getting the attention of the students in their classroom who were not attentive and were not responsive to the class activities which indicated that they could not manage the students well, 22 (84%) of them felt that there was good interaction between them and their school students.

**Class Management Constraints**

**Table 4. Class Management Constraints, Total Participants = 26**

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>26</td>
<td>Managing a classroom independently even without assistance from the supervising teacher</td>
<td>20</td>
</tr>
<tr>
<td>27</td>
<td>Inability to arrange the classroom to enhance learning activities</td>
<td>6</td>
</tr>
<tr>
<td>28</td>
<td>Handling students’ disciplinary problems</td>
<td>14</td>
</tr>
</tbody>
</table>
Table 4 above shows that some of the constraints of the student teachers were to do with classroom management. It is interesting to note that handling disciplinary problems ineffectively has been the most frequent constraint which has been faced by just over half the participants. It can be concluded that they were deficient in various aspects of classroom management ranging from class discipline and inability to hold the attention of the students. It can also be inferred that they did not have enough understanding about the application of the approaches of classroom management and insufficient experience in actual classroom management participation before they started their own individual teaching internship.

**Instructional Constraints**

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>29</td>
<td>Inability to hold attention of students throughout the whole period of the class</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5. Instructional Constraints, Total Participants = 26

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>30</td>
<td>Lack of skills in choosing an appropriate method and strategy for teaching in accordance with the ability of the class</td>
<td>11</td>
</tr>
<tr>
<td>31</td>
<td>Not using an appropriate teaching technique to achieve the lesson objectives</td>
<td>3</td>
</tr>
<tr>
<td>32</td>
<td>Not using a variety of materials</td>
<td>4</td>
</tr>
<tr>
<td>33</td>
<td>Voice not loud enough or projected well for entire class to hear, posture poor</td>
<td>4</td>
</tr>
<tr>
<td>34</td>
<td>Student teacher not confident enough to use English during class activities</td>
<td>7</td>
</tr>
<tr>
<td>35</td>
<td>Unable to determine suitable and interesting class activities and learning media</td>
<td>1</td>
</tr>
<tr>
<td>36</td>
<td>Not providing activities to meet the needs of slow, average, and fast learners</td>
<td>13</td>
</tr>
<tr>
<td>37</td>
<td>Difficulty in developing lesson plans relating to the objectives</td>
<td>12</td>
</tr>
<tr>
<td>38</td>
<td>Difficulty in maintaining the interest of all the students</td>
<td>13</td>
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<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>39</td>
<td>Making mistakes in front of the class while teaching</td>
<td>13</td>
</tr>
<tr>
<td>40</td>
<td>Lack of making effective introductions and motivation</td>
<td>9</td>
</tr>
<tr>
<td>41</td>
<td>Not or inadequate giving of clear directions and logical explanations</td>
<td>11</td>
</tr>
<tr>
<td>42</td>
<td>Lack of asking appropriate and different types of questions that will direct the student’s thinking</td>
<td>10</td>
</tr>
<tr>
<td>43</td>
<td>Difficulty in focusing the students’ attention to important points in summarizing</td>
<td>8</td>
</tr>
<tr>
<td>44</td>
<td>Difficulty in guiding students’ attention to important points when summarizing</td>
<td>9</td>
</tr>
<tr>
<td>45</td>
<td>Not handling student’s wrong answers tactfully</td>
<td>4</td>
</tr>
<tr>
<td>46</td>
<td>Not providing appropriate verbal and non-verbal reinforcements</td>
<td>2</td>
</tr>
<tr>
<td>47</td>
<td>Teaching only some of the materials, i.e. not teaching all the materials</td>
<td>14</td>
</tr>
<tr>
<td>48</td>
<td>Lack of skills to relate the lesson to the development level of the students</td>
<td>15</td>
</tr>
<tr>
<td>49</td>
<td>Limited vocabulary in communicating ideas with the students</td>
<td>11</td>
</tr>
<tr>
<td>50</td>
<td>Disorganized presentations during the lessons</td>
<td>6</td>
</tr>
<tr>
<td>51</td>
<td>Lack of skills in directing appropriate questions to students of different abilities</td>
<td>12</td>
</tr>
<tr>
<td>52</td>
<td>Faced with poor learning environment and overcrowded classrooms</td>
<td>9</td>
</tr>
<tr>
<td>53</td>
<td>Unable to influence students’ learning and to motivate students’ engagement</td>
<td>4</td>
</tr>
<tr>
<td>54</td>
<td>Inability in handling students’ responses or questions on teaching-learning processes</td>
<td>1</td>
</tr>
<tr>
<td>55</td>
<td>Inability to summarize well, all of the lesson, at the end of the period</td>
<td>5</td>
</tr>
<tr>
<td>56</td>
<td>Not running the teaching-learning process well</td>
<td>5</td>
</tr>
<tr>
<td>57</td>
<td>When conducting incidental teaching, difficulty in handling necessary aspects</td>
<td>17</td>
</tr>
<tr>
<td>58</td>
<td>Teaching is a period of stress for the student teacher</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 5, above, shows that various constraints on instruction were encountered by the student teachers. It is interesting to note that “difficulty in conducting incidental teaching” had the highest frequency
with 17 {65%} participants. Next, was lack of skills to relate the lesson to the development level of the students with 15 (58%) participants. Lastly, some student teachers taught only some of the materials, that they could handle, i.e. they did not teach all the material: This was experienced by 14 [54%] participants. Also, many of the student teachers had inadequacies in how to develop the lessons to the development level of the students or lacked skills in formulating clear, simple, and easy to understand questions as well as the inability to carry out incidental teaching. These problems are crucial to be handled by the faculty supervisor and supervising teacher in order to minimize the problems which are faced by the student teachers. Conversely and propitiously, most used an appropriate teaching technique (88%), a variety of materials (84%), good voice projection (84%) and interesting classroom activities (96%). Nearly all handled wrong answers tactfully (84%), provided good reinforcement (praise) (92%), were able to motivate their school students and handle their questions (96%). In general they were able to run the teaching-learning processes well (80%) and to summarise well at the end of the lessons (80%).

**Evaluation Constraints**

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>59</td>
<td>Lack of skills in choosing appropriate activities to assess students' learning</td>
<td>8</td>
</tr>
<tr>
<td>60</td>
<td>Lack of skills in constructing appropriate questions for appraising students' understanding</td>
<td>6</td>
</tr>
<tr>
<td>61</td>
<td>Difficulty in making different types of questions</td>
<td>9</td>
</tr>
<tr>
<td>62</td>
<td>Lack of skills in administering tests effectively</td>
<td>7</td>
</tr>
</tbody>
</table>

From the data, a large majority of the student teachers did not experience any constraints in making different types of questions in order to evaluate the learning outcomes of their school students. Furthermore, they also showed ability in administering tests effectively during the lessons. This shows that the student teachers had good abilities for establishing learning evaluations.
Emotional Constraints

Table 7. Emotional Constraints, Total Participants = 26

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>63</td>
<td>Stress or feeling very low (e.g. unable to sleep well, high blood pressure)</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>64</td>
<td>Feeling anxious at being a beginning student teacher</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>65</td>
<td>Difficulties in establishing codial relationships with the principal, supervising teachers and other school personnel</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>66</td>
<td>Excessive stress in doing the tasks</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>67</td>
<td>High stress in working so hard to win the students’ attention</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>68</td>
<td>Feeling anxious about assessment and grading of teaching ability</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>69</td>
<td>Feeling fatigue following the internship program</td>
<td>14</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 7 above shows that there were constraints on the emotional aspects of some of the magang teachers. It reveals that about half of them felt anxious at being a beginning student-teacher and also felt anxious about the assessment and grading of their teaching ability. The number of participants who experienced these constraints was 19 (73%) and 17 (65%) participants respectively. A majority of the student teachers also felt stressed or were fatigued by the program. Those problems affected them in relation to their ability to sleep well and have high blood pressure which affected 15 (58%) participants. However constraints about difficulties in establishing desirable relationships with the principal, the supervising teacher and other school personnel were experienced by only a third of the student teachers with 8 (31%) participants. It can be concluded that the student teachers experienced various emotional constraints about personal and environmental issues due to training experiences, and different personality characteristics.
English Student Teachers’ Constraints during Their Teaching Internship Programs with The English Department of Fkip at Unsyiah in Aceh (Salviana, A. Muslem & B. Daud)

**Adjusting to Students Constraints**

Table 8. Adjusting to Students, Total Participants = 26

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>70</td>
<td>Worked very hard to be accepted by students</td>
<td>16</td>
</tr>
<tr>
<td>71</td>
<td>Unable to work effectively with different kinds of students</td>
<td>4</td>
</tr>
<tr>
<td>72</td>
<td>Some students are not going to make a lot of progress during my time with them, no matter what I do</td>
<td>13</td>
</tr>
<tr>
<td>73</td>
<td>Students are impolite or behave badly</td>
<td>15</td>
</tr>
<tr>
<td>74</td>
<td>Students underestimate student teachers</td>
<td>10</td>
</tr>
<tr>
<td>75</td>
<td>Unable to win the respect of students</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 8 indicates the frequency distribution of the constraints of the respondents to adjusting to their students. It can be seen from the table that working very hard to be accepted by the students was one of the major constraints which was faced by 16 (62%) participants. 15 (58%) also experienced students who were impolite or behaved badly. The data showed that the participants adjusted differently to the students. The adjustment constraints were caused by various factors such as personality, preferences, and potentials.

**Supervision Constraints**

Table 9. Supervision Constraints, Total Participants = 26

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>76</td>
<td>Faculty supervisor rarely visited student teachers during the program</td>
<td>18</td>
</tr>
<tr>
<td>77</td>
<td>Poor interpersonal relationship between faculty supervisor and student-teacher during supervision</td>
<td>10</td>
</tr>
<tr>
<td>78</td>
<td>Watched supervising teacher teach and then tried it themselves</td>
<td>21</td>
</tr>
<tr>
<td>79</td>
<td>Supervising teacher did not give feedback after watching student teacher teach</td>
<td>6</td>
</tr>
<tr>
<td>80</td>
<td>Supervising teacher not always available</td>
<td>6</td>
</tr>
</tbody>
</table>
Table 9 shows that a majority of the student teachers, 18 (69%) faced the constraint that the faculty supervisor rarely visited them during the program. However the majority of the participants, 21 (80%) were able to watch their supervising teacher teach and then model it themselves and furthermore they were able to get further feedback from their supervising teacher who was usually available for consultations (77%). So it can be concluded that while supervision from the supervising teacher was effective that from the faculty supervisor needs to be further improved.

**Discussion**

Data from the questionnaires, reveals that feeling anxious at being a beginning student teacher was the highest constraint felt amongst the student teachers during their teaching internship program since 19 (73%) of the student teachers experienced it. This shows the constraints due to emotional aspects for student teachers. This can happen because this is their first real life experience to enter the world of teaching. This result is similar to those from the studies by Foncha et al. (2015), & Ganal et al. (2015) who stated that student teachers do indeed feel afraid when beginning as student teachers for the first time.

The second most common constraint was living in a house located far from the school of the Internship Program with 18 (69%) participants. Actually, most of the student teachers faced this obstacle. Then, based on their opinion, the distance also became an obstacle. This was previously reported by Ijaiya (1998, p. 95) in her study, who found that the student teachers had a problem when the school was far from their home which meant that they had to get up earlier and leave earlier to get to school on time.

The third constraint position were the faculty supervisors that rarely visited the student teachers during their internship program reported by 18 participants. Based on interview results, their faculty supervisors were very busy and did not have enough time to frequently visit their student teachers. This result is similar of that of Naeem (2014) in her research in which she also found that her participant student teachers were rarely visited by their faculty supervisor.

The fourth constraint position was students not being attentive and responsive in the class activities with 17 (62%). In fact, this is a significant constraint which is faced by students teachers and also by experienced teachers as well. This occurs due to the students not being inspired to study and tending to be lazy in the teaching-learning
English Student Teachers’ Constraints during Their Teaching Internship Programs with The English Department of Fkip at Unsyiah in Aceh (Salviana, A. Muslem & B. Daud)

instructional processes. This has been supported by Rachmawati (2009), Saricoban (2010), & Ganal, et al. (2015) from their studies. Another significant problem case arises where the students lack interest, thus student-teachers doing their practicum studies in primary schools reported that their students lacked interest in learning English.

The next constraint that the student teachers encountered was difficulty in giving incidental teaching when necessary, also with 17 participants. Similarly, the research done by Ganal, et al. (2015) also supported this result; therefore, it is known that teaching without preparation is rather difficult for beginner student teachers.

Feeling anxious about assessment and grading of teaching also got 17 (65%) participants as the student teachers were also anxious about the assessment of their performance during the internship program. They were concerned that not getting the best performance rating in teaching could influence their grade for supervision. As reported by Ijaiya (1998), anxiety is one of the problems that is faced by student teachers, especially anxiety towards the assessment and grading of their teaching performances.

Another problem concerned too much workload or responsibility for the student teachers at their schools, which was reported by 16 (61%) participants: Based on the interview results, these responsibilities included being a substitute teacher, making lesson plans, making a new curriculum, other tasks and helping with social activities in the school. A study by Okobia et al. (2013) at the University of Benin found a similar result, namely that one of the constraints identified was too much of a workload or responsibilities for the student teachers at their school and excessive stress in doing many tasks. Undeniably, this constraint has also become a spectre for the student teachers.

Another constraint reported was working very hard to be accepted by the students with 16 (61%) reporting it. Underestimation by the students in their classes became another problem that was faced by the student teachers. Okobia et al. (2013) and Ganal et al. (2015) also found this in their research. Some students think that the student teachers do not have the authority to discipline them when they misbehave. They even think and say that the student teachers are not their real teachers and only teaching their temporarily.

Lack of skills to relate the lesson to the development level of the students was reported by 15 participants. This was also similar with Okobia et al. (2013) and Ganal et al. (2015) from their research. Considering that in a class, the students have different levels of ability,
hence the student teachers face the challenge in managing the teaching material so that it is suitable and fit for each and every student. Actually, this can be a big burden to the student teachers if they do not have the capability of relating the lesson to the differing development levels of all their students.

Based on the data, over half the student teachers seemed to have stress or feeling very low with 15 (58%) participants reporting this. This problem has also been thoroughly investigated by Ganal, et. al. (2015). Because their self-confidence was low, sometimes they could not recall all the details for the lesson. Which could also lead to gaps in the teaching-learning as well. Ganal et al. (2015) also referred to teachers’ weak mastery of the academic content of their subject as a possible cause of this problem.

Students being impolite or behaving badly was reported by 15 (58%) participants. The examples of bad behaviour varied including talking-on-the-side, inappropriate replies to the teacher and complete chaos. Green (2009) has pointed out that students who were rude and disrespectful to their teachers often had parents with bad parenting skills. Thus it was supposed that those students lacked a good model in their daily life. Thus, it was believed that the teacher should shoulder the responsibility of affecting and modifying the behaviour of her students.

It was evident that another constraint faced by the student teachers was ineffective handling of student disciplinary problems reported by 14 (54%), just over half of the participants, but note that nearly half did not report this as a problem so what did they do that was different. Undeniably, classroom behaviour management is a crucial problem faced by many student teachers. Many studies have proposed many solutions to deal with this problem. Unfortunately, it still exists as found by Ganal et al. (2015) in his research which presented the problems and difficulties of prospective teachers with classroom behaviour management.

Another constraint that the student teachers had was teaching only part of the materials that they could handle, i.e. not teaching all the material which was also reported by 14 (54%) just over half the participants. In this situation, the student teachers could not remember the lesson details. This problem was thoroughly investigated by Naeem (2014). He referred to teachers’ weak mastery of the academic content as a possible cause of this problem. He also discussed many approaches to overcome prospective teachers’ lack of confidence focusing on
correcting their conceptions of the teaching situation and dealing with their understanding of the content to be taught.

The last significant point referring to the constraints was feeling fatigued following the internship program also with 14 participants. Thus a bit more than half the student teachers found that joining the internship program was exhausting while about half did not, so what were they doing differently. What Okobia et al. (2013) found in their research also pointed to a similar result, viz: That teaching practice was a period of stress for some student teachers. A huge responsibility is on their shoulders, such as teaching, using the teaching equipment plus a lot of assignments to complete.

CONCLUSIONS AND SUGGESTIONS

Training and educating teachers is at the center of education as a significant issue within teaching-learning processes. The quality of teachers will affect the student’s teaching-learning; thus it is necessary to improve the training quality for teacher candidates. Regarding the issue of improving the quality of teachers through education and training, one of the efforts is made by conducting the Internship Program also called program Magang. This program serves as an opportunity for student teachers to practice their knowledge, which has been learned and acquired during classroom meetings.

Specifically, this study aimed to answer three research questions. The first research question was about the kinds of constraints that are encountered by English student teachers during their teaching internship programs. The internship program still has constraints in its implementation. Based on the data, the constraints consisted of nine domains viz: Personal constraints, preparation constraints, class participation constraints, class management constraints, instructional constraints, evaluation constraints, emotional constraints, adjusting to student constraints, and supervision constraints. Based on the analysis of the data, collected by using a questionnaire and interviews with 26 student teacher participants from the English Department of Teacher Training and Education at the University of Syiah Kuala, Banda Aceh, it was found that the student teachers had several constraints in the implementation of magang. These constraints included:
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. difficulties with asking appropriate and different types of questions that will stimulate students thinking,
5. difficulty in conducting incidental teaching when necessary,
6. feeling anxious about assessment and grading of their teaching,
7. too much workload or responsibility for the student teachers at their magang school,
8. working very hard to be accepted by students,
9. lack of skills to relate the lesson material to the development level of the students,
10. depression or feeling very low,
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.

Conversely and propitiously, most Magang students used an appropriate teaching technique (88%), a variety of materials (84%), good voice projection (84%) and interesting classroom activities (96%). Nearly all handled wrong answers tactfully (84%), provided good reinforcement (praise) (92%), were able to motivate their school students and handle their questions (96%). In general they were able to run the teaching-learning processes well (80%) and to summarise well at the end of the lessons (80%).

Suggestions

These results show that the teaching internship program, which is a compulsory subject with the English Education Department, provides the magang students with rich experiences for teaching in the future. For the future student teachers, it is essential to manage their time well, also to study and to adapt themselves to the real-life teaching experience. It is also important for them to build good relationships with their supervising teachers in order to get suggestions for improvements relating to their teaching performance.

Also, the results from this study can provide more advice and could be useful for the improvement of the curriculum of the English Department of Education at Syiah Kuala University. This case study investigated the constraints that twenty-six student teachers of EFL faced in teacher training with the Education Faculty of Unsyiah in
English Student Teachers’ Constraints during Their Teaching Internship Programs with The English Department of Fkip at Unsyiah in Aceh (Salviana, A. Muslem & B. Daud)

Banda Aceh. The results from this study cannot be generalized into a larger picture. Therefore, future studies are suggested to do further research on the Internship Program, especially in the areas related to assessment and supervision, since this research did not study those areas in depth.

The internship program conducted by the English department of Fakultas Keguruan dan Ilmu Pendidikan at the University of Syiah Kuala still needs to be improved and to be further developed. This includes the preparation of student teachers in order to give them sufficient theory, knowledge and experience of teaching EFL. Then, the management of the Internship Program, particularly the placement and supervision, also needs to be improved. Finally, such improvement requires co-operation with the related stake holders, viz: The faculty, the school of internship, and the regional offices of the departments of education and religion as well as with the student teachers themselves.

REFERENCES


