

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the result of the findings and the discussion. The researcher presents the results of the questionnaire of Teachers and Students' Perception of MAN 3 Tulungagung Towards Internship Students of IAIN Tulungagung in Teaching English. The respondents in this research were 3 (three) English teacher and 256 (two hundred fifty-six) students. The questionnaire consisted of 27 (twenty-seven) questions for teachers and 37 (thirty-seven) questions for students.

A. RESEARCH FINDING

1. The teacher's perception towards Internship Students in teaching English

This part was aimed to answer the research problem. It is divided into two-part. The first part explained the findings and the second part was the discussion on Teachers and Students' Perception of MAN 3 Tulungagung Towards Internship Students of IAIN Tulungagung in Teaching English.

a. The teacher's perception towards Internship Students' skills in the lesson plan

There are 3 (three) statements investigating the teachers' perception toward internship students' skills in the lesson plan. The result of each statement can be seen in table 4.1 below.

Table 4. 1 The teacher's perception towards Internship Students' skills in the lesson plan

| Question | Frequency | | | | | Mean | Interpretation |
|--|-----------|--------|---|----|-----|------|----------------|
| | SA | A | N | DA | SDA | | |
| | 5 | 4 | 3 | 2 | 1 | | |
| 1. Internship students make lesson plans well | 1 | 2 | | | | 4.33 | Positive |
| | 33,30% | 66,70% | | | | | |
| 2. Internship students prepare teaching materials to be delivered | 2 | 1 | | | | 4.67 | Positive |
| | 66,70% | 33,30% | | | | | |
| 3. Internship students planned the strategy that will be pursued | 2 | 1 | | | | 4.67 | Positive |
| | 66,70% | 33,30% | | | | | |

SA : Strongly Agree A : Agree

N : Neutral

D : Disagree SD : Strongly Disagree

The result shows that the data have a positive answer, It shown on the statement number 1 (one) that Internship students make lesson

plans well. It was proven by 33.3% who choose strongly agree and 66.7% of teachers choose to agree. This positive response was proven by a teacher who answered in the questionnaire. Based on the result of the data above shows that the perception of the teacher towards internship students making the lesson plans included in the good category.

The second statement was related to preparing teaching materials. Based on the data obtained by the researcher, there are 66.7% of teachers who choose strongly agree, and 33.3% who choose agree. It shows that teachers perceive positively that the Internship students prepare to teach materials very well.

The last statement number 3 (three) that internship students were planned the strategy that will be pursued. The percentage showed that 66.7% of teachers choose strongly agree and 33.3% choose to agree. As presented in table 4.1 the respondents gave positive responses to the third statement.

Based on all the data above, it can be concluded that the highest percentage was from the statement number 2 (two) and 3 (three). The number percentage was 66.7% choose strongly agree and 33.3% choose to agree. It meant that the internship students prepare the teaching material to be delivered and also teaching strategies very well.

b. The teacher's perception towards internship students' skills in the implementation of teaching English

In the questionnaire, there are 26 (twenty-six) statements investigating about the teachers' perception towards internship students in the implementation of teaching English. There are 4 (four) aspects include in this statement, those are internship students' skills in opening and closing of the learning process, the use of media/strategies/ tools in the learning process, explaining the material, and providing various kinds in teaching in the class. The result of each statement investigated the teachers' perception towards the implementation of teaching English can be seen in the table below.

Table 4. 2 Internship students' skills in opening and closing of the the learning process.

| Question | Frequency | | | | | Mean | Interpretation |
|---|-----------|--------|---|----|-----|------|----------------|
| | SA | A | N | DA | SDA | | |
| | 5 | 4 | 3 | 2 | 1 | | |
| 4. Internship students start learning activities be on time | 1 | 2 | | | | 4.33 | Positive |
| | 33,30% | 66,70% | | | | | |
| 5. Internship students always check the student's attendance | 2 | 1 | | | | 4.67 | Positive |
| | 66,70% | 33,30% | | | | | |

| | | | | | | | |
|---|--------|--------|--|--|--|------|----------|
| list before starting the learning activities | | | | | | | |
| 6. Internship students leads the prayer before and after the lesson | 1 | 2 | | | | 4.33 | Positive |
| | 33,30% | 66,70% | | | | | |

From table 4.2, the result from the statement number 4 (four). It was 33.3% who choose strongly agree and 66.7% of teachers choose to agree. It was indicated that teachers perceived positively that internship students start learning activities on time.

In the next statement number 5 (five), the researcher found that 66.7% of teachers who choose strongly agree, and 33.3% who choose agree. Based on the data above from the questionnaire, the result showed that the teachers have a positive perception of this statement. It can be concluded that internship students always check the student's attendance list before starting the learning activities in every meeting.

The last statement number 6 (six), there are 33.3% of teachers choose strongly agree and 66.7% choose to agree. It can be concluded that internship students lead the prayer before and after the lesson.

Based on all the data above, it can be concluded that the highest percentage was from the statement number 5 (five). The number percentage was 66.7% choose strongly agree and 33.3% choose to

agree. It meant that the internship students always check the student's attendance list before starting the learning activities in every meeting.

Table 4. 3 Internship students' skills in the use of media/ strategies/ tools in the learning process.

| Question | Frequency | | | | | Mean | Interpretation |
|---|-----------|--------|--------|----|-----|------|----------------|
| | SA | A | N | DA | SDA | | |
| | 5 | 4 | 3 | 2 | 1 | | |
| 7. Internship students use learning media in teaching English (for example: Internship students using E-Learning) | 1 | 2 | | | | 4.33 | Positive |
| | 33,30% | 66,70% | | | | | |
| 8. The accuracy of applying the teaching method to the material presented | | 2 | 1 | | | 3.67 | Positive |
| | | 66,70% | 33,30% | | | | |
| 9. Internship students make learning tools (for | 1 | 2 | | | | 4.33 | Positive |
| | 33,30% | 66,70% | | | | | |

| | | | | | | | |
|---|--|--------|--------|--|--|------|----------|
| example: Internship students using application in teaching class e.g duo lingo, edmodo) | | | | | | | |
| 10. Internship students make teaching materials to support student's learning | | 1 | 2 | | | | |
| | | 33,30% | 66,70% | | | 3.33 | Positive |

In the aspect of Internship students' skills in the use of media/ strategies/ tools in the learning process, table 4.3 shows that the result from the statement number 7 (seven). It was 33.3% who choose strongly agree and 66.7% of teachers choose to agree. It was indicated that teachers perceived positively that internship students use learning media in teaching English.

Then, the next statement number 8 (eight), the researcher found that 66.7% of teachers who choose agree and 33.3% choose neutral. Based on the data above from the questionnaire, the result showed that the teachers have a positive perception of this statement. It can be concluded that the accuracy of applying the teaching method to the material will be presented.

In the next statement number 9 (nine), the researcher found that 33.3% of teachers who choose strongly agree and 66.7% choose to agree. Based on the data above from the questionnaire, the result showed that the teachers have a positive perception of this statement. It can be concluded that internship students make learning tools.

In the last statement number 10 (ten), there are 33.3% of teachers choose to agree and 66.7% choose neutral. It can be concluded that internship students make teaching materials to support the student's learning.

Based on all the data above, it can be concluded that the highest percentage was from the statement number 7 (seven) and 9 (nine). The number percentage was 33.3% who choose strongly agree and 66.7% of teachers choose to agree. It meant that internship students was very well when they use learning media and tools in teaching English.

Table 4. 4 Internship students' skills in explaining the material.

| Question | Frequency | | | | | Mean | Interpretation |
|---|-------------|-------------|---|----|-----|------|----------------|
| | SA | A | N | DA | SDA | | |
| | 5 | 4 | 3 | 2 | 1 | | |
| 11. Internship students explain the material according to the teaching material made | 2 66,70% | 1 33,30% | | | | 4.67 | Positive |
| 12. Internship | 1 33,30% | 2 66,70% | | | | 4.33 | Positive |

| | | | | | | | |
|--|--------|--------|--|--|--|------|----------|
| students explains the material using simple sentences | | | | | | | |
| 13. When giving examples on a material, internship students provide examples that are very easily provided by students | 1 | 2 | | | | 4.33 | Positive |
| | 33,30% | 66,70% | | | | | |
| 14. In the learning process, internship students repeating material already presented, so that students can be understand the material | | 3 | | | | 4.00 | Positive |
| | | 100% | | | | | |

The result of table 4.4 from statement number 11 (eleven). There are 66.7% who choose strongly agree and 33.3% of teachers choose to agree. It was indicated that teachers perceived positively

that internship students explain the material according to the teaching material.

Then, the statement number 12 (twelve), the researcher found that 33.3% of teachers who choose strongly agree and 66.7% choose to agree. Based on the data above from the questionnaire, the result showed that the teachers have a positive perception of this statement. It can be concluded that internship students explain the material using simple sentences.

In the next statement number 13 (thirteen), there are 33.3% of teachers who choose strongly agree and 66.7% choose to agree. Based on the data above from the questionnaire, the result showed that the teachers have a positive perception of this statement. It can be concluded that internship students provide examples of a material that is very easily provided by students.

In the last statement number 14 (fourteen), the researcher found that 100% of teachers who choose to agree. The result showed that the teachers have a positive perception of this statement.

Based on all the data above, it can be concluded that the highest percentage was from the statement number 11 (eleven). The number percentage was 66.7% who choose strongly agree and 33.3% of teachers choose to agree. It meant that internship students explain the material according to the teaching material.

Table 4.5 Internship students' skills in providing various kinds of teaching in the class.

| Question | Frequency | | | | | Mean | Interpretation |
|--|-----------|--------|---|----|-----|------|----------------|
| | SA | A | N | DA | SDA | | |
| | 5 | 4 | 3 | 2 | 1 | | |
| 15. Discipline leaves class after class time is over | 1 | 2 | | | | 4.33 | Positive |
| | 33,30% | 66,70% | | | | | |
| 16. Discipline of the internship students wearing clothes when teaching in class | 2 | 1 | | | | 4.67 | Positive |
| | 66,70% | 33,30% | | | | | |
| 17. The ability to be assertive with students who break the rules | 1 | 2 | | | | 4.33 | Positive |
| | 33,30% | 66,70% | | | | | |
| 18. The ability to instill a disciplined attitude to students | 2 | 1 | | | | 4.67 | Positive |
| | 66,70% | 33,30% | | | | | |
| 19. Internship students make a comfortable class | 2 | 1 | | | | 4.67 | Positive |
| | 66,70% | 33,30% | | | | | |
| 20. | 2 | 1 | | | | 4.67 | Positive |

| | | | | | | | |
|--|--------|--------|--|--|--|------|----------|
| Internship students give question and answer session to students | 66,70% | 33,30% | | | | | |
| 21. Internship students give appreciation for every question asked by students | 2 | 1 | | | | 4.67 | Positive |
| 22. Internship students give praise for the activities carried out by students in class | 2 | 1 | | | | 4.67 | Positive |
| 23. Internship students always provide motivation or enthusiasm in starting the learning process | 2 | 1 | | | | 4.67 | Positive |

Based on table 4.5, the researcher found a fact that internship students' skills in providing various kinds of teaching in the class. It was proven by statement number 15 (fifteen) which was the discipline

leaves class after class time is over. The score was 33.3% who choose strongly agree and 66.7% of teachers choose to agree.

Furthermore, statement number 16 (sixteen), there are 66.7% of teachers who choose strongly agree, and 33.3% who choose agree. Based on the data above from the questionnaire, the result showed that the teachers have a positive perception of this statement. It can be concluded that the discipline of internship students wearing clothes when teaching in class.

The statement number 17 (seventeen), there are 33.3% of teachers choose strongly agree and 66.7% choose to agree. It can be concluded that internship students can be assertive with students who break the rules.

In the next statement number 18 (eighteen), the researcher found that 66.7% of teachers who choose strongly agree and 33.3% choose to agree. Based on the data above from the questionnaire, the result showed that the teachers have a positive perception of this statement. It can be concluded that internship students can instill a disciplined attitude to students.

The statement number 19 (nineteen), the researcher also found that 66.7% of teachers who choose strongly agree and 33.3% choose to agree. The result showed that the teachers have a positive perception of this statement. It can be concluded that Internship students make a comfortable class.

Next was that statement number 20 (twenty) showed that almost all teachers strongly agree that internship students give the question and answer session to students. The data obtained from the questionnaire described 66.7% of teachers who choose strongly agree and 33.3% choose to agree.

Then, the statement number 21 (twenty-one), there are 66.7% of teachers who choose strongly agree and 33.3% choose to agree. The result showed that the teachers have a positive perception of this statement. It can be concluded that internship students give appreciation to every question.

The next statement number 22 (twenty-two), there are 66.7% of teachers who choose strongly agree and 33.3% choose to agree. Based on the data above from the questionnaire, the result showed that the teachers have a positive perception of this statement. It can be concluded that internship students give praise for the activities carried out by students in the class.

The last statement number 23 (twenty-three). Based on the data gained from the questionnaire that was given to 3 teachers, it showed that 66.7% of teachers who choose strongly agree and 33.3% choose to agree. Based on the result above, some of the teachers answered positively that internship students always provide motivation or enthusiasm in starting the learning process.

Based on the percentage table 4.5, it was summarized that most of the respondents choose strongly agree by giving the score 66.7%

and 33.3% agree to the statement. It meant that internship students' skills in providing various kinds of teaching were very well.

c. The teacher's perception towards internship students' skills to provide the learning Evaluation

After knowing the teachers' perception of internship students' skills in the implementation of teaching English. The next is the finding of the teachers' perception of internship students' skills to provide the learning evaluation. the result of each statement can be seen in Table 4.6 below.

Table 4.6 Internship students' skills to provide the learning evaluation.

| Question | Frequency | | | | | Mean | Interpretation |
|--|-----------|---|---|----|-----|------|----------------|
| | SA | A | N | DA | SDA | | |
| | 5 | 4 | 3 | 2 | 1 | | |
| 24. Internship students give an evaluation at the end of the lesson (for example, the internship students give conclusion of the material | 3 | | | | | 5.00 | Positive |
| | 100% | | | | | | |

| | | | | | | | |
|---|--------|--------|--------|--------|--|------|----------|
| today) | | | | | | | |
| 25. Internship students conduct the test for students | | 1 | 1 | 1 | | | |
| | | 33,30% | 33,30% | 33,30% | | 3.00 | Neutral |
| 26. Internship students give difficult tests for students | 2 | 1 | | | | | |
| | 66,70% | 33,30% | | | | 4.67 | Positive |
| 27. Internship students assessing the students' assignments according achievement of students | 2 | 1 | | | | | |
| | 66,70% | 33,30% | | | | 4.67 | Positive |

The result of table 4.6 from statement number 24 (twenty-four).

The researcher found that 100% of teachers who choose strongly agree. It was indicated that teachers perceived positively that internship students give an evaluation at the end of the lesson.

Then, the statement number 25 (twenty-five), the researcher found that 33.3% of teachers who choose strongly agree, 33.3% choose to agree, and 33.3% choose neutral. Based on the data above from the questionnaire, the result showed that the teachers have a positive perception of this statement. It can be concluded that internship students conduct the test for students.

In the next statement number 26 (twenty-six), there are 66.7% of teachers who choose strongly agree and 33.3% choose to agree. Based on the data above from the questionnaire, the result showed that the teachers have a positive perception of this statement. It can be concluded that internship students give difficult tests for students.

The last statement number 27 (twenty-seven), the researcher found that 66.7% of teachers who choose strongly agree and 33.3% choose to agree. The result showed that the teachers have a positive perception of this statement. It can be concluded that internship students assessing the students' assignments according to students' achievement.

Based on all the data above, it can be concluded that the highest percentage was from the statement number 24 (twenty-four). The number percentage was 100% who choose strongly agree. It meant that internship students give an evaluation at the end of the lesson.

2. The student's perception towards Internship Students in teaching English

a. The student's Perception Towards Internship Students' Skills in The Implementation of Teaching English

In the questionnaire, there are 33 (thirty-three) statements investigating the students' perception toward internship students' skills in the implementation of teaching English. There are 7 (seven) aspects include in this statements, those are internship students' skills

in opening and closing during the learning process, use of media/ strategies/ tools in the learning process, explaining the material, giving questions to students, providing material reinforcement to students, providing various kinds in teaching in the class and guiding small group discussions.

The result of each statement that is investigated the students' perception toward Internship students' skills in the implementation of teaching English can be seen in the table below.

Table 4. 7 The student's perception towards Internship Students' skills in opening and closing the learning process

| Question | Frequency | | | | | Mean | Interpretation |
|--|-----------|--------|-------|-------|-----|------|----------------|
| | SA | A | N | DA | SDA | | |
| | 5 | 4 | 3 | 2 | 1 | | |
| 1. Internship students lead the prayer before and after the lesson | 155 | 74 | 24 | 2 | 1 | 4.48 | Positive |
| | 60.5% | 28.9% | 9.4% | 8% | 4% | | |
| 2. Internship students start learning activities on time | 110 | 96 | 48 | 2 | | 4.23 | Positive |
| | 43,00% | 37.5% | 18.8% | 8,00% | | | |
| 3. Internship students always check the student's | 135 | 87 | 33 | 1 | | 4.39 | Positive |
| | 52.7% | 34,00% | 12.9% | 4% | | | |

| | | | | | | | |
|---|--------------|--------------|--------------|-------------|------------|------|----------|
| attendance list before starting the learning activities | | | | | | | |
| 4. Internship students explain the purpose of learning the material that will be delivered at the beginning of the lesson | 114 44.5% | 90 35.2% | 49 19.1% | 3 1.2% | | 4.23 | Positive |
| 5. Internship students always provide motivation or enthusiasm in starting the learning process | 71 27.7% | 96 37.5% | 77 30.1% | 9 3.5% | 3 1.2% | 3.87 | Positive |
| 6. Internship students always remind material taught briefly at the end of the lesson | 69 27,00% | 104 40.6% | 77 30.1% | 5 2% | 1 4% | 3.92 | Positive |
| 7. Internship students | 24 9.4% | 40 15.6% | 139 54.3% | 43 16.8% | 10 3.9% | 3.10 | Positive |

| | | | | | | | |
|-------------------------------------|--|--|--|--|--|--|--|
| always give assignments or homework | | | | | | | |
|-------------------------------------|--|--|--|--|--|--|--|

The result of table 4.7, the researcher found a fact that internship Students' skills in opening and closing the learning process. It was proven by statement number 1 (one) which was internship students lead the prayer before and after the lesson. The percentage showed 60.5% of students choose strongly agree, 28.9% choose to agree, 9.4% choose neutral, 8% choose to disagree and the smallest number was 4% choose strongly disagree.

The statement number 2 (two), there are 43% of students who choose strongly agree, 37.5% choose to agree, 18.8% choose neutral, and the smallest number was 8% choose to disagree. As presented in table 4.7, the respondents gave a positive response to this statement that internship students start learning activities on time.

The statement number 3 (three), there are 52.7% of students choose strongly agree, 34% choose to agree, 12.9% choose neutral, and the smallest number was 4% choose to disagree. Based on the data above from the questionnaire, the result showed that internship students always check the student's attendance list before starting the learning activities

In the next statement number 4 (four), the researcher found that 44.5% of students choose strongly agree, 35.2% choose to agree, 19.1% choose neutral, and the smallest number was 1.2% choose to

disagree. Based on the data above from the questionnaire, the result showed that the students perceived positively of this statement. It can be concluded that internship students explain the purpose of learning the material that will be delivered at the beginning of the lesson.

The statement number 5 (five), the researcher also found that 27.7% of students choose strongly agree, 37.5% choose to agree, 30.1% choose neutral, 3.5% choose to disagree and the smallest number was 1.2% choose strongly disagree. The result showed that the students perceived positively of this statement. It can be concluded that internship students always provide motivation or enthusiasm in starting the learning process.

Next was the statement number 6 (six) showed that 27% of students choose strongly agree, 40.6% choose to agree, 30.1% choose neutral, the smallest number was 2% choose to disagree and 4% choose strongly disagree. Based on the data above from the questionnaire, the result showed that internship students always remind material taught briefly at the end of the lesson.

The last statement number 7 (seven). Based on the data gained from the questionnaire that was given to 256 students, it showed that 9.4% of students who choose strongly agree, 15.6% choose to agree, 54.3% choose neutral, 16.8% choose to disagree and 3.9% of students choose strongly disagree. Based on the result above showed that internship students always give assignments or homework to the students.

From all the data in table 4.7, the highest score that gave positive response was from the statement number 6 (six). The number percentage was 27% of students choose strongly agree, 40.6% choose to agree, 30.1% choose neutral, and the smallest number was 2% choose to disagree and 4% choose strongly disagree. It meant that the internship students always remind material taught briefly at the end of the lesson.

Table 4. 8 The student's perception towards internship students' skills in the use of media/ strategies/ tools in the process of learning.

| Question | Frequency | | | | | Mean | Interpretation |
|--|-----------|-------|-------|-------|-------|------|----------------|
| | SA | A | N | DA | SDA | | |
| | 5 | 4 | 3 | 2 | 1 | | |
| 8. Internship students make learning tools (for example Internship students using the application in teaching class e.g duo lingo, Edmodo) | 36 | 42 | 56 | 50 | 72 | 2.69 | Neutral |
| | 14.1% | 16.4% | 21.9% | 19.5% | 28.1% | | |
| 9. Internship Students involve the students in using learning resources/media | 43 | 65 | 97 | 42 | 9 | 3.36 | Positive |
| | 16.8% | 25.4% | 37.9% | 16.4% | 3.5% | | |

In the aspect of internship students' skills in the use of media/ strategies/ tools in the process of learning. Table 4.8 shows the result from the statement number 8 (eight). It was 14.1% of students who choose strongly agree, 16.4% choose to agree, 21.9% choose neutral, 19.5% choose to disagree and 28.1% of students choose strongly disagree. It was indicated that students perceived positively that Internship students make learning tools.

Then, statement number 9 (nine), the researcher found that 16.8% of students who choose strongly agree, 25.4% choose to agree, 37.9% choose neutral, 16.4% choose to disagree and 3.5% of students choose strongly disagree. Based on the data above from the questionnaire, It can be concluded that internship students involve the students in using learning resources or media.

Based on all the data above, it can be concluded that the highest percentage was from the statement number 9 (nine). The number percentage was 16.8% of students who choose strongly agree, 25.4% choose to agree, 37.9% choose neutral, 16.4% choose to disagree and 3.5% choose strongly disagree. It meant that internship students involve the students in using learning resources or media.

Table 4. 9 The student's perception towards internship students' skills
in explaining the material

| Question | Frequency | | | | | Mean | Interpretation |
|---|-----------|-------|-------|------|-----|------|----------------|
| | SA | A | N | DA | SDA | | |
| | 5 | 4 | 3 | 2 | 1 | | |
| 10. During the learning process, the internship students explain the material well | 114 | 94 | 45 | 3 | | 4.25 | Positive |
| | 44.5% | 36.7% | 17.6% | 1.2% | | | |
| 11. Internship students use language that is easily understood by students | 124 | 83 | 47 | | 2 | 4.28 | Positive |
| | 48.4% | 32.4% | 18.4% | | 8% | | |
| 12. In the learning process, internship students repeating material already presented, so that students can be understood to the material | 86 | 103 | 64 | 2 | 1 | 4.06 | Positive |
| | 33.6% | 40.2% | 25% | 8% | 4% | | |

Based on the data in table 4.9, it was presented that 44.5% of the students stated strongly agree with the statement number 10 (ten) “Internship students explain the material well”, 36.7% choose to agree, 17.6% choose neutral, and 1.2% of students choose to disagree. Based on the data, it shows that students have a positive response to the statement. It meant that the internship students explain the material very well during the learning process.

Responding to the statement number 11 (eleven) “Internship students use language that is easily understood by students” almost of the students perceived positively to the statement. The percentage shows that 48.4% of students who choose strongly agree, 32.4% choose to agree, 18.4% choose neutral, and 8% of students choose strongly disagree.

The last statement number 12 (twelve) that internship students were repeating the material already presented so that students can be understood to the material. The percentage shows that 33.6% of students who choose strongly agree, 40.2% choose to agree, 25% choose neutral. Meanwhile, some students choose to disagree (8%) and a small number of the students choose strongly disagree (4%).

Based on all the results of the data from the questionnaire, to the aspect of internship students' skills in explaining the material. It can be concluded that the highest percentage was from the statement number 11 (eleven). The number percentage was that 48.4% of students who choose strongly agree, 32.4% choose to agree, 18.4%

choose neutral, and 8% of students choose strongly disagree. It meant that the internship students use language that is easily understood by students.

Table 4.10 The student's perception towards internship students' skills in giving questions.

| Question | Frequency | | | | | Mean | Interpretation |
|--|-----------|-------|-------|------|------|------|----------------|
| | SA | A | N | DA | SDA | | |
| | 5 | 4 | 3 | 2 | 1 | | |
| 13. Internship Students provide opportunities for all students in the class to ask questions | 114 | 108 | 33 | 1 | | 4.31 | Positive |
| | 44.5% | 42.2% | 12.9% | 4% | | | |
| 14. In the learning process, Internship students asked random questions to students | 45 | 72 | 112 | 22 | 5 | 3.51 | Positive |
| | 17.6% | 28.1% | 43.8% | 8.6% | 2.0% | | |
| 15. Internship students help the answer's questions correctly | 76 | 111 | 59 | 8 | 2 | 3.98 | Positive |
| | 29.7% | 43.4% | 23% | 3.1% | 8% | | |

Based on the data in table 4.10, it was presented that 44.5% of the students stated strongly agree with the statement number 13 (thirteen) “Internship Students provide the opportunities for all students in the class to ask questions”, 42.2% choose to agree, 12.9% choose neutral, and 4% of students choose to disagree. Based on the data, it shows that students have a positive response to the statement.

Responding to the statement number 14 (fourteen) “In the learning process, internship students asked random questions to students” almost of the students perceived positively to the statement. The percentage shows that 17.6% of students who choose strongly agree, 28.1% choose to agree, 43.8% choose neutral, 8.6% choose to disagree, and 2% of students choose strongly disagree.

The next statement number 15 (fifteen) that Internship students help the answer’s questions correctly. The percentage shows that 29.7% of students who choose strongly agree, 43.4% choose to agree, 23% choose neutral. Meanwhile, some students choose to disagree (3.9%) and a small number of the students choose strongly disagree (8%).

Based on all the results of the data from the questionnaire, to the aspect of internship students’ skills in giving questions. It can be concluded that the highest percentage was from the statement number 13 (thirteen). The number percentage was that 44.5% of students who choose strongly agree, 42.2% choose to agree, 12.9% choose neutral, and 4% of students choose to disagree. It meant that the internship

students provide opportunities for all students in the class to ask questions.

Table 4.11 The student's perception toward internship students' skills in providing material reinforcement to students.

| Question | Frequency | | | | | Mean | Interpretation |
|--|-----------|-------|-------|-------|------|------|----------------|
| | SA | A | N | DA | SDA | | |
| | 5 | 4 | 3 | 2 | 1 | | |
| 16. Internship students give praise for the activities carried out by students in class | 41 | 83 | 96 | 29 | 7 | 3.48 | Positive |
| | 16,00% | 32.4% | 37.5 | 11.3% | 2.7% | | |
| 17. Internship students give appreciation to students (eg: applause) | 77 | 88 | 76 | 11 | 4 | 3.87 | Positive |
| | 30.1% | 34.4% | 29.7% | 4.3% | 1.6% | | |

In the aspects of providing material reinforcement to students, it was presented that 16% of the students stated strongly agree with the statement number 16 (sixteen) “Internship students give praise for the activities carried out by students in class”, 32.4% choose to agree, 37.5% choose neutral. Meanwhile, there are students who choose to disagree (11.3%) and a small number of the students choose strongly disagree (7%).

Then, statement number 17 (seventeen), the researcher found that 30.1% of students who choose strongly agree, 34.4% choose to agree, 29.7% choose neutral, 4.3% choose to disagree and 1.6% of students choose strongly disagree. Based on the data above from the questionnaire, It can be concluded that internship students give appreciation to students.

From all the data in table 4.11, the highest score that gave positive response was from the statement number 17 (seventeen). The number percentage was that 30.1% of students who choose strongly agree, 34.4% choose to agree, 29.7% choose neutral, 4.3% choose to disagree and 1.6% of students choose strongly disagree. It meant that the internship students give appreciation to students.

Table 4.12 The student's perception towards internship students' skills in providing various kinds of teaching in the class.

| Question | Frequency | | | | | Mean | Interpretation |
|---|-----------|-------|------|------|------|------|----------------|
| | SA | A | N | DA | SDA | | |
| | 5 | 4 | 3 | 2 | 1 | | |
| 18. The condition of internship students in the class (for example internship students always | 79 | 111 | 55 | 7 | 4 | 3.99 | Positive |
| | 30.9% | 43.4% | 21.5 | 2.7% | 1.6% | | |

| | | | | | | | |
|--|-------|--------|-------|------|------|------|----------|
| move place or just stay on the teacher's desk) | | | | | | | |
| 19. The condition of internship students use body movement or body language (for example, hand gestures) to makes clear in explain the materials | 83 | 110 | 56 | 4 | 3 | 4.04 | Positive |
| | 32.4% | 43,00% | 21.9% | 1.6% | 1.2% | | |
| 20. Internship students set variations of sound, volume, and speed of speech when teaching English in the class | 63 | 107 | 74 | 9 | 3 | 3.85 | Positive |
| | 24.6% | 41.8% | 28.9% | 3.5% | 1.2% | | |
| 21. Before starting the learning process, an internship student conducts a test or | 31 | 37 | 108 | 60 | 20 | 3.00 | Neutral |
| | 12.1% | 14.5% | 42.2% | 23.4 | 7.8% | | |

| | | | | | | | |
|---|--------------|--------------|-------------|------------|-----------|------|----------|
| practice | | | | | | | |
| 22. Internship students will reprimand students who make noise in class | 59 23,00% | 109 42.6% | 71 27.7% | 10 3.9% | 7 2.7% | 3.79 | Positive |
| 23. Internship students are often looking towards all students when explaining the material | 100 39.1% | 104 40.6% | 47 18.4% | 3 1.2% | 2 8% | 4.16 | Positive |
| 24. Internship students often provide motivation so that students stay on task in the classroom in a timely manner | 67 26.2% | 125 48.8% | 58 22.7% | 4 1.6% | 2 8% | 3.98 | Positive |
| 25. Internship students make a comfortable class | 101 39.5% | 89 34.8% | 64 25% | 1 4% | 1 4% | 4.12 | Positive |

The result of table 4.12, the researcher found a fact that internship students' skills in providing various kinds of teaching in the class. It was proven by statement number 18 (eighteen) which was The condition of internship students in the class. The percentage showed 30.9% of students choose strongly agree, 43.4% choose to agree, 21.5% choose neutral. Meanwhile, there are students who choose to disagree (2.7%) and a small number of the students choose strongly disagree (1.6%).

The statement number 19 (nineteen), there are 32.4% of students who choose strongly agree, 43% choose to agree, 21.9% choose neutral. Meanwhile, there are students who choose to disagree (1.6%) and a small number of the students choose strongly disagree (1.2%). As presented in table 4.12, the respondents gave a positive response to this statement that the condition of internship students use body movement or body language when teaching in class.

The statement number 20 (twenty), there are 24.6% of students choose strongly agree, 41.8% choose to agree, 28.9% choose neutral. Meanwhile, there are students who choose to disagree (3.5%) and a small number of the students choose strongly disagree (1.2%). Based on the data above from the questionnaire, the result showed that internship students set variations of sound, volume, and speed of speech when teaching English in the class.

The next statement number 21 (twenty-one), the researcher found that 12.1% of students choose strongly agree, 14.5% choose to

agree, 42.2% choose neutral, 23.4% choose to disagree and the smallest number was 2.7% choose strongly disagree. Based on the data above from the questionnaire, the result showed that the students perceived positively of this statement. It can be concluded that an internship student conducts a test or practice.

The statement number 22 (twenty-two), the researcher also found that 23% of students choose strongly agree, 42.6% choose to agree, 27.7% choose neutral, 6.6% choose to disagree and 2.7% choose strongly disagree. The result showed that the students perceived positively of this statement. It can be concluded that internship students will reprimand students who make noise in class.

Next was the statement number 23 (twenty-three) showed that 39.1% of students choose strongly agree, 40.6% choose to agree, 18.4% choose neutral, the smallest number was 1.2% choose to disagree and 8% choose strongly disagree. Based on the data above from the questionnaire, the result showed that internship students often looking towards all students when explaining the material.

The statement number 24 (twenty-four), the researcher found that 26.2% of students choose strongly agree, 48.8% choose to agree, 27.7% choose neutral, 1.6% choose to disagree and 8% choose strongly disagree. The result showed that the students perceived positively of this statement. It can be internship students often give motivation to the students about the task.

The last statement number 25 (twenty-five). Based on the data gained from the questionnaire that was given to 256 students, it showed that 39.5% of students who choose strongly agree, 34.8% choose to agree, 25% choose neutral, 8% choose to disagree and 4% of students choose strongly disagree. Based on the result above showed that Internship students make a comfortable class.

From all the data in table 4.12, the highest score that gave positive response was from the statement number 23 (twenty-three). The number percentage was 39.1% of students choose strongly agree, 40.6% choose to agree, 18.4% choose neutral, the smallest number was 1.2% choose to disagree and 8% choose strongly disagree. It meant that the internship students often looking towards all students when explaining the material.

Table 4.13 The student's perception towards Internship Students' skills in guiding small group discussions.

| Question | Frequency | | | | | Mean | Interpretation |
|--|--------------|--------------|-------------|-----------|-----------|------|----------------|
| | SA | A | N | DA | SDA | | |
| | 5 | 4 | 3 | 2 | 1 | | |
| 26. Internship students provide direction to some of groups that have been formed | 82 32,00% | 103 40.2% | 62 24.2 | 4 1.6% | 5 2.0% | 3.99 | Positive |
| 27. Internship | 69 27,00% | 121 47.3% | 55 21.5% | 8 3.1% | 3 1.2% | 3.96 | Positive |

| | | | | | | | |
|--|--------------|--------------|-------------|-----------|-----------|------|----------|
| students explain the purpose of the discussion | | | | | | | |
| 28. Internship students determine the topic and describe the material that will be discussed together | 86 33.6% | 102 39.8% | 59 23% | 7 2.7% | 2 8% | 4.03 | Positive |
| 29. Internship students go around to check the results of students' discussion in groups one by one | 85 33.2% | 100 39.1% | 60 23.4% | 7 2.7 | 4 1.6 | 3.99 | Positive |
| 30. Internship students provide opportunities for students to present the results of discussions in groups | 82 32,00% | 79 30.9% | 79 30.9% | 7 2.7% | 9 3.5% | 3.85 | Positive |
| 31. Internship students always provide conclusions on the | 66 25.8% | 113 44.1% | 68 26.6 | 6 2.3% | 3 1.2% | 3.91 | Positive |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| material that has been discussed at the end of the discussion | | | | | | | |
|---|--|--|--|--|--|--|--|

From table 4.13, the result from the statement number 26 (twenty-six). It was 32% who choose strongly agree, 40.2% choose to agree, 24.2% choose neutral, 1.6% choose to disagree and 2% of student choose to strongly disagree. It was indicated that teachers perceived positively that internship students provide direction to some of the groups that have been formed.

In the next statement number 27 (twenty-seven), the researcher found that 27% of students choose strongly agree, 47.3% choose to agree, 21.5% choose neutral, 3.1% choose to disagree and 1.2% choose strongly disagree. Based on the data above from the questionnaire, the result showed that the students have a positive perception of this statement. It can be concluded that internship students explain the purpose of the discussion.

The statement number 28 (twenty-eight), the researcher found that 33.6% of students choose strongly agree, 39.8% choose to agree, 23% choose neutral, 2.7% choose to disagree and 8% choose strongly disagree. The result showed that the students perceived positively of this statement. It can be concluded that internship students determine the topic and describe the material that will be discussed together.

Then, statement number 29 (twenty-nine), there are 32.9% of teachers choose strongly agree 39.2% choose to agree, 23.5% choose neutral, 2.7% choose to disagree and 1.6% choose strongly disagree. It can be concluded that Internship students go around to check the results of students' discussion in groups one by one.

The statement number 30 (thirty), there are 32% of students choose strongly agree, 30.9% choose to agree, 30.9% choose neutral. Meanwhile, some students choose to disagree (2.7%) and a small number of the students choose strongly disagree (3.5%). Based on the data above from the questionnaire, the result showed that internship students provide opportunities for students to present the results of discussions in groups.

The last statement was number 31 (thirty-one), there are 25.8% of students choose strongly agree, 44.1% choose to agree, 26.6% choose neutral, 2.3% choose to disagree and 1.2% choose strongly disagree. It can be concluded that internship students always provide conclusions on the material that has been discussed at the end of the discussion.

Based on all the data above, it can be concluded that the highest percentage was from the statement number 28 (twenty-eight). The number percentage was 33.6% of students choose strongly agree, 39.8% choose to agree, 23% choose neutral, 2.7% choose to disagree and 8% choose strongly disagree. It meant that the internship students

determine the topic and describe the material that will be discussed together.

b. The Student's Perception Towards Internship Students' Skills To Provide The Learning Evaluation

There are 6 (six) statements investigating the student's perception towards internship students' skills to provide the learning evaluation. The result of each statement can be seen in the table below.

Table 4.14 The student's perception towards internship students' skills to provide the learning evaluation.

| Question | Frequency | | | | | Mean | Interpretation |
|---|-----------|--------|-------|------|------|------|----------------|
| | SA | A | N | DA | SDA | | |
| | 5 | 4 | 3 | 2 | 1 | | |
| 32. Internship students conduct the test for students | 39 | 89 | 97 | 19 | 12 | 3.48 | Positive |
| | 15.2% | 34.8% | 37.9% | 7.4% | 4.7% | | |
| 33. Internship students returns the student assignment sheet after corrected | 46 | 82 | 113 | 11 | 4 | 3.61 | Positive |
| | 18,00% | 32,00% | 44.1% | 4.3% | 1.6% | | |
| 34. Internship students provide an | 70 | 99 | 79 | 6 | 2 | 3.89 | Positive |
| | 27.3% | 38.7% | 30.9% | 2.3% | 8% | | |

| | | | | | | | |
|--|-------|-------|-------|------|------|------|----------|
| explanation of the task that has been done by the students | | | | | | | |
| 35. Internship students provide opportunities for students who have not taken the test outside the test time | 56 | 95 | 72 | 24 | 9 | 3.64 | Positive |
| | 21.9% | 37.1% | 28.1% | 9.4 | 3.5 | | |
| 36. Internship students give remedial tests to students whose results are not sufficient for KKM | 71 | 77 | 69 | 21 | 18 | 3.63 | Positive |
| | 27.7% | 30.1% | 27 | 8.2 | 7.0 | | |
| 37. Internship students give pre-test and post-test | 53 | 89 | 82 | 22 | 10 | 3.60 | Positive |
| | 20.7% | 34.8% | 32 | 8.6% | 3.9% | | |

The result of table 4.14, the researcher found a fact that internship students' skills to provide the learning evaluation. It was proven by statement number 32 (thirty-two) which was the Internship students conduct the test for students. The percentage showed 15.2% of students choose strongly agree, 34.8% choose to agree, 37.9%

choose neutral, 7.4% choose to disagree and the smallest number was 4.7% choose strongly disagree.

The statement number 33 (thirty-three), there are 18% of students who choose strongly agree, 32% choose to agree, 44.1% choose neutral, 4.3% choose to disagree and the smallest number was 1.6% choose strongly disagree. As presented in table 4.7, the respondents gave a positive response to this statement that internship students return the student assignment sheet after corrected.

The statement number 34 (thirty-four), there are 27.3% of students choose strongly agree, 38.7% choose to agree, 30.9% choose neutral, 2.3% choose to disagree and the smallest number was 8% choose strongly disagree. Based on the data above from the questionnaire, the result showed that internship students explain the task that has been done by the students.

The next statement number 35 (thirty-five), the researcher found that 21.9% of students choose strongly agree, 37.1% choose to agree, 28.1% choose neutral, 9.4% choose to disagree and the smallest number was 3.5% choose strongly disagree. Based on the data above from the questionnaire, the result showed that the students perceived positively of this statement. It can be concluded that internship students provide opportunities for students who have not taken the test outside the test time.

The statement number 36 (thirty-six), the researcher also found that 27.7% of students choose strongly agree, 30.1% choose to agree,

27% choose neutral, 8.2% choose to disagree and the smallest number was 7% choose strongly disagree. The result showed that the students perceived positively of this statement. It can be concluded that internship students give remedial tests to students whose results are not sufficient for KKM.

The last statement number 37 (thirty-seven). Based on the data gained from the questionnaire that was given to 256 students, it showed that 20.7% of students who choose strongly agree, 34.8% choose to agree, 32% choose neutral, 8.6% choose to disagree and 3.9% of students choose strongly disagree. Based on the result above showed that internship students give pre-test and post-test.

Based on the result of the statements about internship students' skills to provide the learning evaluation, the highest score that gave positive response was from the statement number 34 (thirty-four). The number percentage was 27.3% of students choose strongly agree, 38.7% choose to agree, 30.9% choose neutral, 2.3% choose to disagree and the smallest number was 8% choose strongly disagree. It meant that the internship students explain the task that has been done by the students.

B. DISCUSSION

In this part, the researcher presents a discussion of the findings. Then relate it with theory.

1. The teacher's perception towards Internship Students in teaching English

a. The teacher's perception towards Internship Students' skills in the lesson plan

Based on the data above, Internship students have good structuring to make lesson plans. They are good at teaching ability and mastering the material. They use the material based on the curriculum and teach appropriate with the steps in the lesson plan. They also have a good of selecting the method and strategy of teaching. They use creative media, so the students are not bored in the learning process. According to Harmer (2005: 367), Brown (2001: 152), and Woodward (2001: 1; 2002: 25), agree that English teachers will necessary consider some important aspects before making a lesson plan, such as: (1) Be familiar with the curriculum the students will be following; (2) Gather ideas and material; (3) Determine what the cognitive target and the purpose of the lesson will be and write that down as the general objective; (4) Consider the students' needs and personalities as individuals and as a group, and draft out three or more specific objectives for the lesson; (5) If students have a textbook, decide which exercises to develop, change, or delete and add to, all based on the objectives that have

been drafted; (6) Prevent classroom pitfalls by writing a script of the lesson plan in which they anticipate words students will say in return.

The result confirmed the research conducted by David Johnson (1997:28), teachers are expected to design and deliver the instruction. Instruction is the asset of event design to initiated activate, and support learning to students. It is the process of arranging the learning situation (including the classroom, the students, and the curriculum materials).

Besides that, according to Riduwan on his thesis (2015), there are considerations in the lesson plan, they are: (1) Formulating learning objectives; (2) Determining the learning material; (3) Determining the learning model and activity; (4) Determining learning strategies; (5) Developing learning evaluation tools.

b. The teacher's perception towards internship students' skills in the implementation of teaching English

The result of the data about the teachers' perception toward internship students in the implementation of teaching English. There are 4 (four) aspects included in this statement, those are internship students' skills in opening and closing of the learning process, the use of media/ strategies/ tools in the learning process,

explaining the material, and providing various kinds of teaching in the class.

There are 20 (twenty) questions in the questionnaire which ask about internship students' skills in the implementation of teaching English. The result of the study, first, internship students have good classroom management, how to start the lesson and interact with the students. It confirmed the research conducted Brophy (2016:17), Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities).

Second, their method of teaching is good. The method appropriate to the topic, so students can understand the material well. They use creative media, so the students do not get bored in the learning process. According to Muzakkir (2012:109), there are four important components in the teaching process, one of the components is Components attract attention. There are many ways that teachers can do to attract students' attention to the lessons they will present, including through teaching styles, the use of varied media and learning resources, and the use of varied patterns of teaching and learning interactions.

Then, internship students have a good attitude. They are wise, confident, patient, and calm. It confirmed the research conducted

Mucella Ulug, et al. (2011:739), A good teacher has eight basic characteristics, which are: (1) Knowledge of material; (2) Decision making; (3) Critical thought and problem-solving ability; (4) Self-understanding and self-correction; (5) Reflecting; (6) Recognizing students and knowing students learning needs; (7) Applying new finding in education; (8) Teaching and communication ability.

c. The teacher's perception towards internship students' skills to provide the learning Evaluation

Based on the data about the teachers' perception toward internship students' skills to provide the learning evaluation. The result of the study, Internship students have effective assessment strategies for students in the learning evaluation. The result confirmed the research conducted Soulakshme and Leckraj (2009), Assessment strategies should be used to best evaluate the worthiness of a student. The different assessment strategies that can be used in the teaching and learning process. It also indicates how these strategies can be adopted by instructors to evaluate students more effectively so that the latter's progress and performances are correctly reflected and are not simply based on formal assessment methods. It can be seen in the questions of the ability to conduct a test for students. Internship students assessing the students' assignments based on the students' achievement.

Internship students also give the result of the students' evaluation and provide feedback on the task.

2. The student's perception towards Internship Students in teaching English

a. The student's Perception Towards Internship Students' Skills in The Implementation of Teaching English

Based on the result of the questionnaire that most students' have a positive perception toward internship students' skills in the implementation of teaching English. There are 7 (seven) aspects included in this statements, those are internship students' skills in opening and closing during the learning process, use of media/ strategies/ tools in the learning process, explaining the material, giving questions to students, providing material reinforcement to students, providing various kinds in teaching in the class and guiding small group discussions.

There are 31 (thirty-one) questions in the questionnaire which ask about internship students' skills in the implementation of teaching English. The result of the study is almost the same as the teacher's perception of internship students' skills in the implementation of teaching English. First, internship students have good effective classroom management. Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-

student relationships (Wubbels, et al. 1999). The result confirmed the research conducted Ridwan (2014: 19), Some of the skills performed in carrying out the implementation of learning, there are: (a) Opening the lesson; (b) Mastery of learning materials; (c) How to interact with the students; (d) Closing the lesson; (e) Use of learning media; (f) Use of learning methods.

The second, the students also pay attention to internship students, when they teach in class. When internship students give the task, give punishment, give motivation, and give a reward to them. Those results confirmed the research conducted by Yulia (2015), teachers that have high expectations for their students and insist on promoting learning for all students to be more active. Teachers must have a good personality to foster students' motivation. Isjoni said that the teacher who teaches with enthusiasm will encourage students' motivation. Dealing with the statement W. S Winkel said that the Typical personality traits of teachers, for the most part, seen in the way he does his job. This fact is increasingly true in the work of a teacher who educates young people in schools. the teacher has an impact on the development of students including motivation in learning. Many students are excited and fun to learn with a teacher because of the personality of the teacher is good and interesting. but on the contrary, some students feel discouraged, lazy, indifferent, sleepy, and noise because of the teacher's personality are not good and not

interesting. So, the motivation for a student is very important because students have high motivation will try hard to reach the purpose of the study (Ade Een, 2013:109).

The result of this study shows that the internship students also have a good comprehension of the teaching material, so they can organize and use appropriate materials. According to Ali (2009), Learning success is determined by two main components, namely the method of teaching and the learning media. Both of these components are interrelated and inseparable. The use and selection of one particular teaching method has consequences on the use of appropriate types of learning media.

Then, internship students also have a good attitude. The internship students act objectively to all of the students, they give attention to the students, communicate fluently, respect to all of the school's member, cooperate with the students to solve the problem in the teaching process, and also they are pay attention to the students' response in the classroom. According to Kamis, et al (2013:25) said that the indicator of social competence of teachers: acting objectively or not discriminative against sex, religion, race, physical condition, family background, and socioeconomic status, communicating effectively, emphatic and polite manners to the other educators, education workers, parent, and community, adapting themselves to any assigned places in the region of Republic of Indonesia with different socio-cultures, and having an

ability to communicate with the similar profession and another profession.

b. The Student's Perception Towards Internship Students' Skills To Provide The Learning Evaluation

In terms of internship students' skills to provide the learning evaluation. The result of the study is almost the same as the teacher's perception of internship students' skills to provide the learning evaluation. The result shows that Internship students have good assessment strategies for students in the learning evaluation. It confirmed the research conducted Soulakshme and Leckraj (2009), Assessment strategies should be used to best evaluate the worthiness of students.

Based on the data from the questionnaire, all of the teachers and students have a positive perception towards Internship students in teaching English. So, the Internship program was beneficial for the Internship students as a teacher candidate in dealing with the preparation of the Internship program in school. According to Internship's Handbook (Pedoman Magang IAIN Tulungagung 2019) stated that the Internship program aims to produce students who have insight and experience about real learning activities in the classroom at the level of certain education units (p26).

One of the purposes of the Internship Program is to train internship students to be competent teachers. According to the Indonesian republic

Constitution about Teacher and lecturer number 14 years 2005, a competent teacher should master 4 competencies: pedagogical competence, personality competence, social competence, and professional competence. Internship students should master 4 competencies above because of internship students in the school play as teachers that participate in the implementation of the teaching-learning process in the school.

So, This study supports the one proved by Nutriansi (2015) and also Yulia (2015). The results of her study also showed that the difficult aspects that the internship students found during the internship program were managing the classroom, motivating the students, making a lesson plan, and so on. Therefore, it will help the internship students to improve their teaching English skills. The correlation of this study, all the participants have a positive perception to the internship students when teaching English in class. There are four competencies: pedagogical competence, personality competence, social competence, and professional competence.