

## **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 the perception of students toward internship teacher of IAIN Tulungagung in teaching English during pandemic at MTsN 2 Tulungagung.

#### **A. Research Finding**

In this part, the researcher presented the result of the questionnaire of students' perception toward internship teacher in teaching English at VII-F and VII-G classes which is consist of 64 students at MTsN 2 Tulungagung.

##### **1. Perception of students towards Internship Teacher on the indicator of process facilitator role**

In this part, the researcher explained the result of perception of students toward internship teacher on the indicator of process facilitator role. There were 8 (eight) statements aimed to investigate the perception of students toward internship teacher on the indicator of process facilitator role in teaching English. The result of the statements that were investigated could be seen in the table 3.8 below.

**Table 3.8 Perception of students toward internship teacher on the indicator of process facilitator role**

Statement	Frequency					Mean	Interpretation
	SA	A	N	DA	SD		
	5	4	3	2	1		
1. The internship teacher gives chance for all students to participate active by asking question about the material.	32	32				4.5	Positive Response
	50 %	50 %					
2. The internship teacher gives chance for all students to participate active by answering the question.	33	30	1			4.5	Positive Response
	51.6 %	46.9 %	1.5 %				
3. The internship teacher leads the students in discussion session.	27	32	5			4.34	Positive Response
	42.5 %	50 %	7.8 %				
4. The internship teacher give instruction for students to discuss about the material.	28	33	2	1		4.37	Positive Response
	43.8 %	51.6 %	3 %	1.6 %			
5. The Internship teacher give reward to students.	16	36	23			4.06	Positive Response
	25 %	56.2 %	18.8 %				
	35	27	1	1			

6. The Internship teacher give praises for students' work.	54.6 %	42.2 %	1.6 %	1.6 %		4.5	Positive Response
7. The internship teacher treated the students equally.	28	31	3	2		4.32	Positive Response
	43.8 %	48.4 %	4.7 %	3.1 %			
8. The internship teacher give chance for all students to participate in learning.	26	38				4.40	Positive Response
	40.6 %	59.4 %					

The result of statements number 1 (one) showed that 32 (thirty-two) students or 50 % of the students had response “Strongly Agree” that internship teacher gives chance for all students to participate active by asking question about the material. There were also 32 (thirty two) students or 50 % of the students had responses “Agree”. Then, the mean score was 4.5. It was interpreted as a positive response from the students toward statements number 1 (one).

Then, the result of statements number 2 (two) showed that 33 (thirty-three) students or 51.6 % of the students had response “Strongly Agree” that internship teacher gives chance for all students to participate active by answering the question. There were also 30 (thirty) students or 46.9 % of the students had responses “Agree” and only 1 (one) student or 1.5 % of students had responses “Neutral” toward statements number 2. Then, the mean score

was 4.5. It was interpreted as a positive response from the students toward statements number 2 (two).

Next, the result of statements number 3 (three) showed that 27 (twenty-seven) students or 42.5 % of the students had response “Strongly Agree” that internship teacher leads the students in discussion session. There were also 32 (thirty-two) students or 50 % of the students had responses “Agree” and only 5 (five) students or 7.8 % of students had responses “Neutral” toward statements number 3. Then, the mean score was 4.34. It was interpreted as a positive response from the students toward statements number 3 (three).

Then, the result of statements number 4 (four) showed that 28 (twenty-eight) students or 43.8 % of the students had response “Strongly Agree” that internship teacher give instruction for students to discuss about the material. There were also 33 (thirty-three) students or 51.6 % of the students had responses “Agree”. In addition, 2 (two) students or 3 % of students had response “Neutral” and only 1 (one) student or 1.6% of students had responses “Disagree” toward statements number 4 (four). Then, the mean score was 4.37. It was interpreted as a positive response from the students toward statements number 4 (four).

The result of statements number 5 (five) showed that 16 (sixteen) students or 25 % of the students had response “Strongly Agree” that internship teacher give reward to students. There were also 36 (thirty-six) students or 56.2 % of the students had responses “Agree”. In addition, 23

(twenty-three) students or 18.8 % of students had responses “Neutral” toward statements number 5 (five). Then, the mean score was 4.06. It was interpreted as a positive response from the students toward statements number 5 (five).

The result of statements number 6 showed that 35 (thirty-five) students or % of the students had response “Strongly Agree” that internship teacher give praises for students’ work. There were also 27 (twenty-seven) students or 42.2 % of the students had responses “Agree”. In addition, only 1 (one) students or 1.6 % of students had responses “Neutral” and only 1 (one) students or 1.6 % of students had responses “Disagree” toward statements number 6 (six). Then, the mean score was 4.5 it was interpreted as a positive response from the students toward statements number 6 (six).

Next, the result of statements number 7 (seven) showed that 28 students or 43.8 % of the students had response “Strongly Agree” that internship teacher treated the students equally. There were also 32 (thirty-two) students or 48.4 % of the students had responses “Agree”. In addition, 3 (three) students or 4.7 % of students had responses “Neutral”, and only 2 (two) students or 3.1 % of students had responses “Disagree” toward statements number 7 (seven). Then, the mean score was 4.32. It was interpreted as a positive response from the students toward statements number 7 (seven).

In the last, the result of statements number 8 (eight) showed that 26 (twenty-six) students or 40.6 % of the students had response “Strongly Agree” that internship teacher give chance for all students to participate in learning.



	5	4	3	2	1		
9. The internship teacher give advice for students who make mistake.	32	27	5			4.22	Positive Response
	50 %	42.2 %	7.8 %				
10. The internship teacher give suggestion for who have problem.	35	27	2			4.51	Positive Response
	54.6 %	42.2 %	3.2 %				
11. The internship teacher provide counseling to help students solve the problem.	28	27	7	2		4.26	Positive Response
	43.8 %	42.2 %	10.9 %	3.1 %			
12. The internship teacher help students who have difficulties in learning.	42	20	1	1		4.60	Positive Response
	65.6 %	31.2 %	1.6 %	1.6 %			

The result of statements number 9 (nine) showed that 32 students or 50 % of the students had response “Strongly Agree” that internship teacher give advice for students who make mistake. There were also 27 (twenty-seven) students or 42.2 % of the students had responses “Agree” and only 5 (five) students or 7.8 % of students had responses “Neutral” toward statements number 9 (nine). Then, the mean score was 4.22. It was interpreted as a positive response from the students toward statements number 9 (nine).

The result of statements number 10 (ten) showed that 35 (thirty-five) students or 54.6 % of the students had response “Strongly Agree” that

internship teacher give suggestion for who have problem. There were also 27 (twenty-seven) students or 42.2 % of the students had responses “Agree” and only 2(two) students or 3.2 % of students had responses “Neutral” toward statements number 10 (ten). Then, the mean score was 4.51. It was interpreted as a positive response from the students toward statements number 10 (ten).

The result of statements number 11 (eleven) showed that 28 (twenty-eight) students or 43.8 % of the students had response “Strongly Agree” that internship teacher provide counseling to help students solve the problem. There were also 27 (twenty-seven) students or 42.2 % of the students had responses “Agree”. In addition, 7 (seven) students or 10.9 % of students had responses “Neutral”, and only 2 (two) students or 3.1 % of students had responses “Disagree” toward statements number 11 (eleven). Then, the mean score was 4.26. It was interpreted as a positive response from the students toward statements number 11 (eleven).

The result of statements number 12 (twelve) showed that 42 (forty-two) students or 65.6 % of the students had response “Strongly Agree” that internship teacher help students who have difficulties in learning. There were also 20 (twenty) students or 31.2 % of the students had responses “Agree”. In addition, only 1 (one) students or 1.6 % of students had responses “Neutral” and only 1 (one) students or 1.6 % of students had responses “Disagree” toward statements number 12 (twelve). Then, the mean score was 4.60. It was interpreted as a positive response from the students toward statements number 12 (twelve).



Based on all the data above, it can be concluded that the highest percentage was from the statement number 10 (ten) and 12 (twelve). The number percentage was 96.8 % of students had response positive. In addition, overall the data above showed that most of the students had positive responses toward the statements on the indicator of adviser-counselor role. So, all of the items in this aspect was interpreted in “Positive”

### 3. Perception of students towards Internship Teacher on the indicator of assessor role

In this part, the researcher explained the result of perception of students toward internship teacher on the indicator of assessor role. There were 3 (three) statements aimed to investigate the perception of students toward internship teacher on the indicator of assessor role in online learning. The result of the statements that were investigated could be seen in the table 3.10 below.

**Table 3.10 Perception of students toward internship teacher on the indicator of assessor role**

Statement	Frequency					Mean	Interpretation
	SA	A	N	DA	SD		
	5	4	3	2	1		
13. The internship teacher use online media to assess the students' achievement.	35	25	4			4.32	Positive Response
	39 %	54.7 %	6.3 %				
	14	44	6				

14. The internship teacher assess students' performance via online.	21.8 %	68.8 %	9.4 %			4.12	Positive Response
15. The internship teacher distributes the result of students' test.	31	30	3			4.43	Positive Response
	48.4 %	46.9 %	4.7 %				

The result of statements number 13 (thirteen) showed that 35 (thirty-five) students or 39 % of the students had response “Strongly Agree” that internship teacher use online media to assess the students’ achievement. There were also 25 (twenty-five) students or 54.7 % of the students had responses “Agree” and only 4 (four) students or 6.3 % of students had responses “Neutral” toward statements number 13 (thirteen). Then, the mean score was 4.32. It was interpreted as a positive response from the students toward statements number 13 (thirteen).

The result of statements number 14 (fourteen) showed that 14 (fourteen) students or 21.8 % of the students had response “Strongly Agree” that internship teacher assess students’ performance via online. There were also 44 (forty-four) students or 68.8 % of the students had responses “Agree”, and only 6 (six) students or 9.4 % of students had responses “Neutral” toward statements number 14 (fourteen). Then, the mean score was 4.12. It was

interpreted as a positive response from the students toward statements number 14 (fourteen).

The result of statements number 15 (fifteen) showed that 31 (thirty-one) students or 48.4 % of the students had response “Strongly Agree” that internship teacher distributes the result of students’ test. There were also 30 (thirty) students or 46.9 % of the students had responses “Agree”, and only 3 (three) students or 4.7 % of students had responses “Neutral” toward statements number 15 (fifteen). Then, the mean score was 4.43. It was interpreted as a positive response from the students toward statements number 15 (fifteen).

Based on all the data above, it can be concluded that the highest percentage was from the statement number 15 (fifteen). The number percentage was 95.3 % of students had response positive. In addition, overall the data above showed that most of the students had positive responses toward the statements on the indicator of assessor role. So, all of the items in this aspect was interpreted in “Positive”

#### **4. Perception of students towards Internship Teacher on the indicator of content facilitator role**

In this part, the researcher explained the result of perception of students toward internship teacher on the indicator of content facilitator role. There were 7 (seven) statements aimed to investigate the perception of students toward internship teacher on the indicator of content facilitator role

in online learning. The result of the statements that were investigated could be seen in the table 3.11 below.

**Table 3.11 Perception of students toward internship teacher on the indicator of content facilitator role**

Statement	Frequency					Mean	Interpretation
	SA	A	N	DA	SD		
	5	4	3	2	1		
16. The internship teacher provide suitable learning sources to students.	32	31	1			4.48	Positive Response
	50 %	48.4 %	1.6 %				
17. The internship teacher give appropriate learning material to students.	30	32	1	1		4.42	Positive Response
	46.8 %	50 %	1.6 %	1.6 %			
18. The internship teacher make appropriate assignment.	33	29	2			4.48	Positive Response
	51.6 %	45.3 %	3.1 %				
19. The internship teacher give assignment which is not appropriate with the material.	39	25				4.60	Positive Response
	60.9 %	39.1 %					
20. The internship teacher make the summary of the material.	22	33	8	1		4.18	Positive Response
	34.4 %	51.6 %	12.4 %	1.6 %			
	17	34	13				

21. The internship teacher gives feedback to the students' works.	26.6 %	53.1 %	20.3 %			4.06	Positive Response
22. The internship teacher give feedback for the students' questions.	32	31	1			4.48	Positive Response
	50 %	48.4 %	1.6 %				

The result of statements number 16 (sixteen) showed that 32 (thirty-two) students or 50 % of the students had response “Strongly Agree” that internship teacher provide suitable learning sources to students. There were also 31 (thirty-one) students or 48.4 % of the students had responses “Agree”, and only 1 (one) students or 1.6 % of students had responses “Neutral” toward statements number 16 (sixteen). Then, the mean score was 4.48. It was interpreted as a positive response from the students toward statements number 16 (sixteen).

The result of statements number 17 (seventeen) showed that 30 (thirty) students or 46.8 % of the students had response “Strongly Agree” that internship teacher give appropriate learning material to students. There were also 32 (thirty-two) students or 50 % of the students had responses “Agree”. In addition, only 1 (one) students or 1.6 % of students had responses “Neutral” and only 1 (one) students or 1.6 % of students had responses “Disagree” toward statements number 17 (seventeen). Then, the mean score was 4.42. It was interpreted as a positive response from the students toward statements number 17 (seventeen).

The result of statements number 18 (eighteen) showed that 33 (thirty-three) students or 51.6 % of the students had response “Strongly Agree” that internship teacher make appropriate assignment. There were also 29 (twenty-nine) students or 45.3 % of the students had responses “Agree”, and only 2 (two) students or 3.1 % of students had responses “Neutral” toward statements number 18 (eighteen). Then, the mean score was 4.48. It was interpreted as a positive response from the students toward statements number 18 (eighteen).

The result of statements number 19 (nineteen) showed that 39 (thirty-nine) students or 51.6 % of the students had response “Strongly Agree” that internship teacher give assignment which is appropriate with the material. There were also 25 (twenty-five) students or 39.1 % of the students had responses “Agree” toward statements number 19 (nineteen). Then, the mean score was 4.60. It was interpreted as a positive response from the students toward statements number 19 (nineteen).

The result of statements number 20 (twenty) showed that 22 (twenty-two) students or 34.4 % of the students had response “Strongly agree” that internship teacher make the summary of the material. There were also 33 (thirty-three) students or 51.6 % of the students had responses “Agree.”. In addition, 8 (eight) students or 12.4 % of students had responses “Neutral” and only 1 (one) students or 1.6 % of students had responses “Disagree” toward statements number 20 (twenty). Then, the mean score was 4.18. It was

interpreted as a positive response from the students toward statements number 20 (twenty).

The result of statements number 21 (twenty-one) showed that 17 (seventeen) students or 26.6 % of the students had response “Strongly Agree” that internship teacher gives feedback to the students’ works. There were also 34 (thirty-four) students or 53.1 % of the students had responses “Agree”, and 13 (thirteen) students or 20.3 % of students had responses “Neutral” toward statements number 21 (twenty-one). Then, the mean score was 4.06. It was interpreted as a positive response from the students toward statements number 21 (twenty-one).

The result of statements number 22 (twenty-two) showed that 32 (thirty-two) students or 50 % of the students had response “Strongly Agree” that internship teacher give feedback for the students’ questions. There were also 31 (thirty-one) students or 48.4 % of the students had responses “Agree”, and only 1 (one) students or 1.6 % of students had responses “Neutral” toward statements number 22 (twenty-two). Then, the mean score was 4.48. It was interpreted as a positive response from the students toward statements number 22 (twenty-two).

Based on all the data above, it can be concluded that the highest percentage was from the statement number 19 (nineteen). The number percentage was 100 % of students had response positive. In addition, overall the data above showed that most of the students had positive responses toward

the statements on the indicator of content facilitator role. So, all of the items in this aspect was interpreted in “Positive”

### 5. Perception of students towards Internship Teacher on the indicator of technologist role

In this part, the researcher explained the result of perception of students toward internship teacher on the indicator of technologist role. There were 4 (four) statements aimed to investigate the perception of students toward internship teacher on the indicator of technologist role in online learning. The result of the statements that were investigated could be seen in the table 3.12 below.

**Table 3.12 Perception of students toward internship teacher on the indicator of technologist role**

Statement	Frequency					Mean	Interpretation
	SA	A	N	DA	SD		
	5	4	3	2	1		
23. The internship teacher use appropriate technology which is easy to access for the students.	39	24	1			4.59	Positive Response
	60.9 %	37.5 %	1.6 %				
24. The internship teacher use technology which is easy to operate for the students.	31	29	4			4.42	Positive Response
	48.4 %	45.3 %	6.3 %				
	24	35	5				



25. The internship teacher use suitable media to assess students' performance.	37.5 %	54.7 %	7.8 %			4.29	Positive Response
26. The internship teacher uses new learning resources for teaching learning process.	19	42	3			2.25	Positive Response
	29.7 %	65.6 %	4.7 %				

The result of statements number 23 (twenty-three) showed that 39 (thirty-nine) students or 60.9 % of the students had response “Strongly Agree” that internship teacher use appropriate technology which is easy to access for the students. There were also 24 (twenty-four) students or 37.5 % of the students had responses “Agree”, and only 1 (one) students or 1.6 % of students had responses “Neutral” toward statements number 23 (twenty-three). Then, the mean score was 4.59. It was interpreted as a positive response from the students toward statements number 23 (twenty-three).

The result of statements number 24 (twenty-four) showed that 31 (thirty-one) students or 48.4 % of the students had response “Strongly Agree” that internship teacher use technology which is easy to operate for the students. There were also 29 (twenty-nine) students or 45.3 % of the students had responses “Agree”, and only 4 (four) students or 6.3 % of students had responses “Neutral” toward statements number 24 (twenty-four). Then, the

mean score was 4.42. It was interpreted as a positive response from the students toward statements number 24 (twenty-four).

The result of statements number 25 (twenty-five) showed that 24 students or 37.5 % of the students had response “Strongly Agree” that internship teacher use suitable media to assess students’ performance. There were also 35 (thirty-five) students or 54.7 % of the students had responses “Agree”, and only 5 (five) students or 7.8 % of students had responses “Neutral” toward statements number 25 (twenty-five). Then, the mean score was 4.29. It was interpreted as a positive response from the students toward statements number 25 (twenty-five).

The result of statements number 26 (twenty-six) showed that 19 (nineteen) students or 29.7 % of the students had response “Strongly Agree” that internship teacher uses new learning resources for teaching learning process. There were also 42 (forty-two) students or 65.6 % of the students had responses “Agree”, and only 3 (three) students or 4.7 % of students had responses “Neutral” toward statements number 26 (twenty-six). Then, the mean score was 4.25. It was interpreted as a positive response from the students toward statements number 26 (twenty-six).

Based on all the data above, it can be concluded that the highest percentage was from the statement number 23 (twenty-three). The number percentage was 98.4 % of students had response positive. In addition, overall the data above showed that most of the students had positive responses toward

the statements on the indicator of technologist role. So, all of the items in this aspect was interpreted in “Positive”

## **B. Discussion**

In this part, the result of the questionnaire in the findings are discussed in more detail in relation to the theory. The researcher divided the discussion into 5 (five) indicators, as follows:

### **1. The students’ perception towards internship teacher on the indicator of process facilitator role**

The researcher will discuss the indicator of process facilitator role together with specific each sub-role. For instance, item number 1 and 2 focus on the role that have internship teacher applied in online learning to ensure active participation of all learner. Based on the findings, it showed that most of students gave positive response toward this role. So, the internship teacher is good in facilitate the students to active participation in online learning.

Then, the item number 3 and 4 focus on the role that have internship teacher applied in online learning to guide discussion. Based on the findings, it showed that most of students gave positive response toward this role. So, the internship teacher is good in facilitate the students in the discussion session.

Next, the item number 5 and 6 focus on the role that have internship teacher applied in online learning to encourage and motivate students. Based on the findings, it showed that most of students gave positive response

toward this role. So, the internship teacher is good in facilitate the in process of online learning by motivate students.

In the last, the item number 7 and 8 focus on the role that have internship teacher applied in online learning to establish a sense of equality. Based on the findings, it showed that most of students gave positive response toward this role. So, the internship teacher is treated the students equally in online learning.

From discussion above, it conclude that internship teacher applied process facilitator role well. They facilitate students to active participation in online learning. They also facilitate them in discussion session. Then, they motivate students and treated them equally. This result confirmed theory by Goodyear et al (2001) that one of the role of teacher in online learning is process facilitator. The competencies including this roles are ensure active participation of all learner, guide discussion in keeping with lesson goal and objectives, encourage and motivate students, and establish a sense of equality. In addition, this result suitable with the theory by Ryan et al (2002). They said that the main role of the online tutor is educational facilitator. They add that online tutor need skills for nurturing online collaboration, creating an atmosphere of openness, and assuring all participants their contribution are values and welcome.

## **2. The students' perception towards internship teacher on the indicator of adviser-counselor role**

The researcher will discuss the indicator of adviser-counselor role together with specific each sub-role. For instance, item number 9 and 10

focus on the role that have internship teacher applied in online learning to offering advice. Based on the findings, it showed that most of students gave positive response toward this role. So, the internship teacher is good in offering advice to students in online learning.

Then, the item number 11 and 12 focus on the role that have internship teacher applied in online learning to offering counseling. Based on the findings, it showed that most of students gave positive response toward this role. So, the internship teacher is good in offering counseling to students in online learning.

From discussion above, it conclude that internship teacher applied adviser-counselor role well. They offering advice to students in online learning. They also help students who have problem. This result confirmed theory by Goodyear et al (2001) that one of the role of online teacher is adviser-counselor role. The competencies including this roles are use online techniques to assess learning outcomes and processes, distribute grades and scores with keeping with legal statutes.

### **3. The students' perception towards internship teacher on the indicator of assessor role**

The researcher will discuss the indicator of assessor role together with specific each sub-role. For instance, item number 13 and 14 focus on the role that have internship teacher applied in online learning to assess students' achievement using online techniques. Based on the findings, it showed that most of students gave positive response toward this role. So,

the internship teacher is use online techniques to assess students' achievements in online learning.

Then, the item number 15 focus on the role that have internship teacher applied in online learning to distribute score of the result of students' test. Based on the findings, it showed that most of students gave positive response toward this role. So, the internship teacher always distribute the result of students' test.

From discussion above, it conclude that internship teacher applied assessor role well. They use online techniques to assess students' achievement. They also distribute the result of students' test. This result confirmed theory by Goodyear et al (2001) that one of the role of online teacher is adviser-counselor role.

#### **4. The students' perception towards internship teacher on the indicator of content facilitator role**

The researcher will discuss the indicator of adviser-counselor role together with specific each sub-role. For instance, item number 16 and 17 focus on the role that have internship teacher applied in online learning to provide relevant learning source. Based on the findings, it showed that most of students gave positive response toward this role. So, the internship teacher is good in providing suitable learning source to students.

Then, the item number 18 and 19 focus on the role that have internship teacher applied in online learning to construct appropriate learning task. Based on the findings, it showed that most of students gave positive response toward this role. They make appropriate assignment for

students. The assignment suitable with the material. So, the internship teacher good in construct appropriate task to students in online learning.

Next, the item number 20 focus on the role that have internship teacher applied in online learning to summarize content discussion. Based on the findings, it showed that most of students gave positive response toward this role. So, the internship teacher make summary the content discussion in online learning.

In the last, the item number 21 and 22 focus on the role that have internship teacher applied in online learning to provide feedback. Based on the findings, it showed that most of students gave positive response toward this role. They give feedback to the students' work. They also give feedback to the students' questions. So, the internship teacher good in providing feedback to the students in online learning.

From discussion above, it conclude that internship teacher applied content facilitator role well. They providing suitable learning source to students. They also construct appropriate task to students in online learning. Then, they also make summary the content discussion in online learning. In addition, they give feedback to the students' work. This result confirmed theory by Goodyear et al (2001) that one of the role of online teacher is content facilitator role. The competencies including this roles are point to relevant learning resource, construct appropriate learning task, summarize content discussion, and provide feedback.

## **5. The students' perception towards internship teacher on the indicator of technologist role**

The researcher will discuss the indicator of adviser-counselor role together with specific each sub-role. For instance, item number 23 and 24 focus on the role that have internship teacher applied in online learning for understanding the capabilities and limitation of available technology. Based on the findings, it showed that most of students gave positive response toward this role. They use technology which is easy to access and operate for the students. So, the internship teacher is understanding the capabilities and limitation of available technology.

Then, the item number 25 focus on the role that have internship teacher applied in online learning to select appropriate media according to intended learning outcomes. Based on the findings, it showed that most of students gave positive response toward this role. So, the internship teacher good in selecting appropriate media according to intended learning outcomes.

The last item number 26 focus on the role that have internship teacher applied in online learning to edit and update distributed learning sources. Based on the findings, it showed that most of students gave positive response toward this role. They use new learning sources for teaching learning process. So, the internship teacher good in edit and update distributed learning sources.

From discussion above, it conclude that internship teacher applied technologist role well. They use technology which is easy to access and



operate for the students. They also use suitable media to assess students' performance. In addition, they use new learning sources for teaching learning process. This result confirmed theory by Goodyear et al (2001) that one of the role of online teacher is technologist role. The competencies including this roles are understand the capabilities and limitation of the available technologies/ platform and infrastructure tools, select appropriate media according to intended learning outcomes and ability to edit and update distributed learning resources.

Furthermore, according to Internship's Handbook (Pedoman Magang IAIN Tulungagung 2020), 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. One of the purposes of the Internship Program is to train internship teacher 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 teacher should master 4 competencies above, because of internship teacher in the school play as teachers that participate in the implementation of the teaching-learning process in the school.

However, during pandemic era, MTsN 2 Tulungagung doing teaching learning process via online. The internship teacher must have online teacher competence for online teaching. It is different with teaching in conventional

class. Base on previous study, the pre-service or internship teacher had positive response from student when doing teaching practice in internship program. However, the internship program in previous study conducted in conventional class not in online class. But, the relation with this research is the students also gave positive response toward internship teacher in online teaching learning process. So, both conventional class and online class, the internship teacher had positive response from students in teaching English.