

CHAPTER V

DISCUSSION

This chapter presents the discussion related to the findings of the study. The discussion focused on the contribution of joining Wiyata Bhakti program on the teaching performance of English Department students in internship program.

A. The Contribution of Wiyata Bhakti Program on the Teaching Performance of English Department Students of IAIN Tulungagung in Internship Program

As gotten from the findings, the writer was going to interpret the contribution of Wiyata Bhakti program on the teaching performance in internship program based on the subjects' opinion. The teaching performance divided into seven components that are making lesson plan, opening the class, explaining material, asking question, answering question, giving reflection and doing evaluation. The subjects gave their opinion about how the Wiyata Bhakti program contributes on those teaching performance components. And here are the subjects' opinion:

The S1 said that Wiyata Bhakti program was reflected in her internship program especially for finishing administrative task, giving reinforcement activity, explaining material, asking question, answering question, and doing reflection. For her, teaching in Wiyata Bhakti program helps her to restrain her confidence when perform as a teacher in the class. In unity with Amidon (1967) teaching is a

process of interaction between the teacher and the taught. It confines teaching within the interaction of the teacher and exclusively in the form of classroom talk or a few special activities (Kumar, 2012: 3).

As same as the previous study, where the subjects believed that giving an orientation on practice teaching before they were sent out for the actual classroom teaching helped and enhanced their teaching skills and confidence in teaching. It means that confidence is one of the important teaching performance's factor that helps future teacher to interact with the taught and build interaction with the students. By building up the confidence the S1 was increase her competence in finishing administrative task, giving reinforcement activity, explaining material, asking question, answering question, and doing reflection. And those competences was contributes to her internship program.

The S2 said that Wiyata Bhakti program was reflected in her internship program especially for determining indicator of achievement, learning objective, time allocation, teaching method, learning activities, assessment of learning outcomes and learning resources in making lesson plan. The other components that reflected are opening the class, explaining material, asking question, and doing evaluation. For her, Wiyata Bhakti contributes a lot in controlling her mental to face a various students' characters. This phenomenon supported by Marzano (2003: 66) states that the mental set necessary for effective classroom management requires teachers to develop a mindful stance relative to their

withitness (about knowing what is going on in all parts of the room with great accuracy and timeliness) and emotional objectivity.

With the S2 mental set experience in Wiyata Bhakti program helps her to do the same for her internship program while faced the students. By controlling her mental, she got increase her performance in making lesson plan, opening the class, explaining material, asking question and doing evaluation and those performance reflected to her performance in internship program which means the teaching performance in Wiyata Bhakti program contributes to her teaching performance for internship program. As same as the previous study that stated if the good and effective pre-teaching activity or program able to increase the students' teaching competence when teaching in internship program. The students will not feel awkward and unconfident in face the students.

The S3 said that Wiyata Bhakti program was reflected in her internship program. Every components has improve her teaching performance and reflected in internship program since Wiyata Bhakti program is her first experience in teaching and she was teach the same grade for both Wiyata Bhakti program and internship program. According to her, the most component that improve her a lot is asking question. Ma (2008:92) states that passive class is a common problem faced by teacher. Where students forbear themselves to made respond for the teacher's question even they understand the question, know the answer and able to produce the answer. For S3, from Wiyata Bhakti program she learned how to get closer with the students and make the students want to answer her question. The

fact that the S3 influence her performance in asking question while followed Wiyata Bhakti program in line with the previous study that stated if there is a positive influence between students' perception about pre-teaching activity towards students teaching competence in internship.

The S4 said that Wiyata Bhakti program was reflected in her internship program. Mostly components has improve her teaching performance and reflected in internship program except determining learning resources in making lesson plan and conveying learning objective in opening the class. Although she was teach different grade in Wiyata Bhakti and internship program, for her, Wiyata Bhakti program still contribute a lot in improve her teaching performance because it was her first experience in teaching. In the previous study, the subjects also revealed that they learned from their experiences and they were challenged to take the profession. Also as same as the S4 opinion, the subjects on the previous study 100% agreed if pre-teaching practice were helpful in develop teaching skills and enhanced their confidence in actual classroom. The difference is the pre-teaching that followed by the S4 let her to teach the actual classroom while the subjects in the previous study followed the pre-teaching activity in a simulation classroom not in front of real students.