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Field Study Courses and Internship as Practical Work Approach: Determinants of LET Performance

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Abstract

This study aimed to determine the effects of Field Study Courses and Internship as practical work approach to LET Performance of the Teacher Education graduates of DLSL school year 2014-2015. Specifically, this study also aimed to determine the extent of implementation of the Field Study courses in the Teacher Education graduates in DLSL in terms of Curriculum as to syllabus, course requirements, deployment, assessment; Management as to resource utilization and budget; and Attitude as to promptness, personality, and values, and the learning skills developed among Field Study students based on the National Competency-Based Teacher Standards (NCBTS). The study showed that there was statistically significant relationship between the extent of implementation of Field Study Courses and Internship and the learning skills developed among the Field Study and intern students with the LET performance. Using multiple regressions the results showed that the Field Study Course and Internship as practical work approach has significant effect on the LET performance of the Teacher Education graduates of DLSL school year 2015-2016.

*Keyword***:** Field Study Courses, Internship, Practical Work Approach, LET Performance

Introduction

CHED Memorandum Order no. 30 (CMO 30) was promulgated on September 13, 2004 for the purpose of rationalizing the undergraduate teacher education in the country to keep pace with the demands of global competitiveness. It is in accordance with the pertinent provisions of Republic Act No. 7722, the Higher Education Act of 1004. CMO 30 embodies the policies and standards for the undergraduate teacher education curriculum. Article V. sec.13 of CHED Memorandum Order no. 30 states that, "field study courses are intended to provide students with practical learning experiences in which they observe, verify, reflect-on, in actual school settings. The experiences will begin with field observation and gradually intensify until students undertake practice teaching."

The goal of a teacher preparation education program is to provide the students with the experiences necessary to be effective classroom facilitators of teaching and learning. Thus, the field study program is designed to gradually immerse the pre-service teachers into the teaching profession through purposeful observation, participation and culminating in actual conduct of teaching-learning processes in the field during practice teaching. Experiential learning is an indispensable component of the New Teacher Education Curriculum per CHED Memo Order No 30. s; 2004.

Field Study courses are required subjects in the pre-service education. These are intended to provide the students with rich practical learning experiences drawn out from actual learning environment. Through these courses, students can observe, verify, reflect on and actually experience different components of the teaching-learning processes in actual school settings.

Internship provides invaluable experience and can change students' lives. Interning can increase students' maturity levels and can improve their self-confidence and self-concepts. They not only benefit students but also the organizations providing them. Internships can focus on areas in which students can perform service and social-action assignments. They also strengthen students' academic resumes on their college applications, give them a head start on internships they may participate in during summers while in college and assist them in deciding on their college major. This assists students in planning for their futures and helps in transitioning them to post high-school life at college and the future workforce (D'Andrea, 2005; Greifner, 2007; Littke, 2004).

Wellington (1988) notes that there are *'at least six types of activity'* that take place in school '*that we would probably all class as practical work'*: teacher demonstrations; class practicals, with all learners on similar tasks, working in small groups; a circus of *'experiments'* with small groups engaged in different activities, rotating in a carousel; investigations, organized in one of the above two ways; and problem-solving activities.

The different types of activity have different purposes (Gott and Duggan, 1995) but, as Wellington also points out, many *'experiments'* are nothing of the sort, not least because no new knowledge is being made. Woolnough and Allsop (1985) have suggested three categories which might aid discussion about practical work: exercises, experiences and investigations.

LET (Licensure Examination for Teachers) is a necessary legal requirement that the teacher graduates must meet readily after completing their program (Gonzales, 2005). Marquez (2010) stated in his paper that LET result is truly a piece of concrete evidence that qualifies education graduates to become full-pledged members of the teaching community. He mentioned that no teacher gets hired without being licensed by the Professional Regulation Commission.

Education Department of De La Salle Lipa goes beyond the classroom learning. Real-world learning is a critical aspect of teacher education and frequently described internship as the highlight of their four years of college. The education students were exposed to different field study courses and spend one term on an off-campus internship and another one term on an in-campus. However, there was no research made yet in the institution that shows that field study courses and internship has a significant effect on the LET performance.

Research Framework

For the purpose of the study, John Dewey's "Learning by doing principle" was utilized. Learning by doing means learning from experiences resulting directly from one's own actions, as contrasted with learning from watching others perform, reading others' instructions or descriptions, or listening to others' instructions or lectures. Of course, watching, reading, and listening are actions, but they are not the kinds of doing referred to as learning by doing because they yield direct experience with demonstrations or descriptions of actions rather than with actions the learner actually performs. In classical psychology and its hangers-on (e.g., Robinson, 1930), "direct experience" meant mental contact with mental phenomena by introspection; but in the present context, it means sensory contact with the results of doing.

The learning-by-doing principle has been advocated widely and in many forms, including learn-by-doing, trial-and-error learning or discovery versus instruction, practical experience versus book learning, the practice-theory-practice dialectic, and "proof upon practice." The word practice in the last two of these versions is sometimes interpreted to mean repetition, as in a study by Keeling, Polacek, and Ingram (2009) discussed in the subsection "Learning to

Ask Good Questions." This paper deals on the practical work approach which could be considered as a form of learning by doing principle.

The following is the research framework used in this study:

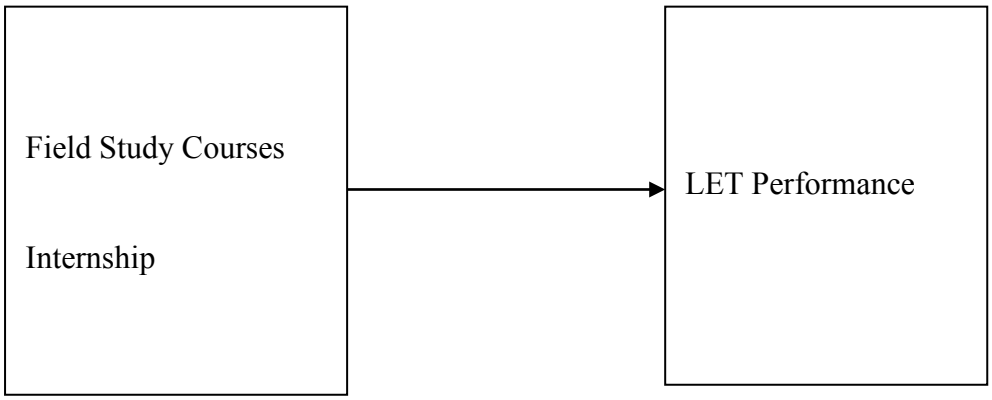

Fig.1

Figure 1 shows that the extent of implementation of field study courses and internship as practical work approach could lead to a possible significant effect on the LET Performance.

Objectives of the Study

This study aims to assess the Field Study Course and Internship as practical work approach to LET Performance of the Teacher Education graduates of DLSL school year 2014-2015. Specifically, it purports to answer the following questions:

1. to determine the extent of implementation of the Field Study courses in the Teacher Education graduates in DLSL in terms of Curriculum as to syllabus, course requirements, deployment, assessment; Management as to resource utilization and budget; and Attitude as to promptness, personality, and values,
2. to determine the learning skills developed among Field Study students based on the National Competency-Based Teacher Standards (NCBTS);
3. to determine the Internship and LET performance of the Field Study and Intern students
4. to test the significant relationship between the extent of implementation of Field Study Course and Internship and the learning skills developed among the Field Study and intern students to the LET performance.
5. to determine the effects of the extent of implementation of Field Study Course and Internship as practical work approach to LET Performance of the Teacher Education graduates of DLSL school year 2014-2015.

Significance of the Study

The goal of this paper is to contribute on the improvement of the curriculum of the Education Department of De La Salle Lipa particularly on the Field Study Courses and Internship.

It aims to adhere on the standard set by the NCBTS on the implementation of Field Study courses and Internship by coming up with specific and practical guidelines in providing quality education to student teacher that will lead to success of LET Performance.

Review of Related Literature

Field Study courses are aligned to the specific/identified professional education courses in order for the students to translate theories, concepts, methods/strategies learned into educational practice. This shows the gap that exists between intended and implemented curricula Vilaythong (2011).

According to Kennedy (1999), many teachers will attest that it describes their experience of learning to teach, and many studies of teacher education programs indicate that teacher education is indeed a weak intervention. Comparisons of teachers who have received different amounts or kinds of teacher education often indicate only slight differences between groups, thus suggesting that teachers are learning the things that matter most from either their liberal arts courses or their own experiences teaching.

In the study of Reddy & Botha (2011), the findings indicate that the in-service teachers rated the pre-service teachers positively in some knowledge domains but less positively in other knowledge domains. He also stated that it has prompted some rethinking on the structure and presentation of the curriculum, in the undergraduate teacher education program, to include and accommodate approaches that would enable better uptake of various knowledge domains and improve PCK development.

Moreover, Merritt (2008) mentioned that student internships represent a unique, innovative, nontraditional educational approach based on experiential learning. Internships take students out into the community and the real world to internship sites for experiences in the field. Internships that are challenging and high-quality have proven to be an effective and efficacious approach that has many advantages and few disadvantages. Inkster and Ross (1998) described internship as a "three-way partnership between the educational institution, the student intern, and the organization where the interns take on the challenges of a program of systematic experiential learning". There are typically four major stakeholders in an internship program; the student, the department chair, the teacher in charge and the cooperating teacher. Each of these partners gains significant benefits from internship programs. Students gain real-world experience; academic programs' reputations grow and employers gain an improved pool of student applicants who have been 'trialled' from which to recruit for fulltime employment (Patterson 1999). The ongoing challenge for internship programs is to determine the most appropriate assessment that satisfies the requirements of all three partners, while encouraging reflection and integration of theory and practice, within the constraints that result from the level of engagement of workplace supervisors and the ability of academic supervisors to become involved in the workplace (Patrick, Peach, Pocknee, Webb, Fletcher & Pretto, 2008, p. 42). It is with this three-way partnership in mind and the focus on experiential and blended learning that the current Internship unit has been developed and refined. However, internship as sometimes called student teaching is the most significant phase of the student's certification program. It represents the bridge between professional preparation and professional practice.

By definition, student teaching is a period of guided teaching when the teacher candidate takes increasing responsibility for leading the school experiences of a group of learners over a period of consecutive weeks. The major goal of student teaching is to provide an opportunity for the student teacher to make practical applications of knowledge, learning principles, and techniques of teaching. The beginning teacher needs the opportunity to experience the pressures of full-time teaching and the rewards that accrue. Student teaching is an extremely important component of the certification program. The primary purpose of student teaching is to apply what has been learned in university courses to the professional setting (i.e., an actual classroom). In line with this Ganas (2014) recommended that there should have a one-semester practicum time frame.

On the above studies and literature field study courses and internship could be considered as a practical work approach and will serve as determinants to success in LET performance. Research has shown that experiential-education programs, including internships in government and business, have a positive impact on student participants as cited by Merritt (2008). The two factors which are the best predictors of personal growth are opportunities to act autonomously and to develop collegial relationships with adults (Conrad & Hedin, 1981). Experiential learning, such as internships, affects the social, psychological and intellectual development of secondary-school students (Conrad & Hedin, 1981).

In addition, the Practical Work Approach is minds-on, hearts –on, hands-on method of teaching and learning. It proceeds from concrete (experiments, activities) to abstract (concepts); from familiar to unfamiliar. Some strategies used in PWA are: PROBEX, games, simulations, ***field study***, laboratory, debate, panel discussion, role play, concept mapping, journal article writing, inter-active multi- media. Some researchers have reported that practical work can increase students' sense of ownership of their learning and can increase their motivation (Johnstone and Al-Shuaili, 2001).

According to Lortie (1975 in Pepin, 1999), studies on the source of teachers' beliefs about teaching and learning—values, commitments, orientations, and practices—show that those beliefs are largely formed by their own school experiences as learners, where they spent thousands of hours observing how they were taught by their own teachers. The literature also reveals that despite the interventions implemented by teacher education institutions to subdue these established values and orientations, still they surface (Lacey, 1977 & Haggarty, 1995 in Pepin, 1999). Asking about the effectiveness of practical work for learning is like asking whether children learn by reading. The answer lies in the nature and contents of the activities and the aims which they are trying to achieve. (Watson, 2001)

Materials and Methods

The study will use descriptive – correlational and comparative survey with documentary analysis. This method assessed the determinants of LET performance such as Field Study Courses and Internship. Frequency counts and mean will be used in drawing the level of performance of the graduates in LET scores. The researcher will use the adapted questionnaire on the paper of Dr. Juvy Patan entitled " Implementation of Field Study Courses in the Pre-service Teacher Education Program in Selected Higher Education Institutions in Caraga" which was based on the Revised Teacher Education Curriculum and the National Competency-Based Teacher Standards which were divided into two parts.

Part I dealt on the implementation of Field Study courses. Part II focused on the learning skills developed among Field Study students based on the National Competency-Based Teacher Standards. In rating the extent of implementation of the Field Study courses and the NCBTS, Likert Scale will be used. The rating scale was 4 for great extent, 3 for some extent, 2 for moderate extent, and 1 for less extent. For the problems encountered, the rating scale was 4 for always, 3 for often, 2, for seldom and 1 for never. The instrument used for evaluating the Internship performance was also adapted from De La Salle Lipa, Education Department.

Correlation survey will be used to determine the relationship between LET performance and the extent of implementation of Field Study Course and Internship and the learning skills developed among the Field Study and intern students.

Multiple regressions will be utilized to determine the effects of Field Study Courses and Internship as practical work approach to LET Performance of the Teacher Education graduates of DLSL school year 2014-2015.

Results and Discussions

The analysis and interpretation of data gathered from the respondents were presented and thoroughly analyzed to determine the effects of Field Study Course and Internship as practical work approach to LET Performance of the Teacher Education graduates of DLSL school year 2014-2015.

Extent of implementation of the Field Study courses in the Teacher Education graduates in DLSL in terms of Curriculum as to syllabus, course requirements, deployment, assessment; Management as to resource utilization and budget; and Attitude as to promptness, personality, and values were presented below.

Table 1
Extent of Implementation of the Field Study Courses

Curriculum	Great Extent	Some Extent	Moderate Extent	Less Extent
Syllabus	69.23	30.77		
Course Requirements	69.23	30.77		
Deployment of FS Students	69.23	23.08	7.69	
Assessment	46.15	46.15	7.69	
Management	Great Extent	Some Extent	Moderate Extent	Less Extent
Budget and Incentives	38.46	46.15	15.38	
Attitude	Great Extent	Some Extent	Moderate Extent	Less Extent
Promptness	61.54	30.77	7.69	
Personality	92.31		7.69	
Values	69.23	30.77		

The table above reveals that Field Study Courses were implemented to a great extent. This means that 95 to 100 percent of the requirements in the implementation of the curriculum as to syllabus, course requirements and deployment of Field Study Students and attitude as to values were monitored properly with 69.23 percent.

However, attitude as to personality has the highest percentage of 92.31 percent which only shows that the Field Study students exerted efforts in fixing themselves to appear pleasing before others, tries to socialize with the colleagues and shows one's emotional stability.

This implies that all the respondents considered personality under attitude as very important factors in the successful implementation of Field Study courses. It was supported by the study of Conrad and Hedin (1981) that the best predictors of personal growth are opportunities to act autonomously and to develop collegial relationships with adults.

Table 2
Learning skills developed among Field Study students based on the National Competency-Based Teacher Standards (NCBTS)

Domains	Great Extent	Some Extent	Moderate Extent	Less Extent
Social Regard for Learning	56.25	37.50	6.25	
Learning Environment	56.25	43.75		
Diversity of Learners	56.25	43.75		

Curriculum	68.75	28.13	3.13
Planning, Assessing and Reporting	59.38	37.50	3.13
Community Linkages	34.38	62.50	3.13
Personal Growth and Professional Development	71.88	25.00	3.13

Looking at the result, the personal growth and professional development has the highest percentage of 71.88 percent which means that it meets the required mastery of 95 to 100 percent of Field Study learning skills. In line with this the Field Study students takes pride in the nobility of teaching profession, builds professional links with colleagues to enrich teaching practice and reflects on the extent of the attainment of professional development goals as stipulated on the National Competency-Based Teacher Standards (NCBTS).

Among the domains with the 95 to 100 percent implementation of Field Study learning skills which is the community linkages that have the lowest percentage of 34.38 percent which according to NCBTS it establishes learning environments that responds to the aspirations of the community.

It was supported by Merritt (2008) who mentioned that student internships represent a unique, innovative, nontraditional educational approach based on experiential learning. Internships take students out into the community and the real world to internship sites for experiences in the field. This only shows that more time should be devoted on this domain and it could be considered in the revision of the curriculum and in the formulation of guidelines in the extent of implementation of Field Study Courses.

Table 3
Internship Performance

Indicator	Weighted Mean	Verbal Interpretation
Planning And Organization	3.84	Exceeds The Proposed Standards
Teaching Strategies	3.82	Exceeds The Proposed Standards
Mastery Of The Subject Matter	3.87	Exceeds The Proposed Standards
Integration Skills	3.56	Exceeds The Proposed Standards
Use Of Instructional Materials	3.78	Exceeds The Proposed Standards
Communication Skills	3.77	Exceeds The Proposed Standards
Questioning Skills	3.71	Exceeds The Proposed Standards
Student Engagement	3.72	Exceeds The Proposed Standards
Classroom Management	3.79	Exceeds The Proposed Standards
Evaluation Of Student Learning	3.75	Exceeds The Proposed Standards
Student Achievement	3.60	Exceeds The Proposed Standards

Indicator	Weighted Mean	Verbal Interpretation
Composite Mean	3.74	Exceeds The Proposed Standards

Among the Internship Performance indicator which exceeds the proposed standards is the mastery of the subject matter that has the highest weighted mean of 3.87. This means that the Field Study and Internship students presents substantial information and provides relevant and up-to-date examples about the topic.

The student teachers demonstrate required skills excellently and this is where the respondents excelled. Integration skill which is also an indicator of an Internship Performance has the lowest weighted mean of 3.56 but still implies that the students teachers effectively integrates lesson with other disciplines or real world issues, and an applicable component in the Lasallian Guiding Principles.

Based on the result it is where the education department must look into consideration in formulating guidelines for the Field Study Courses and Internship. This was supported by the study of Patterson (1999) which states that students gain real-world experience; academic programs' reputations grow and employers gain an improved pool of student applicants who have been 'trialled' from which to recruit for fulltime employment.

Moreover, student achievement also considered the lowest among the indicators with the weighted mean of 3.60. Students are active and involved in structured activities that call for making meaning and/or transfer. They are able to express themselves substantially and interact meaningfully with the teacher and other learners.

This was supported by Patrick (2008) which says that the ongoing challenge for internship programs is to determine the most appropriate assessment that satisfies the requirements of all three partners, while encouraging reflection and integration of theory and practice, within the constraints that result from the level of engagement of workplace supervisors and the ability of academic supervisors to become involve in the workplace.

Table 4
LET Performance of the Field Study and Intern students

General Average	Frequency	Percentage
75 – 79	13	40.6
80 - 84	19	59.4
TOTAL	32	100.0

Table 4 shows that more than half of the total respondents LET general average ranges from 80 – 84 which comprise 19 respondents. There were 13 respondents who got a score ranges from 75 – 79 which is 40.6 percent of the total respondents. This conveys that no respondents got higher than 84 percent.

De La Salle Lipa, Education Department has its long term goal of reaching the ideal 100% of the passing rate for both BEED and BSED program. It was mentioned on the paper of Marquez (2010) that it was recognized that preparation for this requirement starts from the freshmen's rigid admission policy to their exposure to excellent instruction and challenging academic learning environment to selecting their majorship, much less than review for the LET.

Table 5
Effects of the Extent of Implementation of Field Study Course to LET Performance of the Teacher Education graduates of DLSL School Year 2014-2015.

Indicator	LET Performance					
	R	Adjusted R^2	Unstandardized Coefficients (Beta)	t-value	p-value	Interpretation
Constant	.673	.453	76.903	5.714	.005	S
Syllabus			-.715	-.089	.933	NS
Course requirements			-.884	-.472	.662	NS
Deployment of FS students			-.501	-.114	.915	NS
Assessment			-1.588	-.329	.759	NS
Budget and incentives			.081	.047	.964	NS
Promptness			3.332	.525	.628	NS
Personality			2.890	.713	.515	NS
Values			-1.511	-.188	.860	NS

The table shows that the eight indicators on the extent of implementation of Field Study courses have no significant effects on the LET Performance with the p-value that are greater than .05. Based on the result of the p-value opposite on constant there are other variables that were not included on the extent of implementation that significantly affects the LET Performance.

The result of **R** value represents the simple correlation and it is 0.673 which indicates a very high correlation. The $\mathbf{R}^2$ value indicates how much of the total variation in the given indicators can be explained by the LET Performance. In this case, 45.3% can be explained, which is considered medium.

Table 6
Effects of the Learning Skills of Field Study Course to LET Performance of the Teacher Education graduates of DLSL School Year 2014-2015.

DOMAIN	LET Performance					
	R	Adjusted R^2	Unstandardized Coefficients (Beta)	t- value	p-value	Interpretation
Constant	0.456	-0.023	82.946	22.316	0.001	S
Social Regard for Learning			-0.779	-0.857	0.400	NS
Learning Environment			-0.039	-0.032	0.975	NS
Diversity of Learners			0.441	0.612	0.547	NS

Curriculum	-2.492	-1.598	0.123	NS
Planning, Assessing and Reporting	-0.380	-0.319	0.752	NS
Community Linkages	-0.565	-0.650	0.522	NS
Personal Growth and Professional Development	2.933	2.103	0.046	S

Table 6 reveals that among the given domains of Learning skills, personal growth and professional development has statistically significant effect on the LET Performance with the p-value that is less than .05. Based on the result of the p-value opposite on constant there are other variables that were not included on the study that also has a significant effect on the LET Performance. The result of **R** value represents the simple correlation and it is 0.456 which indicates a very low correlation. The $\mathbf{R}^2$ value indicates how much of the total variation in the domain can be explained by the LET Performance.

Similarly, in personal growth and professional development student teacher takes pride in the nobility of teaching as a profession, builds professional links with colleagues to enrich teaching practice and reflects on the extent of the attainment of professional development goals. This domain has 95 to 100 percent have mastered the Field Study Learning skill. It was supported by the study of Conrad (1981) that the two factors which are the best predictors of personal growth are opportunities to act autonomously and to develop collegial relationships with adults.

Table 7

Effects of the Internship Performance to LET Performance of the Teacher Education graduates of DLSL School Year 2014-2015.

INDICATOR	LET Performance					
	R	Adjusted R^2	Unstandardized Coefficients (Beta)	t- value	p-value	Interpretation
Constant	0.715	0.242	82.235	12.773	0.001	S
Planning and Organization			0.591	0.402	0.692	NS
Teaching Strategies			0.400	0.152	0.880	NS
Mastery of the Subject Matter			-1.458	-0.822	0.421	NS
Integration Skills			-1.077	-1.120	0.276	NS
Use of Instructional Materials			-1.990	-0.869	0.395	NS
Communication Skills			-0.834	-0.617	0.544	NS
Questioning Skills			4.246	3.228	0.004	S
Student Engagement			-2.144	-1.255	0.224	NS

Classroom Management	-0.713	-0.380	0.708	NS
Evaluation of Student Learning	0.597	0.331	0.744	NS
Student Achievement	1.976	1.570	0.132	NS

Among the indicators of Internship Performance, only questioning skills has a significant effect on the LET Performance of the Teacher Education graduates of De La Salle Lipa school year 2014-2015. The table shows that the other indicators have no significant effect on the LET Performance with the p-value that are greater than .05. Based on the result of the p-value opposite on constant there are other variables that were not included on the study that significantly affects the LET Performance. The result of **R** value represents the simple correlation and it is 0.715 which indicates a high correlation. The $\mathbf{R}^2$ value indicates how much of the total variation in the indicators can be explained by the LET Performance. In this case, 24.2% can be explained, which is very small.

In line with the results above, in questioning techniques the student teacher should employs effective questioning techniques, processes student responses well and encourages students to think critically.

Conclusions and Recommendations

Based on the results, there was a great extent in implementation of the Field Study in the Teacher Education graduates in DLSL in terms of Curriculum as to syllabus, course requirements, deployment, assessment; Management as to resource utilization and budget; and Attitude as to promptness, personality, and values. However, it is the personality under the attitude component that has the highest percentage of 92.31 percent.

All the learning skills developed among Field Study students based on the National Competency-Based Teacher Standards (NCBTS) were fully mastered and it is the Personal Growth and Professional Development that has the highest percentage of 71.88 percent.

The LET performance of the Field Study and Intern students shows that more than half of the total respondents LET general average ranges from 80 – 84 which comprise 19 respondents. There were 13 respondents who got a score ranges from 75 – 79 which is 40.6 percent of the total respondents. This conveys that no respondents got higher than 84 percent.

The Internship performance in terms of planning and organization, teaching strategies, mastery of the subject matter, integration skills, use of instructional materials, communication skills, questioning skills, student engagement, classroom management, evaluation of student learning and student achievement all exceeds on the proposed standards.

There is no significant relationship between the extent of implementation of Field Study Course and Internship and the learning skills developed among the Field Study and intern students to the LET performance.

Personal growth and professional development under Field Study Course and questioning under Internship as practical work approach has a significant effect on the LET Performance of the Teacher Education graduates of DLSL school year 2014-2015.

De La Salle Lipa, Education Department always aiming of reaching the ideal 100 percent passing rate both for BEED and BSED program and producing topnotch. Hence, it is recommended that the teacher in charge of the field study courses and internship must give proper attention on the competency skills prescribed in the National Competency Based Teacher Standards (NCBTS).

To further enhance the level of performance in the Licensure Examination for Teachers,

the success indicators in the implementation of Field Study Courses must be considered particularly the Curriculum as to syllabus, course requirements, deployment of FS students, assessment, Management as to resource utilization, budget and incentives, Attitude as to promptness, personality and values.

For the Field Study Courses and Internship students to successfully cope not only with the demands of the curriculum, the Education Department must work on the possible problems encountered in the implementation of Field Study courses and internship such as lacks consultation time with the cooperating teacher, too many requirements as student teacher, lacks time to prepare visual aids or instructional materials, lacks interest to improve teaching skills, does not observe proper grooming, irregular attendance and lacks commitment to accept classroom activities. In line with this, the researcher proposes an intervention model for the extensive implementation of field study courses and internship for DLSL graduates that will lead to success of LET performance.

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