Interest in Teaching: How Teacher Education Affects It

by Siti Mina Tamah

Interest in Teaching: How Teacher Education Affects It

Siti Mina Tamah

*English Department, Widya Mandala Catholic University,
Kalijudan 37 Surabaya, East Java 60114, Indonesia*

ABSTRACT

Teaching Practice is a course in which student teachers were asked to teach real students in schools. At an English language education program, this special course requires various activities, one of which is teaching English in real classes to apply English teaching skills. As a prerequisite of enrolling in Teaching Practice, the student teachers must pass Micro Teaching, a course in which student teachers teach English to their peers. Both Micro Teaching and Teaching Practice generally aim at putting theory into practice, providing valuable experience for them. This paper is a report of a study on the interest in teaching experienced by student teachers in Indonesia. The study as a part of a bigger research project, which was related to perspectives on teaching practice, reveals that to a certain extent teaching interest is influenced by an on-campus teaching demonstration and real teaching in schools. It somewhat exposes that most student teachers are encouraged by the practical components of a teacher education program. Actions should then be taken to advance the teaching interest of the 'minority' especially after Teaching Practice. Otherwise, their interest may be destructively influential in spite of the training efforts provided by the teacher education program.

Keywords: Micro teaching, student teachers, teacher cognition, teaching practice

INTRODUCTION

A teacher education program is not only theory-oriented but also practice-oriented (Yusuf, 2006 as cited in Dweikat, n.d.). Both the theoretical and practical knowledge are indispensable. Student teachers in the education program are provided with the

knowledge and skills necessary for them to acquire the basic teaching skills.

Universally, the pedagogic practical knowledge is obtained from microteaching and teaching practice. Micro teaching is a course in which students are given opportunities to teach their friends in the form of simulations – also termed teaching demonstrations. The Micro Teaching classroom is the imitation of the real one in schools. It is the place for students to prepare themselves on campus so as to get knowledge and skills before they go to a real teaching field. Meanwhile, Teaching Practice is a course in which students are provided chances to teach real students in schools. It has turned out to be a fundamental component of most teacher education programs (Lambert, 1992, MacNaughton & Clyde, 1990, Posner, 1993, and Tisher, 1987 as cited in Perry, 1997). As Teaching Practice is a course in which students are given opportunities to teach real students in schools, it can be viewed as one of the most essential means of assisting student teachers to become real teachers. Real classroom experience can, as pointed out by Wright (2010), result in a transformative effect on student teachers' beliefs.

Both Micro Teaching and Teaching Practice by and large aim at putting theory into practice such as implementing basic teaching skills, testing knowledge of the subject matter, discovering teaching strengths and weaknesses and developing a core set of pedagogic values to which a professionally competent teacher adheres.

Implied from the listed aims is the valuable experience that any teacher education program should provide for student teachers. With the experiences of being a teacher, is student teachers' interest in or preference for teaching boosted?

This paper is a report of a small-scale study on the interest in teaching experienced by 31 student teachers at the English Department of a university in Surabaya, Indonesia. The study is in fact a part of a bigger research project related to student teachers' perspectives on their teaching practice. This study is triggered by the chief issue of revealing the extent to which interest in teaching is influenced by on-campus teaching demonstrations and real teaching in schools. In brief, the focus lies on the research question of whether students are encouraged or discouraged by the practical components of a teacher education program. Prior to revealing the main issue, the paper presents the brief discussion on teacher cognition, Micro Teaching, and Teaching Practice.

Teacher Cognition

This study relates to teacher cognition for it is concerned with understanding what teachers think, know and believe (Borg, 2003; 2009). The main concern of this study, therefore, lies with a small dimension of teacher cognition – what student teachers think about their interest in teaching.

Interests which psychologists classify as one of the traits in describing personality are, as Roe and Siegelman (1964) point out,

a key factor in vocational choice. In this paper, interests will be used to mean the degree of attraction toward any activity – following the definition of Coleman (1960). This definition is then similar to the term 'intention' coined by Allport (1961) in Roe and Siegelman (1964) who considered it as a form of motivation essential for the understanding of personality. Once an intention was formed, a goal for future action was established, as Roe and Siegelman asserted.

There are various factors influencing student teachers' cognition – their thinking, knowing and believing. Teacher cognition is affected by four variables and there are some kinds of interdependence among the variables of schooling, professional coursework, teacher cognition, contextual factors and classroom practice (Borg, 1997 in Borg, 2003). Similarly it was pointed out that some prominent factors influencing student teachers' cognitions include the learning experiences which teacher education program provides. Teacher cognition also includes the pedagogies that are modeled, the relationships between all participants, and the emotional conditions under which teacher education program is carried out (Wright, 2010).

It is then obvious that teachers' instructional techniques are inspired by numerous factors. However the relation is not unidirectional; it is interactive. Citing his previous idea, Van den Branden (2009) asserted, 'Teacher cognitions not only feed and inspire actions in the classroom, but actions taken in the classroom also feed perception: each will influence the other as the teacher works from day to day (Van den Branden, 2006).'

Micro Teaching and Teaching Practice

Both Micro Teaching and Teaching Practice have their merits. Manis (1973, as cited in Dweikat, n. d.) affirmed that microteaching implied a condensed and simplified teaching situation and provided teacher candidates with opportunities to systematically study and practice specific teaching behaviors in a simulated environment. The simulation consists of the following four basic phases: (1) studying a specific teaching skill, (2) applying the skill, (3) receiving information feedback from a supervisor and peers, and (4) using information from the feedback phase to re-plan and re-teach the lesson.

Mergler and Tangen's (2010) study reviewed in Dweikat (n.d) examined pre-service teachers' efficacy in relation to the utilisation of micro teaching. Their qualitative data revealed that pre-service teachers entered teaching in order to positively impact teaching. Their study also indicated the positive impact microteaching had on developing teacher identity.

Micro Teaching whose objective is creating classroom discourse by organizing activities and depicting micro skills (Universitas Katolik Widya Mandala Surabaya, 2011), is a 2-credit course in which students are given chances to teach English to their peers based on the Lesson Plans prepared in advance. The simulation is

destined for the imitation of the real teaching in schools. At the English Department of the target university, Teaching Practice is a 4-credit-course to provide students who have passed their on-campus Micro Teaching and some other required courses so that they go on having teaching experience in a school field, outside campus. Each trainee is assisted by a supervising teacher (other terms used are 'school-based' teacher, 'resident' teacher, or 'cooperating' teacher (Tamah, 2013).

METHOD

The writer made use of a self-developed questionnaire in which four items were formulated to obtain the information about student teachers' teaching interest attributable to Teaching Practice and Micro Teaching. The four items examined what the student teachers thought about their teaching interest before and after Teaching Practice and their interest before and after Micro Teaching. The responses were collected on a 4-point Likert scale: 1 for 'strongly disagree'; 2 'disagree'; 3 'agree'; and 4 'strongly agree'. Open ended questions – under the entry of 'Comment' – were also used to get more information about why a certain answer was chosen. One item is exemplified below:

Before I did my PPL, I like teaching 1/ 2/ 3/ 4 (1= strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree)

Comments: _____

_____

Those four items were in fact inserted in a set of questionnaires which became the instrument of a larger research project related to student teachers' perspectives on their teaching practice (Tamah, 2012). Having been validated by expert judgment and piloted to four students of a lower semester, the questionnaire was at last distributed with no revision to 38 target students – the sample of this study – who had programmed Teaching Practice. The students were requested to come to campus, and a transport fee was provided for each.

However only 32 students came. Among the returned questionnaires, one questionnaire was dropped (refer to Tamah, 2012 for the detailed reasons). Therefore the data source in this study was 31 questionnaires. They were obtained from 5, 11 and 15 student teachers who had their Teaching Practice in elementary, junior high, and senior high schools respectively. The answers elicited from the questionnaire were obtained about two months after the Teaching Program was over, and about eight months after the Micro Teaching was taken by the student teachers.

The obtained data were analysed by (1) tallying the answers of the closed questions and counting the percentage, and (2) summarizing the answers of the open questions and counting the percentage. The data were then classified and interpreted to answer some sub-topics like the teaching interest itself, the extent the interest is affected, the consistency in interest change – which lead to the main focus of the study.

RESULTS AND DISCUSSION
Interest in Teaching Before and After Teaching Practice

From Table 1 it is seen that 45.2% student teachers chose 'strongly disagree' and 'disagree' to the statement *Before I did my PPL, I like teaching*. After taking Teaching Practice, the percentage of 'dislike' answer became smaller (35.5% to be exact). The teaching interest was slightly increased (below 10%; 64.5%-54.8%) (See Tables 1 and 2).

Interest in Teaching Before and After Micro Teaching

It is indicated in Table 3 that 48.4% student teachers chose 'strongly disagree' and 'disagree' to the statement *Before I did my PPL, I like teaching*. Similar to the finding about teaching interest before Teaching Practice, almost 50% student teachers did have interest in teaching before they took Micro Teaching. After carrying out Micro Teaching, the percentage of 'dislike' answer became smaller (35.5%). The teaching interest was therefore a bit increased.

Teaching Interest Affected by the Practical Components of Teacher Education

Table 4 reveals that there was an increase of teaching interest both in Teaching Practice and Micro Teaching aspects. An increased interest because of Teaching Practice amounted to 9.7% while the one because of Micro Teaching amounted to 12.9%. This indicates that after the student teachers entered the actual world of teaching, the interest increase was not as high as the one

with regard to on-campus Micro Teaching.

On average, the percentage increase amounted to 11.3%. Implied is that student teachers' interest in teaching was affected positively as there was an increase in interest although it was only slightly above 11%. After taking the practical components of Teacher Education, the student teachers became more interested in teaching.

When the mean rating on a 4-point scale was measured further, the mean scores of 2.52 before Teaching Practice and 2.84 after Teaching Practice were obtained. The mean scores of 2.42 (before Micro Teaching) and 2.87 (after Micro Teaching) were also obtained. Correspondingly, the findings on the rating itself showed that there was an interest change. Both show an increasing interest. An increase of 0.32 point was indicated as the influence of Teaching Practice on teaching interest, meanwhile an increase of 0.45 point was indicated as the one of Micro Teaching (Table 5).

Further statistical analysis was performed to identify if the increase was significant or not. Initially data normality was ensured. Using the W/S normality test (Kanji, 1993 in http://webspace.ship.edu/pgmarr/Geo441/Examples/Normality%20Tests.pdf), it was found that the data (before Teaching Practice) were not normally distributed, but that the data (after Teaching Practice) were. Meanwhile both the data (before and after Micro Teaching) were normally distributed. The analysis of significance was then continued by t-test of pair samples (dependent samples t-test) with regard to Micro Teaching rating, and by the

Table 1

Teaching interest before taking teaching practice

Before I did my PPL, I like teaching	A (n=5)	B (n=11)	C (n=15)	A+B+C (n=31)		A+B+C (n=31)
Strongly Disagree	0%	0%	2 (13.3%)	2 (6.5%)	Dislike	45.2%
Disagree	0%	5 (45.5%)	7 (46.7%)	12 (38.7%)		
Agree	5 (100%)	6 (54.5%)	5 (33.3%)	16 (51.6%)	Like	54.8%
Strongly Agree	0%	0%	6.7%	1 (3.2%)		
Total	100%	100%	100%	100%		100%

Note: A: At elementary school; B: At Junior High School; C: At Senior High School; Av.: Average.

Table 2

Teaching interest after taking teaching practice

After I did my PPL, I like teaching	A (n=5)	B (n=11)	C (n=15)	A+B+C (n=31)		A+B+C (n=31)
Strongly Disagree	0%	0%	2 (13.3%)	2 (6,5%)	Dislike	35.5%
Disagree	1 (20%)	2 (18.2%)	6 (40%)	9 (29%)		
Agree	2 (40%)	6 (54.5%)	4 (26.7%)	12 (38,7%)	Like	64.5%
Strongly Agree	2 (40%)	3 (27.3%)	3 (20%)	8 (25,8%)		
Total	100%	100%	100%	100%		100%

Note: A: At elementary school; B: At Junior High School; C: At Senior High School; Av.: Average.

Table 3

Interest in teaching before and after on-campus micro teaching

"I like teaching"	Before (n=31)	After (n=31)		Before (n=31)	After (n=31)
Strongly Disagree	5 (16.1%)	2 (6.5%)	Dislike	48.4%	35.5%
Disagree	10 (32.3%)	9 (29%)			
Agree	14 (45.2%)	15 (48.4%)	Like	51.6%	64.5%
Strongly Agree	2 (6.5%)	5 (16.1%)			
Total	100%	100%		100%	100%

Table 4

Interest in teaching due to teaching practice and on-campus micro teaching (before and after)

	Teaching Practice		Micro Teaching		Teaching Practice + Micro Teaching	
	Before (n=31)	After (n=31)	Before (n=31)	After (n=31)	Before	After
"I don't like teaching"	45.2%	35.5%	48.4%	35.5%	46.8%	35.5%
"I like teaching"	54.8%	64.5%	51.6%	64.5%	53.2%	64.5%
Result	9.7% increase of interest		12.9% increase of interest		11.3% increase of interest	

Table 5

Significance testing on change in teaching interest

	Mean Rating (4-point scale)		Increase	Test of Significance		Increase Significance
	Before	After		t-test	Mann-Whitney U-Test	
TP	2.52	2.84	0.32	no	yes	NO
MT	2.42	2.87	0.45	yes	no	YES

Note: TP: Teaching Practice; MT: On-campus Micro Teaching

Mann-Whitney U-Test, the non-parametric test with regard to Teaching Practice because the available rating scale data did not meet the requirements to conduct the t-test.

From the Mann-Whitney U-Test Calculator (available at tests/mannwhitney/ Default.aspx), the Z-Score (1.42) was obtained. The p-value was 0.16 indicating that the result was not significant at p≤ 0.05. The U-value was 379. The distribution was approximately normal. Therefore, the Z-value could be used. After teaching practice, there was no statistically significant difference in student teachers' interest. This study seems to indicate that the practical

components of a teacher education program did not affect their interest in teaching. This finding is similar to a certain extent to the finding of Yilmaz and Cavas (2008): completing teaching practice course and additional educational courses were not a significant factor on student teachers' cognition in general – on teaching interest (this study) and on pre-service teachers' self-efficacy beliefs (Yilmaz & Cavas, 2008).

From the t-test calculator (available at http://www.socscistatistics.com/ tests/ ttestdependent/Default.aspx) the value of t (3.48) was obtained. The value of p was

0.000782. The result was significant at $p \leq 0.05$. The increase was indeed significant. The influence of Micro Teaching was significant in increasing the teaching interest (Table 5).

It is naturally expected that in teacher education there will be a positive change for interest in teaching. The analysis to date has indicated so. The analysis on the data is then continued to see further how varied this particular issue is (see Table 6 below).

As revealed in Table 6, there were 11 incidents of changes in teaching interest. The smallest percentage (1.6%) occurred

for the interest change as shown in lines 3 and 4. The Likert scales changed from 1 to 3 and also from 2 to 1. Meanwhile the biggest percentage (29%) appeared in line 9. This particular finding shows that interest was steady from 3 to 3 ('agree' to 'agree').

When the analysis was continued to see further how consistent the change of interest in teaching was, it is found – as seen in Table 8 – that some student teachers chose 'strongly disagree' (4.8%), 'disagree' (6.5%), 'agree' (29%), and 'strongly agree' (4,8%) designating that their interest did not change. Therefore,

Table 6

Change in teaching interest due to teaching practice and micro teaching

	Interest Change	Teaching Practice		Micro Teaching		Teaching Practice + Micro Teaching	
		Count	%	Count	%	Count	%
1	1 to 1 ('strongly disagree' to 'strongly disagree')	1	3.2%	2	6.5%	3	4.8%
2	1 to 2 ('strongly disagree' to 'disagree')	1	3.2%	2	6.5%	3	4.8%
3	1 to 3 ('strongly disagree' to 'agree')	-	-	1	3.2%	1	1.6%
4	2 to 1 ('disagree' to 'strongly disagree')	1	3.2%	-	-	1	1.6%
5	2 to 2 ('disagree' to 'disagree')	2	6.5%	2	6.5%	4	6.5%

Table 6 *(Continue)*

	Interest Change	Teaching Practice		Micro Teaching		Teaching Practice + Micro Teaching	
		Count	%	Count	%	Count	%
6	2 to 3 ('disagree' to 'agree')	6	19.4%	6	19.4%	12	19.4%
7	2 to 4 ('disagree' to 'strongly agree')	3	9.7%	2	6.5%	5	8.1%
8	3 to 2 ('agree' to 'disagree')	6	19.4%	1	3.2%	7	11.3%
9	3 to 3 ('agree' to 'agree')	6	19.4%	12	38.7%	18	29%
10	3 to 4 ('agree' to 'strongly agree')	4	12.9%	1	3.2%	5	8.1%
11	4 to 4 ('strongly agree' to 'strongly agree')	1	3.2%	2	6.5%	3	4.8%
Total		31	100%	31	100%	62	100%

the interest remained unchanged during the course of the education program (this is labeled as 'unmarked').

Some students implicitly indicated that though they experienced Teaching Practice and Micro Teaching, they still had no interest or did not like teaching (as shown in the Likert scale change from 1 to 1, and from 2 to 2. Some others (29% + 4,8% amounting to almost 34%) contended that they were still interested in teaching after joining Teaching Practice and Micro Teaching (as shown in the Likert scale change from 3 to 3 and from 4 to 4 – revealing that Teaching Practice and Micro Teaching did not decrease their teaching interest nor they increased it.

A closer look (see Table 7 at the marked interest change) reveals there were two incidents of interest change. One indicates boosted interest; the other, a surprisingly declined interest. As the decreased interest amounted to 23.5%, it is arguably asserted that much more positive change in teaching interest occurred. There were much higher percentages of the increased interest; the data revealed that the increased interest (76.5%) roughly tripled the decreased interest (23.5%).

Moreover it is interestingly found that among those having increased interest there were three sorts of substantial change in dichotomy: (1) 'Dislike' to 'Dislike', (2) 'Dislike' to 'Like', and (3) 'Like' to

Table 7

Consistency in interest change

	Interest Change	Count	%	%
Unmarked	1 to 1 ('strongly disagree' to 'strongly disagree')	3	4.8%	
	2 to 2 ('disagree' to 'disagree')	4	6.5%	45.1%
	3 to 3 ('agree' to 'agree')	18	29%	
	4 to 4 ('strongly agree' to 'strongly agree')	3	4.8%	
Marked	1 to 2 ('strongly disagree' to 'disagree')	3	4.8%	
	1 to 3 ('strongly disagree' to 'agree')	1	1.6%	54.9%
	2 to 1 ('disagree' to 'strongly disagree')	1	1.6%	
	2 to 3 ('disagree' to 'agree')	12	19.4%	
	2 to 4 ('disagree' to ' strongly agree')	5	8.1%	
	3 to 2 ('agree' to 'disagree')	7	11.3%	
	3 to 4 ('agree' to ' strongly agree')	5	8.1%	
Total		62	100%	100%

Table 8

Variation in marked change of teaching interest

	Interest Change	Count	%	%
increased	1 to 2 ('strongly disagree' to 'disagree')	3	8.8%	
increased	1 to 3 ('strongly disagree' to 'agree')	1	2.9%	
increased	2 to 3 ('disagree' to 'agree')	12	35.3%	
increased	2 to 4 ('disagree' to ' strongly agree')	5	14.7%	76.5%
increased	3 to 4 ('agree' to ' strongly agree')	5	14.7%	
decreased	2 to 1 ('disagree' to 'strongly disagree')	1	2.9%	23.5%
decreased	3 to 2 ('agree' to 'disagree')	7	20.6%	
Total		34	100%	100%

'Like'. The percentage for interest change from 'dislike' to 'like' zones – amounting to slightly below 53% (Table 9) was the greatest. The 8.8% category of 'dislike' to 'dislike' showed that although some student teachers did not like teaching before experiencing Teaching Practice and Micro Teaching, their interests were changed positively as their initial answer 'strongly disagree' became 'disagree' after they experienced Teaching Practice and Micro Teaching. Their strong dislike had lessened to a certain extent.

The 14.7% category of 'like' to 'like' indicated that some student teachers stayed in the 'comfort' zone. Both before and after Teaching Practice and Micro Teaching they liked teaching. However, their interest level was increased as their initial answer 'agree' became 'strongly agree'. Their teaching interest had been boosted to a certain extent.

Interestingly – or sadly – enough, it is also indicated in Table 9 that among those having decreased interest, one sort of change i.e. from 'like' to 'dislike' zones appeared – amounting to slightly below 21%. Their interests were changed negatively as their answer shifted from 'agree' to 'disagree'. The other sort of decreased change was also found from 'dislike' to 'dislike' zones. One student teacher (2.9%) opted 'strongly disagree' – indicating that his/her initial level of dislike ('disagree') had been worsened to a certain extent. This finding might indicate the complexity of teacher education.

Overall, this particular finding might indicate a sign of success achieved by a Teacher Education program. One possible factor includes the experience itself. Having the experience to carry out the teaching in Teaching Practice and/or Micro Teaching seems to make the interest grow. A particular comment obtained from a student teacher (Respondent 23) whose interest is enhanced – from 'disagree' to 'strongly agree', and from 'agree' to 'strongly agree' – states *"Before I did my PPL I like teaching a little because I had no any experience in teaching. I like teaching a little because I had no any experience in teaching except in TEFL and TEYL. After I did my PPL I like teaching very much because I could deliver the techniques of teaching that I had got in TEFL with the real school atmosphere … I could deliver the methods in teaching that I had got in TEFL."*

The comment implies that what counts is the opportunity provided to experience being a teacher. An Indonesian saying 'You cannot like what you do not know or experience' looks to apply here. Furthermore the opportunity given is positively perceived by student teachers. Tamah (2012) found that most student teachers argued that the most useful experience they got from Teaching Practice in real classes was handling real students, handling big classes (as compared to small ones in their on-campus teaching demonstration), and interacting with real students. Some comments worth-revealing include: (Tamah, 2012)

Handle some lazy students. It's hard to motivate them espeically the students of grade XII [R. 10].

By doing PPL I could learn many things

Table 9

Marked change of teaching interest

	Interest Change	Count	%	%
increased	1 to 2 ('strongly disagree' to 'disagree')	3	8.8%	
increased	1 to 3 ('strongly disagree' to 'agree')	1	2.9%	
increased	2 to 3 ('disagree' to 'agree')	12	35.3%	
increased	2 to 4 ('disagree' to ' strongly agree')	5	14.7%	76.5%
increased	3 to 4 ('agree' to ' strongly agree')	5	14.7%	
decreased	2 to 1 ('disagree' to 'strongly disagree')	1	2.9%	23.5%
decreased	3 to 2 ('agree' to 'disagree')	7	20.6%	
Total		34	100%	100%

to become a teacher later. Especially the new things that I got from PPL helped me to prepare becoming a [real] teacher [R.31].

This present study has reported the mean score of over 2 points (on a 4-point scale) for the level of interest: 2.52 – 2.84 (for the one before and after Teaching Practice) and 2.42 – 2.87 (for the one before and after Micro Teaching). This might indicate that near the end of their study at the teacher education program most students have possessed quite a moderate level of interest in teaching. Some comments worth revealing are *"I really want to be a teacher. I had a private student at that time and it helped me a lot", "I like teaching but I am not confident enough to teach real students."* However, one respondent wrote *"I did not enter the department because I like teaching, but because I like English."* He/she was the one consistently rating the level of interest in the zone of 'dislike' ('1 to 1' before and after both Teaching Practice and Micro Teaching).

CONCLUSIONS

This study is an attempt to understand student teachers' interest in teaching. Having reviewed the underlying theories of teacher cognition, Micro Teaching and Teaching Practice, the paper presents its main focus – teaching interest based on a small-scale study.

Despite the limitation of the study which engages only four students for instrument try out and only a small size sample, this study has revealed some findings indicating the complexity of teacher education. We may believe one thing, and at the same time we may also believe something else. A belief system can be 'internally inconsistent' (Birello, 2012).

It is then essential to increase the level of teaching interest to make a teacher education program achieve a greater success. The greater the interest is; the greater the chance is to drive student teachers to really move on to the expectation from 'student teachers' to 'teachers'. This is in line with what is argued by Roe and Siegelman (1964): interest is a key factor in vocational choice.

The decrease of teaching interest might be due to several factors. The respondents' comments *"Being a teacher requires not only how to teach well, but also dealing with administration and other stuffs, and I think it is burdensome"*, and *"The real teaching is very complicated. I had to complete many administrative stuffs and for completing them all was very exhausting"* at least show that student teachers need to be made aware that teaching needs sacrifice but that it is indeed a worthwhile job. Surprisingly, one respondent whose teaching interest increased (scaling 2 to 3) admitted that initially teaching was not his/her interest because of the requirement to make Lesson Plans. Initial interest which was in the 'dislike' zone grew to be in the 'like' zone – he/she pointed out, *"Because it [teaching]'s challenging & fun."* The decreased interest which this study also found should not be discouraging; however, it can be a caution for improvement – how to improve the quality of Teaching Practice and Micro Teaching.

This paper has revealed what student teachers think about their interest or their self-rating of teaching interest before and after Teaching Practice and Micro Teaching

which are the two practical components of a teacher education program. The study has shown that more encouragement takes place for it is found that more student teachers' teaching interest is enhanced to a certain extent. However, when calculated statistically, the interest change is significant only with regard to Micro Teaching. As a teacher education program naturally expects a success in producing outputs who are going to be teachers leaving their label as 'student teachers', or a success in transforming the "pre-service teacher" to "real teachers" (Katrina, 2004 in Yılmaz & Çavas, 2008), attempts should be made to advance their teaching interest especially after Teaching Practice. If the attempts are not made explicit, student teachers' interest may be destructively influential in spite of the training efforts provided by the teacher education program.

ACKNOWLEDGEMENTS

REFERENCES

Birello, M. (2012). Teacher cognition and language teacher education: Beliefs and practice. A conversation with Simon Borg. *Bellaterra Journal of Teaching & Learning Language & Literature, 5*(2), 88-94.

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching, 36*(2), 81-109. doi: 10.1017/S0261444803001903

Borg, S. (2009). *Introducing language teacher cognition.* Retrieved February 16, 2015, from http://www.education.leeds.ac.uk/research/files/145.pdf

Coleman, J. C. (1960). *Personality dynamics and effective behaviour.* Glenview, USA: Scott, Foresman & Co.

Dweikat, K. A. (n.d). *Investigating attitudes of ELT (2) learners towards microteaching.* Retrieved September 6, 2017, from http://www.qou.edu/english/conferences/firstNationalConference/pdfFiles/drKhaledDweikat.pdf

Perry, R. (1997). *Teaching practice: A guide for early childhood students.* New York, USA: Routledge.

Roe, A., & Siegelman, M. (1964). *The origin of interests.* Washington, USA: American Personnel and Guidance Association.

Tamah, S. M. (2012). *Students' voice on their teaching in real classes at school: What does it reveal?* Unpublished research report, Widya Mandala Catholic University, Surabaya, Indonesia. Retrieved September 6, 2017, from http://repository.wima.ac.id/10436/49/20-students%27_voice_%28full_paper%29.pdf

Tamah, S. M. (2013). Teaching: Its nature as perceived by student teachers. *The New English Teacher Journal, 7*(2), 1-14.

Universitas Katolik Widya Mandala Surabaya. (2002). *Buku pedoman Fakultas*

Keguruan dan Ilmu Pendidikan Tahun kuliah 2002/2003 [Teacher Training and Education Faculty guidebook for the year 2002/2003]. Surabaya, Indonesia: Universitas Katolik Widya Mandala Surabaya.

Universitas Katolik Widya Mandala Surabaya. (2011). *Buku pedoman Fakultas Keguruan dan Ilmu Pendidikan Tahun kuliah 2011/2012* [Teacher Training and Education Faculty guidebook 2011/2012 academic year]. Surabaya, Indonesia: Universitas Katolik Widya Mandala Surabaya.

Van den Branden, K. (2009). Diffusion and implementation of innovations. In M. H. Long & C. J. Doughty (Eds.), *The handbook of language teaching* (pp. 659-672). Oxford, England: Wiley-Blackwell.

Wilson, E. K. (2006). The impact of an alternative model of student teacher supervision: Views of the participants. *Teaching and Teacher Education, 22*, 22-31. Retrieved September 6, 2017, from http://www.monarchcenter.org/pdfs/wilson_06.pdf

Wright, T. (2010). Second language teacher education: Review of recent research on practice. *Language Teaching, 43*(3), 259-296. doi: 10.1017/S0261444810000030. Retrieved September 6, 2017, from http://journals.cambridge.org/action/displayAbstract?aid=7802779

Yilmaz, H. & Çavaş, P. H. (2008). The effect of the teaching practice on pre-service elementary teachers' science teaching efficacy and classroom management beliefs. *Eurasia Journal of Mathematics, Science & Technology Education, 4*(1), 45-54. Retrieved September 6, 2017, from http://ejmste.com/v4n1/Eurasia_v4n1_Yilmaz_Cavas.pdf

Interest in Teaching: How Teacher Education Affects It

| 10 | Internet Source | <1% |

| 11 | Submitted to University of Edinburgh
Student Paper | <1% |

| 12 | Submitted to Higher Education Commission Pakistan
Student Paper | <1% |

| 13 | International Handbook of Self-Study of Teaching and Teacher Education Practices, 2004.
Publication | <1% |

| 14 | Submitted to Ateneo de Manila University
Student Paper | <1% |

| 15 | Submitted to Open University of Mauritius
Student Paper | <1% |

| 16 | docs.google.com
Internet Source | <1% |

| 17 | eprofile.exeter.ac.uk
Internet Source | <1% |

| 18 | apps.dtic.mil
Internet Source | <1% |

| 19 | discovery.ucl.ac.uk
Internet Source | <1% |

| 20 | epdf.pub
Internet Source | <1% |