

CHAPTER I

INTRODUCTION

A. Research Background

Education study program of English in Indonesian's University like UIN Antasari Banjarmasin train their students to be a good English teacher which could teach their students well. One of the examples of this training is Pre-Services Teacher's Program. In this teaching program the English students will get train from their supervisor through practicum field experiences. It used to make students be a professional English teacher when they teach in real EFL classroom. In this train they will get field experience about how to teach in classroom. A student English teacher's ability to engage in real-world classroom experiences is essential for them to develop as professionals and learn effectively and be exposed to various learning and teaching strategies and techniques. After they teach, the supervisor will give evaluation toward the students' teaching. The evaluation can be delivered in different technique.

In the evaluation of the teacher himself, an important role is played to determine the success of goals in teaching practical field experiences. Even though the evaluation can be delivered in the different technique but the function of evaluation itself still same. They communicate directly with the teacher-student to assess the expected outcome. Therefore, their evaluation is very needed by the students. As the result they can know how they have to teach for the next. The important of evaluation also written in the Qur'an surah An-Nahl (16) verse 78 which reads:

وَاللَّهُ مِّنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۗ لَعَلَّكُمْ تَشْكُرُونَ

Surah An-Nahl verses 78 explain that God is making something for you that hears, sees and thinks as a tool so that you can successfully use it to learn and know. Therefore, you should be grateful and use it gratefully for everything that God has given you.

There are many kinds of evaluation technique that supervisor can use in pre-service teacher to assess their student teacher. Furthermore, there are many of researchers conducted studies in evaluation techniques used to assess student teachers' teaching in pre-service teacher. The study from Martinez et, al (2016) found that classroom observation could make teaching performance gain to strength, improvement and achieve educational success. Then, the goals that is gotten also more comprehensive. Similar research from Alsaleh et, al (2017) on their study found that the peer coaching evaluation strategy promoted educator development focused on classroom techniques, learning, collaboration, and teachers' self-assurance, excitement, autonomy and implementation barriers. It means that the right evaluation technique used by supervisor used to assess students teaching will have a good impact to student teacher teaching performance.

In case, when the researcher interviewed some student teacher of pre-services teacher in different groups, the researcher found out that supervisors use different technique to evaluate their student teacher. They said that some of the supervisor at the Antasari State Islamic University's Teachers Training Faculty and English Education Study Program Banjarmasin evaluate their teaching and

some of them said that the supervisors did not evaluate them but asked other student teacher to evaluate their friend teaching. Other supervisor evaluate student teacher by generally of all student teachers' teaching performance and some the others evaluate their student teacher in general first teacher then evaluate them one by one. There is also supervisor who just evaluate their student teacher occasionally. Moreover, supervisors have different technique to evaluate their student teacher. In fact, when the researcher interviewed both the student teacher who not evaluate by their supervisor and just evaluate by the other student teacher and the student teacher who just evaluated generally by supervisor felt confuse and said that their supervisor did not give them evaluation toward their teaching. In case, they felt confuse about their teaching result whether it was already good or still lack in some aspects. This is because they did not understand that each of supervisor have their own technique to evaluate their student teacher.

Based on the background problem that researcher found by interview to the students in pre-services teacher and previous study. The writer is interested to conduct the study of *Evaluation Technique Used by the Supervisors in Assessing Pre-Service Teacher in the Fifth Semester Students of English Department of Antasari State Islamic University Banjarmasin*. This pre-service teacher training will face by the fifth semester student of English student teacher in PPL 1. In this PPL 1, they are trained which expected to be a good English teacher. Hence, the researcher will conduct this study with 2019 student of English education study in UIN Antasari Banjarmasin because they have pass some subject which learn about the theory and practice it too in TEFL I and TEFL II. TEFL I and TEFFL II

itself will help student teacher to understand and have teaching skills in order to face teaching student in the real EFL classroom well. Furthermore, to make the final result of this study more valid the researcher also will interview the supervisors about the technique that they used to assess their student teacher in pre-service teacher classroom. This study expected to be able analyze how the supervisors' evaluation technique in pre-service teacher classroom, Then, the result of this research can help and use the experience of teaching practice of students in using evaluation technique.

B. Definition of key term

1. Evaluation techniques

Evaluation technique is the way of carrying out a particular task of doing some task or performing something that used by supervisors at English Department of Antasari state Islamic university Banjarmasin to assess their student teacher performance in classroom. In this pre-service teacher, the evaluation itself will be from the teacher of class after a student perform their teaching performance.

2. Supervisors

Supervisors are people whose job is to supervise someone or something in pre-service teacher. Supervisors here are the supervisors in pre-service teacher in the English Department of Banjarmasin's Antasari State Islamic University. There, the student teacher will be divide into some groups. Each group has one supervisor. Their job in pre-service teacher class is to supervise their student

teacher based on their teaching performance. The supervisor usually supervise their student teacher by giving evaluation after their teaching performance.

3. Pre-services teacher

Lane (2016) notes that pre-service teachers need practical things as part of pre-service programs, so pre-service teachers tended to gain both the skills and confidence to manage student misbehavior and create a positive, productive classroom. . Pre-service teacher candidates value classroom management skills and often seek opportunities to develop techniques to improve these skills. Pre-service teacher training in this model can help pre-service teachers feel more confident and better prepared to manage their future classrooms. Here, the pre-teacher is the student of the English students 2019 and 2020 of the English Department of UIN Antasari Banjarmasin.

C. Research Question

1. What kind of evaluation techniques used by supervisors in assessing student pre-service teachers?
2. What is the strengths and weaknesses of the supervisor's evaluation technique used?

D. Research Objectives

Through this study, the researcher wants to following aims:

1. To describe kind of evaluation technique used by supervisor in assessing student of pre-service teachers.
2. To figure out the strength and weakness of the supervisor's evaluation technique used.

E. Research Significance

1. Theoretical

- a. A thorough understanding of the teacher assessment technique in the preschool program is the study's main finding.
- b. The outcome of this study is anticipated to serve as a starting point for the subsequent researcher who want to do research in the same

area.

2. Practical

a. To the Teacher

This study is thought to be beneficial to the students by serving the teacher with information about what assessment technique the students need.

b. For students

This study is considered useful for students to know and develop their teaching practice, especially in the application of English learning. Therefore, students get better results.

c. For the researcher

By conducting this research, the researcher gains fresh insights and knowledge regarding their studies, and this is useful for the future life of the researcher.