

CHAPTER III

RESEARCH METHOD

A. Research design

The purpose of this work is to know the evaluation technique used by supervisors in the evaluation of the fifth semester pre-service teacher of students of the English language department of UIN Antasari Banjarmasin. The research is conducted using a descriptive qualitative method, because the researcher's goal is to describe the knowledge gained in the field, and the material is collected in the form of words. According to Fraenkel and Wallen (2007) described that qualitative research describes the quality of relationships, materials, activities, situations, achievements or abilities of individuals and groups. Lexy J. Moleong. (1997) argued that qualitative research, which focuses on the phenomenon experienced by the researched, such as perception, action, motivation, etc., in a specific context, naturally occurs when it is described in the forms of words and language. This qualitative descriptive approach is necessary to explore the students' point of view about the evaluation technique used by the supervisor when evaluating the pre-service teacher and what are the main strengths and weaknesses of his/her supervisor's evaluation technique. Therefore, questionnaire and interview are used as data collection techniques in this study. Data sampling uses random sampling. The process of data analysis involves data reduction, data visualization, and drawing and checking conclusions.

B. Research setting

This study conducted at the English language institution Tarbiyah and Teachers Training Faculty UIN Antasari Banjarmasin 2019 and 2020. This university is located at Jl. Jendral Ahmad Yani KM .5 Banjarmasin, South Kalimantan. This study is conducted in the pre-service teacher program or known as "PPL 1". The researcher is interested in the choice of students of the English language department in the fifth semester, because in this semester they have to pre-train for teachers and they have problems with the assessment technique used by teachers. Both of these class already finished their PPL 1 class, they have been experience being evaluated by their supervisors in the different techniques based on their classroom groups. Each of the pre-service teacher class has one supervisor whose job evaluated their teaching performance.

C. Population and Sample

Simple random sampling was used to select participants for this study. Therefore, the sample of this study is the pre-service teacher student 2019 and 2020. The sample of the 5th semester year of 2019 students of the Department of English Language Education, Islamic State University Antasari Banjarmasin. There are four classes of the fifth semester students consist about of 120 who is divided into some groups of pre-service teachers. The sample of the 5th semester year of 2020 students of the Department of English Language Education, Islamic State University Antasari Banjarmasin. There are four classes of the fifth semester students who is divided into some groups of pre-service teachers. The reason why the researcher conducts UIN Antasari Banjarmasin English Language Department

2019 and 2020 fifth semester students because they have been trained by given evaluation toward their teaching performances in front of classroom then the evaluation in the pre-service teacher is a crucial thing that will affect the teaching of the student later. Based on this evaluation, the teacher-student can find out how he should do the next learning, because during the evaluation, the teacher gives comments, suggestions, advice, etc. In addition, their teaching skills are developed. For the researcher to describe types the evaluation technique used by the pre-service teacher-teacher, the strengths and weaknesses of the teacher evaluation technique used.

D. Data

1. Data of Research

Data is information collected by the researcher to solve the research problem. Data are collected using a qualitative method. The researcher tries to get a rich description of people, objects, places, conversation etc. Data are all the facts and members that the researcher can use as information, while knowledge is the result of the data processing necessary for use in a given study. The questionnaire examines the result of the evaluation technique used by the supervisors of pre-service teachers in teacher-student evaluation. Then, through an interview, the strengths and weaknesses of the leader's assessment technique used in his group are discovered. This information is based on their teaching process in pre-service teacher groups.

2. Source of Data

A data source is an object from which data can be retrieved. Sources are subjects about which information can be provided to provide representative information. There are two classified data sources: Classroom Group and Person. The result of this study is the evaluation technique used by the counselors in the evaluation of the preschool teacher of the fifth semester of the preschool teacher group of the English language department of UIN Antasari

E. Technique of data collection

1. Questionnaire

The questionnaire was adapted by Brian Tomlinson and later expanded in the researcher's own words to make the variable more understandable to the sample. The researcher uses a Google form to get information. The questions are presented on the website so that the sample or subject of this study can easily complete the question. This technique provides information about the evaluation technique used by counselors in the pre-evaluation of fifth semester student teachers at UIN Antasari Banjarmasin. Before answering the survey, the researcher first gave the participants an overview of the suggestions, which was intended to enable the participants to answer the survey accurately.

2. Interview

Arikunto, (2006) stated that an interview is a dialogue in which an interview is conducted to obtain information from an informant or a sample. The researcher uses a list of questions for the interview to focus the discussion on the research objective. The researcher interview students in groups of pre-service teachers. The purpose of this interview is to identify the strengths and weaknesses

of the teacher's assessment technique used in your preschool group. This interview is also used to support the questionnaire in data collection, because the researcher wants to know the material thoroughly. Therefore, the study used Google form to collect data.

F. Data Analysis

To analyze the data, the researcher used descriptive qualitative data analysis. According to (Miles and Huberman, 199), there were three activities for data analysis in descriptive qualitative research: data reduction, data display, and inference drawing/checking. 1. Data reduction The purpose of the data reduction carried out by the researchers was to select information from the results of surveys and interviews. The researchers performed data reduction in two steps. The first was to select the information obtained from the questionnaire completed by the participant. In this step, the researcher clarified the important information and selected the participants who are worthy and willing to be interviewed. The second stage was in the interview material, where the researcher condensed and compiled the information obtained during the interviews into simpler sentences, which aimed to facilitate the understanding of researchers and readers. 2. Display of data Show in the data the data described by the researcher from the questionnaire, summarized in the form of a diagram to confirm the qualitative analysis of each student's need for feedback in the online class. Thus, there are seven graphs for each participant's data, which the researcher analyzes and describes in terms of data display. When showing the data interview, the researcher presented it as written data. The results of the survey and interview

were systematically explained according to the research questions. The purpose of these steps was to facilitate the analysis of all the data collected. 3. Conclusion and Control After summarizing the data analyzed from the data screen, the researcher concluded each observation of the first research question and the second question. To answer the research questions, the researcher drew a conclusion that represents all the findings. Finally, the researcher wrote the final data in simple paragraphs to summarize the results.