

CHAPTER IV

FINDING AND DISCUSSION

This chapter presented the findings and discussion of the research. This study has two questions that must be answered and explained by the researcher from the research findings. This chapter presented an overview of kind of evaluation technique used by supervisor in assessing student of pre-service teachers and the strength and weakness of the supervisor's evaluation technique used. In addition the findings in this study were discussed based on the result of the questionnaire which collect by using media Googleform and interview which collect by using media of WhatsApp.

A. Finding

The research was conducted at the English language institution Tarbiyah and Teachers Training Faculty UIN Antasari Banjarmasin class of 2019. These classes are supervised by different supervisors. In this research the researcher explains how kind of evaluation technique used by supervisor in assessing student of pre-service teachers and the strength and weakness of the supervisor's evaluation technique used. The resercher describes through 2 ways, the questionarie was used to kind of evaluation technique used by supervisor in assessing student of pre-service teachers and interview was used to the strength and weakness of the supervisor's evaluation technique used.

1. The type of supervisors technique used by supervisor in assessing student of pre-service teachers.

To engage students in the learning process and to encourage them to take responsibility for their own learning requires the involvement of students in the assessment process. Students' participation in the evaluation process enhances the development of crucial skills such as responsibility, judgment, and autonomy, which have a considerable importance for their professional life. Based on the data obtained through pre-observation and questionnaire, there are several implementations of techniques used by supervisor in different classes to assess their student teacher performances. The findings are describe below :

a. Classroom Observation

Martinez (2016) argued that Classroom observation is an effective method that offers a clear perspective of classroom activity and a comprehension of how teachers educate in a practical setting. Classroom Observation is a series of observations in which instructors provide feedback on Pre-service teachers learn more effectively through classroom interactions. Since it was created in the 1960s and is still the most popular method of pre-evaluating teachers during teaching practice, classroom observation is the most traditional approach of evaluating teachers. This assertion is in line with the findings of the study, which made use of classroom observation at all involved educational institutions.

Table 1.1 Classroom observation technique

No	Student Teacher	Feedback
1.	Student 1	Strongly Agree
2.	Student 2	Strongly Agree
3.	Student 3	Strongly Agree
4.	Student 4	Strongly Agree
5.	Student 5	Agree
6.	Student 6	Strongly Agree
7.	Student 7	Strongly Agree
8.	Student 8	Strongly Agree
9.	Student 9	Strongly Agree
10	Student 10	Strongly Agree
11	Student 11	Strongly Agree

Based on the findings above showed that the evaluation techniques given one by one to the student teacher right after the project or product presented in front of class. Hence, all of the respondent agree that the evaluation given by classroom evaluation. The data that researcher gets shown eighty two percent student teachers is Strongly Agree and eighteen percent is Agree that the evaluation not given on the other time but in the right time after they finish their performances. In addition, the researcher also asked the detail question to make sure again about the ways the evaluation given which related about classroom observation given, then the researcher gets the data that the evaluation given one by one based on their teaching performance before. The data shown that eighty percent students strongly agree and twenty percent is agree. It's mean that the evaluation is actually really given by after the class performance ended.

b. Peer- Evaluation

In this technique of evaluation, the supervisors evaluate their teaching performance by pairing them with their friend in class. In addition, they have job to observe their friend' performance. Kilic (2016) stated that peer evaluation is a process where students evaluate the degree, worth, or caliber of the work or performance of other, comparable students. The evaluation delivered by their friend in pair toward their teaching performance in front of classroom. The student has been paired by the supervisors in the classroom.

Table 1.2 Peer- Evaluation

No	Name	Feedback
1.	Student 1	Agree
2.	Student 2	Agree
3.	Student 3	Agree
4.	Student 4	Disagree
5.	Student 5	Disagree
6.	Student 6	Disagree
7.	Student 7	Agree
8.	Student 8	Agree
9.	Student 9	Disagree
10	Student 10	Strongly Agree
11	Student 11	Agree

The researcher finds the data that ten percent was strongly agree and sixty three percent of students agree that their friends help to evaluate their teaching performance in the classroom and thirty six percent of student disagree that evaluation given by their friend technique.

c. Peer-coaching

Johnson (2016) argued that peer teaching provides a professional

development paradigm in response to the rising understanding of how active and practice-based approaches can create stronger classrooms and more effective teaching. One potential remedy for the low rate of successful transfer from conventional teacher preparation to the classroom is peer training. Ning Ma (2018) typically, peer coaching involves two coworkers who are supportive of one another. Tutoring is a private practice that is used to provide assistance feedback and support to each other and share their knowledge to improve learning. On its basic terms, in this type of collaborative action teachers at equal status observe each other and contribute to the improvement of teaching skills through collaborative engagement. It is emphasized that engaging in peer coaching has the potential for sustaining reflection and enhancing teachers' ability to analyze the teaching practices

Table 1.3 Peer-Coaching

No	Name	Feedback
1.	Student 1	Agree
2.	Student 2	Strongly Disagree
3.	Student 3	Disagree
4.	Student 4	Disagree
5.	Student 5	Disagree
6.	Student 6	Strongly Disagree
7.	Student 7	Strongly Disagree
8.	Student 8	Strongly Agree
9.	Student 9	Strongly Disagree
10	Student 10	Strongly Disagree
11	Student 11	Agree

Based on the data find by researcher in the student teachers responds that the third technique used by supervisor was peer-coaching. By using this technique the supervisor will have a communication with the other class supervisor to share the information in order to evaluate their classroom. This technique can also do by ask the other supervisor to help in give their evaluation in the supervisor's class. The data shown that ten percent student teacher strongly agree and eighteen percent agree that evaluation given by pair with other supervisor.

d. Portfolio

The fourth technique used by supervisor is portfolio. Brown (2003) point out that one of the most popular forms of assessment, especially within communicative language learning, is the creation of a portfolio. Portfolios have found wide recognition and application in the improvement of pre-service teachers' reflective skills over the past two decades. The portfolio is a resource that helps pre-service teachers reflect on the construction of knowledge and complex realities in their teaching practice. They are given instructions to reflect on their knowledge and teaching practices. Portfolios can assist document learning over time and be more thorough and transparent than typical assessments. Participation in the portfolio project also aided pre-service teachers in acquiring specific teaching competencies, such as "understanding the roles of an effective teacher, developing teaching methods/activities, improving language skills, understanding content knowledge, and understanding the need for teaching (2016). It means that the supervisor give their evaluation after watching several

performances of their student teaching in classroom then give the general evaluation based on it. The portfolio is a resource that helps pre-service teachers reflect on the construction of knowledge and complex realities in their teaching practice.

Table 1.4 portfolio evaluation technique

No	Name	Feedback
1.	Student 1	Disagree
2.	Student 2	Disagree
3.	Student 3	Agree
4.	Student 4	Disagree
5.	Student 5	Disagree
6.	Student 6	Disagree
7.	Student 7	Agree
8.	Student 8	Disagree
9.	Student 9	Strongly Disagree
10	Student 10	Agree
11	Student 11	Disagree

The data that researcher got that twenty seven percent student teacher agree that the supervisor used portfolio technique in evaluate them. It was mean that there was supervisor who was evaluate their pre-service teacher students by using this evaluation technique toward their teaching performance in front of the classroom.

2. The Strength and Weakness of The Supervisor's Evaluation Technique Used

- a. The Strength Supervisor's Evaluation Technique Used toward student teacher

The student teacher give explanation to the researcher in general about the strength they can get from the technique evaluation given by the supervisor

1) The strength

By using the technique of evaluation the student teacher can immediately know where is their lack of their teaching performance because the purpose of the evaluation given by the supervisor is mostly focus to improve their teaching skill performance in order to face the real class of teaching English foreign language. Hence, the student teacher can improve their teaching performance next after the comment given. Beside that, the comment given after their teaching has done. They can pay attention to when teaching and check how the lesson goes well in the classroom include what the components are in it. All of that mean after the evaluation is carried out they can improve which one is needed to be corrected because every evaluation given can show a learn new things then used it to the next teaching performance.

Table 1.5. strength of evaluation technique used

No	Student	Supervisor	Feedback
1	Student 1	Supervisor 1	Detailed and straightforward answers and feedbacks. it give me awareness about may lacks and place for me to improved and developed. Very good and quite detailed.
2	Student 2	Supervisor 2	The evaluation that is carried out is very good to be applied as a supervisor, because it will be a lesson to improve which ones need to be corrected because when evaluating my supervisor explained the location of our mistakes one by one.
3	Student 3	Supervisor 3	the strength is maybe we can understand it but it's hard to put

			into practice because we only understand it from the explanation. then Supervisor explained that lacking from my teaching performance and what I need to evaluate in the next practice.
4	Student 4	Supervisor 4	It can motivate me to further improve my teaching skills. there are advantages to the technique used by our supervisors because it is effective in improving our teaching skills.
5	Student 5	Supervisor 5	its much advantages, because directly mentioning our mistake in time.
6	Student 6	Supervisor 6	the supervisor give us some suggestions and advices
7	Student 7	Supervisor 7	She have us a good insight for what performance can we add to our teaching method.
8	Student 8	Supervisor 8	The strength is that I can get knowledge to improve myself to be better in the future. She gave comments one by one and it was very clear and could be understood and accepted by us.
9	Student 9	Supervisor 9	We can feel and know the side we have to improve for the next because the evaluation given in objective way.
10	Student 10	Supervisor 10	assess our teaching way one by one, provide comments and suggestions on teaching.
11	Student 11	Supervisor 11	Giving complete advice.

Effective evaluation begins with clear goals. It usually takes some hard thinking before teachers can articulate the specific skills and competencies

they hope to teach through the course content – what is most important to teach and what students should really learn. The data above show that the right evaluation technique used by supervisor can impact a good teaching performance of the student teacher. beside that, when the evaluation given is full enough to fill the student need the outcome of the student teacher in teaching real classroom will done well.

b. The Weakness of The Supervisor’s Evaluation Technique Used

After the evaluation process done, the thing that supervisor do next is evaluate their student teacher teaching performance. Students teacher will get their improvement if the evaluation can reach their need well. In the other hand, if the evaluation is given can’t be understand or relate with the student, it will not reach a good outcome toward their next teaching performance. Based on the data that researcher gets from the respondents. There are some weakness found in their supervisors evaluation technique.

Table 1.6 Weaknesses of evaluation techniques used

No	Student	Supervisor	Feedback
1	Student 1	Supervisor 1	Sometimes the comment is too short and repeating
2	Student 2	Supervisor 2	Nothing weakness found from the evaluation technique used
3	Student 3	Supervisor 3	The weakness is there is no more evaluation such as giving specific examples
4	Student 4	Supervisor 4	The weakness is that sometimes the evaluation given seems too late because it is too late Because it's already gone/passed.
5	Student 5	Supervisor 5	For the weaknesses maybe its not continuous just several times of evaluation time.
6	Student 6	Supervisor 6	The delivery of comments that supervisor

			gave was too long and wordy so it took a lot of time.
7	Student 7	Supervisor 7	No weakness from the supervisor evaluation.
8	Student 8	Supervisor 8	The weakness is that I'm afraid whether I can apply it or not in the future.
9	Student 9	Supervisor 9	The evaluation sometimes is not specific even though it's already objective
10	Student 10	Supervisor 10	It's already good and can approach my need from evaluation. So, there is no weakness
11	Student 11	Supervisor 11	The evaluation delivered already good and no weaknesses.

B. Discussion

After the data is presented in the description above, the researcher writes and analyzes based on the findings that have been written. The researcher has two research questions answered in this study. After conducting research and analyzing all the data, the researcher wants to convey the findings and relate them to the existing theory. Below is a discussion of the findings.

1. The type of supervisors' technique used by supervisor in assessing student of pre-service teachers.

Effective teaching is not only about imparting knowledge and understanding to students (or providing constructive tasks, environments, and learning), but also about students' understanding of that knowledge so that the next instructional intervention can be adapted to current understanding. Evaluation adds the ingredient of value judgment to assessment. It is concerned with the application of its findings and implies some judgment of the effectiveness, social utility or desirability of a product, process or progress in terms of carefully defined and agreed upon objectives or values. Evaluation often

includes recommendations for constructive action. Thus, evaluation is a qualitative measure of the prevailing situation. It calls for evidence of effectiveness, suitability, or goodness of the programmed. It is the estimation of the worth of a thing, process or programmed in order to reach meaningful decisions about that thing, process or programmed. The evaluation of courses, course delivery, or the method used to conduct such evaluations is referred to as "student evaluation". Thus, these terms are used throughout this article for clarity and consistency, unless referring to authors who have done otherwise. Evaluation can be delivered in different technique. This also done by the supervisor in pre-service teacher at the Department of English at UIN Antasari Banjarmasin. There are some supervisors who have different technique in evaluate their student teacher in order to assess their teaching performance in teaching English. this technique choose by the supervisors as an alternative to make their student teacher good in teaching performance because they have to teach in real EFL classroom after they finish their pre-service teacher trainee. Based on the findings, the researcher found differences between the type of supervisors technique used by supervisor in assessing student of pre-service teachers and in the theory. The type of supervisor evaluation technique used mostly used classroom observation because each of them usually give evaluation right after the teaching performance has been done in front of classroom. Martinez (2016) argued that Classroom observation is an effective method that offers a clear perspective of classroom activity and a comprehension of how teachers educate in a practical setting. Classroom Observation is a series of observations in which instructors provide

feedback on Pre-service teachers learn more effectively through classroom interactions.

2. The Strength and Weakness of The Supervisor's Evaluation Technique Used

Each evaluation technique has its own strength and weakness so it cannot meet and cannot be suitable for all case. If we understand the nature of evaluation, the purpose and the organization and the student teacher need, the evaluation could effectively. Each technique used by supervisor in the classroom in order to evaluate their student teacher must have some strength and weakness. It's means that the specific right evaluation method done can make the students get their improvement in the teaching.