

CHAPTER I

INTRODUCTION

Background of Study

It is a well-established truth that the English language has emerged as the major communication device over the past and gift centuries. Thus, it comes as no marvel that the studying and coaching of this language has taken a primary position within the instructional field. Numerous studies were conducted to investigate almost every thing of EFL (English as a Foreign Language) and ESL (English as a Second Language) gaining knowledge of and teaching and a massive amount is dedicated to EFL teacher perpetration applications. One of such programs is the “micro teaching or PPL 1” in which Pre-Sercive Teachers are subjected to real life teaching experiences. Whereas they were only subjected to theories, in teaching practice they are given the opportunities to use these theories into practice. The subject of training occupies a distinguished place within the trainer schooling program, where in the educational enjoy is essential and vital within the guidance of future teachers. Accordingly, scholar teachers undergo practical and practical experiences. Teaching practice calls for the supervision by means of this system professors or contributors of the college teaching staff. As supervisors, they have a considerable role in dealing with the scholar teachers training and imparting them with the important ability to meet their role.

Educational supervisors are responsible for overseeing all the administrative duties at teaching practice activity such as media, lesson plan and others. An instructional supervisor keeps the activity running. Budgets, teaching schedules, supplies, disciplinary actions, students teacher evaluations, and communications with the public fall underneath the purview of instructional supervisors. They even have a hand in planning activities and imposing curriculum.

In the Quran in surah Al-Baqarah verse 151 which reads:

كَمَا أَرْسَلْنَا فِيكُمْ رَسُولًا مِّنكُمْ يَتْلُو عَلَيْكُمْ آيَاتِنَا وَيُزَكِّيكُمْ وَيُعَلِّمُكُمُ الْكِتَابَ وَالْحِكْمَةَ وَيُعَلِّمُكُم مَّا لَمْ تَكُونُوا تَعْلَمُونَ

151. just as we have sent among you a messenger from yourselves reciting to you Our verses and purifying you and teaching you the Book and wisdom and teaching you that which you did not know.

In the verse has been explained that, Allah have sent among human a messenger who teach us the Book and wisdom and teach us which we did not know. From the explanation supervisor has similar role, supervisors teach and supervise his/her Pre-Service Teachers which did not know and guide them.

Educational supervisors ought to also ensure that their Pre-Service Teacher follow the educational directives set by local governments and country governments. It is the responsibility of the instructional supervisor to make certain that their Pre-Service Teacher meets testing, evaluation and other requirements set by their district or state. They need to make sure that

everyone in the classroom doing the right activity, including prepare teaching media, planning lesson plan until execution both are in context and in their control.

Supervision is the by overseeing of the overall performance or operation of a person or group. It is the act of watching over the works or tasks of another person who lack of knowledge and experience in practice. Supervision does not mean to control Pre-Sercive Teacher but to guide Pre-Sercive Teacher a work in expert or personal context.

One previous study conducted in different country such as the study by Dr. Mosaddaq and Y. Barahmeh conducted in Arab American University. While the researcher has the same setting that is while teaching practicum but the point of the importance of supervisor role is gotten as a result of their study and in this study researcher want to know the important role that supervisor has to have from the beginning (Mosaddaq & Barahmeh, 2016).

Another research was done by Sirpa Perunka and Raija Erkkila in 2012 entitled “Dialogical Mentoring in The Supervising of Pre-Sercive Teachers’ Practice”. While this study aimed to find what the effect of relationship between supervisor and supervisee and the effect toward supervisee’s teaching practice is, this research is only focus one role of the supervisor while researcher does not have one singular role focus (Perunka & Erkkila, 2012).

As a faculty member at the Tarbiyah and Teaching Training Faculty inside Antasari Islamic State University Banjarmasin, and having taught EFL teaching methods, and supervised Pre-Service Teachers for the duration of the teaching practice section of their educational education program, the writer has perceived the significance of the essential traits wished for supervisors and the significance of this role. However, the writer also see that the program produces vulnerable EFL teachers in several context such as many of students still teaching English using Indonesia all the time, using conventional media such as only power point, do not master the method, strategy and style of teaching well et cetera. Those can happen because of some factor, method, strategy, teaching media, educational technology and others, one of the factors is Supervisor, because Supervisor that see Pre-Service Teachers' progress in practicing teori in teaching practice before Pre-Service Teachers jump right into the school environment. Since a lot of research has been done with reference to teaching strategies and educational technology and other factors, the writer have decided to take a look at supervisors so that the writer will find out what the main roles supervisors perform from the point of view of their students. The lack of research devoted to the supervisor's role in terms of factors also motivates the writer to conduct research.

Research Question

Based on the background of study above, the problem will be discuss in this paper is about the implementation of Supervisor's Role in Micro Teaching. Furthermore, the researcher formulates the problem as follows:

1. What are teaching practice supervisors roles in micro teaching?
2. What is model of supervision used by supervisor in micro teaching?

Objective of Study

Based on the the statement of problems above, the purposes of this research are:

1. To identify teaching practice supervisors roles in micro teaching.
2. To identify model of supervision is used by supervisor in micro teaching.

Significance of Study

This research is expected to be able to give information for the researcher himself and people in educational field dealing with teaching and learning while doing teaching practice in micro teaching. The researcher expected that this research can be useful as:

1. For the teacher

The result of the study is expected to be useful for another supervisor to improve their Pre-Sercive Teacher ability by paying attention to the role that they have to do while teaching practice activity is taking place.

2. For the reader

By reading this research, the reader could get more information about the role that the supervisors done in supervising their Pre-Sercive Teachers

on teaching practice in order to improve Pre-Service Teacher under their charge.

Definition of Key Term

1. Teaching Practice

It is a fifth semester program of Teaching and Training faculty member of UIN Antasari Banjarmasin provided by university and micro teaching team which is usually one semester of continuous participation in the classroom of teaching experience, the Pre-Service Teachers are given the opportunity to apply theory into practice and the supervision of a cooperative teacher and an assigned university supervisor.

2. Supervisor

A Teaching and Training faculty of UIN Antasari's lecturer who is provided by university micro-teaching to supervise and evaluate Pre-Service Teachers using a guided checklist prepared for that purpose by the program.

3. Role

A function assumed or part played by a supervisor in micro teaching while monitoring or evaluating Pre-Service Teacher activity in teaching practice.

4. Pre-Service Teacher

The Pre-Service Teacher is defined as the student who is engaged in the teaching practice 1 held by Micro-Teaching UIN Antasari Banjarmasin.

During the period of teaching practice 1, the Pre-Service Teacher pretends to become part of the school establishment and undertakes all work that a normal teacher does.

5. Supervision

Supervision refers to the act or process of overseeing the activities of Pre-Service Teachers by the supervisor in micro teaching