

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Finding

Research findings provide information found by researcher through research instruments. Because there are two research questions, of course this chapter requires two main points of research findings as well as two main points of research discussion.

Explaining this research instrument, the researcher recalls the research questions from this study. The findings are presented as follows:

1. Role of Supervisor in Micro Teaching
2. Model of Supervision in Micro Teaching

The documentary used by a researcher is a technical guide designed by micro teaching team. The researcher used the technical guide as a reference about role that is provided by micro teaching to research.

The participants in this study were 30 Pre-Service Students divided into 6 groups of Supervisor, but only 23 Pre-Service Students were willing and able to become participants.

The explanation about roles of supervisor and model of supervision will describe as follows:

1. Role of Supervisor in Micro Teaching
  - a. Evaluator

Evaluator in the case of pre-service teachers, the Supervisor's focus is in judging and assessing Pre-Service Teachers' performances and it has to be fair, constructive and systematic. Supervisor also constructive and have the guidance provided by micro teaching. Supervisor evaluated Pre-Service Teachers as part of their on-going assessment, and their progress, or lack of it, then Supervisor reported to the Micro Teaching team.

**Table 4.1** Evaluator job description

	Super visor A	Super visor B	Super visor C	Super visor D	Super visor E	Super visor F
Assessed PSTs' performances	✓	✓	✓	✓	✓	✓
Assessed PSTs' Lesson Plan	✓	✓	✓	✓	✓	✓
Reported to the Micro Teaching team	✓	✓	✓	✓	✓	✓

All of Supervisor studied in this research did this role, because this role is required of them to assess Pre-Service Teachers' ability in

practicing of teaching and learning situation. Supervisor also had the guidance to assess Pre-Service Teachers provided by Micro Teaching team (see appendix 4) so that the evaluation of Pre-Service Teachers' performances would be constructive and directive.

b. Mentor

Mentor in the case of pre-service teachers, the Supervisor's focus has to be on *training* in the basic skills. Supervisor in order to makes Pre-Service Teachers themselves to notice what 'good' teachers generally do, and likewise, why 'bad' teachers fail to be effective in the classroom.

**Table 4.2** Mentor job description

	Super visor A	Super visor B	Super visor C	Super visor D	Super visor E	Super visor F
Gave feedback on PSTs' lesson plan	✓	✓	X	✓	✓	✓
Gave feedback on PSTs' performances	X	✓	X	✓	✓	✓
Guided the right direction to do if PST make a	✓	✓	X	✓	✓	✓

mistake in lesson plan						
Guided the right direction to do if the student makes a mistake in performances	X	✓	X	✓	✓	✓
Pooled previous PSTs' collective experience and reflecting upon it	X	X	X	X	X	✓

1) Supervisor A; Based on the interview data with Pre-Sercive Teachers under his charger found that Supervisor was a perfectionist and detailed, from lesson planning, class management in lesson plan that were done by Pre-Sercive Teachers, if they were wrong Supervisor gave very detailed comment. Supervisor was a figure who commented, gave instructions and set a good example. Supervisor always gives feedback but to give the example is never from himself, the Supervisor needs to be asked before the Supervisor gave an example of how to teach well.

- 2) Supervisor B; Based on the interview data with Pre-Service Teachers under her charge found that Supervisor was a figure who commented, gave directions and gave good examples whether by say or act. Supervisor was a perfectionist and detailed in terms of class management, time management, activity in lesson plans and practices, even the media and selected material Supervisor checked, such as the suitability of the material or pictures to the material being taught. Supervisor also provided examples of how to teach what should be, both in terms song selection, material selection and even further performance.
- 3) Supervisor D; Based on the interview data with Pre-Service Teachers under her charge found that Supervisor was a figure who commented, gave instructions and set a good example. Supervisor also gave example what should they do or what should they said every time Pre-Service Teachers did mistake in their practices. Supervisor guide them in two ways first before the class before the practice is begun Supervisor asked Pre-Service Teachers lesson plan and gave Pre-Service Teachers to consult their lesson plan in order to avoid mistake in practices then after the practice Supervisor gave comments and advice to Pre-Service Teachers performances in order to improves their next practices.

- 4) Supervisor E; Based on interview with PST 3 during Supervisor's time as a Supervisor in the teaching practice activity Supervisor did not provide comments, feedback and examples of how to teach properly to Pre-Service Teachers or just response to their video. PST 1 and PST 2 then added Supervisor during being a Supervisor did not give feedback and examples **but** Supervisor would be a figure who comments, gives instructions and examples when Pre-Service Teachers contact the Supervisor directly.
- 5) Supervisor F; Based on the interview data with Pre-Service Teachers under her charge found that Supervisor besides giving feedback on their performances Supervisor also gave such a good example whenever Pre-Service Teachers got mistakes. Supervisor did not give feedback on Pre-Service Teachers teaching style but more on time management Supervisor comment on their performances on time management more than anything. Supervisor also gave example what should they do or what should they said every time Pre-Service Teachers did mistake in their practices. Supervisor also gave example about mistake of previous Pre-Service Teachers under her charge and how to solve it in order Pre-Service Teachers under her charge at that time did not do the same mistake.

c. Liaison Person

Liaison Person in the case of pre-service teachers, the Supervisor's focus is need to actively promote and maintain good working relationships with Pre-Service Teacher under his/her charge. It is a relationship that is built up during mentoring and especially during lesson conferencing because Supervisors are responsible for observing, guiding and supporting the Pre-Service Teachers and to determine which trainees need additional attention and to advise their Pre-Service Teachers accordingly.

**Table 4.3** Liaison Person job description

	Super visor A	Super visor B	Super visor C	Super visor D	Super visor E	Super visor F
Easy to contact for consult or discuss	X	X	X	✓	✓	✓
Kindly reply if PSTs contact Supervisor for consult	X	✓	✓	✓	✓	✓
Gave time to PSTs for discussing their	X	X	X	✓	✓	✓

problem outside the class						
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1) Supervisor D; Based on the interview data found that before every meeting they did Supervisor gave a chance for Pre-Sercive Teachers to consult their lesson-plan to supervisor in order to avoid mistake Pre-Sercive Teachers will do and what the Supervisor did made Pre-Sercive Teachers comfort to share their problem to supervisor. Furthermore Supervisor always said praises which is considered good for Pre-Sercive Teachers themselves so that they don't feel nervous about the Supervisor's assessment. Then Supervisor didn't have problem if the Pre-Sercive Teachers under her charge contact the supervisor directly when they contact her directly to share their problem to discuss common problems, Supervisors openly accept Pre-Sercive Teachers, and determine which trainees need additional attention and to advise her Pre-Sercive Teachers.

2) Supervisor E; Based on the interview data from Pre-Sercive Teachers Supervisor was always open to receive when there were Pre-Sercive Teachers who contact him directly. The supervisor



always responded kindly and also patiently explained any questions asked by the Pre-Service Teacher directly to him.

3) Supervisor F; Based on the interview data found that Supervisor was very kind. Supervisor was always open to receive when there were Pre-Service Teachers who contact her directly. The Supervisor always respond to Pre-Service Teachers' messages and explain patiently when Student-Teachers asks her. Communication between Supervisor and Pre-Service Teachers was also going in a good way even if All of Pre-Service Teachers contacted them directly. All of Pre-Service Teachers enjoyed with the way Supervisor treat them whether when they were practicing in classroom or from Supervisor accept them kindly if they contacted her directly before or after the class.

d. Tutor

Tutor in the case of pre-service teachers is in the position to articulate coursework and Teaching Practice. The Supervisor's focus is to explore Pre-Service Students' comprehension about teaching.

**Table 4.4** Tutor job description

Super visor A	Super visor B	Super visor C	Super visor D	Super visor E	Super visor F
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Assigning field work projects	X	X	X	X	X	✓
reviewing relevant issues in follow-up tutorials	X	X	X	X	X	✓

1) Supervisor E; Based on interview found that Supervisor is unlike other Supervisors. Supervisor assigned field work projects, he asked his Pre-Service Teachers to teach students directly at a level that is in accordance with the level being held, for example the first meeting is a grade VII junior high school students, so the Pre-Service Teachers had to teach students who are in grade VII at school instead Supervisor assigned his Pre-Service Teachers to make video while they were doing teaching practice with a time of one week from the set schedule. Furthermore Supervisor gave Pre-Service Students worksheet about options consist of options that they can apply in their teaching and let them watch the video from another sources to review relevant issues in follow-up tutorials so that Pre-Service Teachers would find the real situation, problem and how to solve it in real situation.

## 2. Model of Supervision in Micro Teaching

Based on interviews with 36 students, it was found that supervisors perform various models of supervision based on how the supervisor implements the supervisor's role and how the supervisor treats the pre-service teachers.

General job for model of supervision can be described as follows:

**Table 4.5** Framework model of Supervision

	Super visor A	Super visor B	Super visor C	Super visor D	Super visor E	Super visor F
Direct and inform the teacher, model teaching behaviors	X	✓	X	X	X	X
Direct Pre-Service Teachers to comply with what the supervisor thinks they should do	X	✓	X	X	X	X
Suggest a variety of alternatives	X	X	X	✓	✓	✓
Gave PST understanding about the consequences of what they do	X	X	X	✓	✓	✓
Work with Pre-Service Teachers in any decisions that are made	X	X	X	X	X	✓
Work together in addressing a	X	X	X	X	X	✓

problem in the Pre-Service Teachers' practice						
Does not prescribe or suggest non-prescriptive alternatives to Pre-Service Teachers	✓	X	✓	X	✓	X
Let Pre-Service Teachers come up with their own solutions to teaching problem	✓	✓	✓	✓	✓	✓

a. Directive Model

This model of supervision is the one which Supervisors their idea of what supervision is. In directive supervision the role of the supervisor is to direct and inform the teacher, model teaching behaviors, and evaluate the teacher's mastery of defined behaviors. In this model Supervisors try to direct Pre-Sercive Teachers to comply with what the supervisor thinks they should do.

- 1) Supervisor B; Based on interview from Pre-Sercive Teachers  
Supervisor usually gave directions at the beginning of thing that need to be done and pay attention by Pre-Sercive Teachers. Supervisor was also the one who commented and directed how Pre-Sercive Teachers should do each teaching practice even down to the teaching tools, the methods used by the Pre-Sercive

Teachers and even the materials (like song, or pictures that PST chose) and media selected are also of concern to the Supervisor.

b. Alternative Model

This model of supervision is Supervisor's role is to suggest alternatives in order to widen the scope of what a teacher will consider doing so that Pre-Service Teachers can gradually become their own experts and can rely on themselves to make teaching.

1) Supervisor D; Based on interview from Pre-Service Teachers Supervisor in the beginning of practice always checked Pre-Service Teachers' lesson plan and checked activity will be done by Pre-Service Teachers then Supervisor would give any kind of alternatives activity to Pre-Service Teachers what was better for them to do without blaming the activity that has been made by Pre-Service Teacher. Supervisor also did not sound judgmental to Pre-Service Teachers' lesson plan or practice, Supervisor always appreciated to what Pre-Service Teachers have done whether those are less good.

c. Collaborative Model

This model of supervision is the one which Supervisors work with Pre-Service Teachers but not to direct them. The supervisor actively participates with the Pre-Service Teachers in any decisions that are

made and attempts to establish a sharing relationship. Instead of telling me what Pre-Service Teacher should have done the Supervisor could have asked the reason or something that make Pre-Service Teachers choose that option in a positive, interested, and non-judgmental way.

1) Supervisor F; Based on interview from Pre-Service Teachers The Supervisor always guides the Pre-Service Teachers if they make mistakes whether it is in the selection of materials, methods, or anything in the lesson plan or practice. The Supervisor does not immediately judge that what the Pre-Service Teachers are doing is wrong, but asks why they did or chose it and then the Supervisor would comment or advice to Pre-Service Teachers what they should or should do and choose for their teaching practice.

d. Non-directive Model

This model of supervision is where The supervisor listens attentively and non-judgmentally as teachers describe their work and reflect on their teaching.

1) Supervisor A; Based on interview from Pre-Service Teachers Supervisor did not give any comment or provide guidance for Pre-Service Teacher for their practices. Supervisor just asked Pre-Service Teachers to make video of teaching then watched the video whether what the Pre-Service Teachers had done was right

or not, whether what the Pre-Service Teachers had done was according to lesson plan or not the thing that Supervisor paid attention the most in lesson plan not the practice itself. Simply Supervisor only gave feedback and tips to fix their lesson plan not their performances of teaching.

- 2) Supervisor C; Based on interview from Pre-Service Teachers Supervisor did not give any comment or provide guidance for Pre-Service Teacher for their practices. Supervisor just asked Pre-Service Teachers to make video of teaching then watched the video whether what the Pre-Service Teachers had done was right or not, whether what the Pre-Service Teachers had done was according to lesson plan or not. Supervisor just watched Pre-Service Teachers' video then assessed Pre-Service Teachers based on their performances every week without guide them how to teach properly. All Pre-Service Teachers has similar statements that Pre-Service Teachers did not guide them or just gave feedback from Supervisor to solve their problem so that Pre-Service Teachers need to find their own solution in their practices whether by discussing with their mates or asking from another group or Supervisor.

e. Creative Model

This model of supervision is the one which Supervisors become creative not only in the use of the models presented. It allow supervisor to combine models or combine supervisory behaviors from different model, shift supervisory responsibilities from the supervisor to other sources and apply of insights from other fields which are not found in any of the models.

1) Supervisor E; Based on interview from Pre-Service Teachers Supervisor would act based on Pre-Service Teachers action. Supervisor basically did Non-directive model because Supervisor would not give any comment or guidance to Pre-Service Teachers, Supervisor just asked Pre-Service Teachers make video of teaching then assess their performances and the problem Pre-Service Teachers made, they needed to solve by themselves. Based on interview all of Pre-Service Teachers stated that Supervisor seemed like just watched their video after they submitted it without any feedback.

Supervisor also would become Alternative model if Pre-Service Teachers contacted him, Supervisor would suggest some tips to fix Pre-Service Teachers performance in teaching, whether by share worksheet or directly told to Pre-Service Teachers.



## B. Discussion

After the data were processed and present in this study, the researcher presents the findings above. As mention in the first chapter, there are two research questions that should be answered in this study. After conducting the research and analyzing all the data, the researcher would like to conclude all the result of the study as follows:

### 1. Role of Supervisor in Micro Teaching

According to Bourke's (2001) theory that there is less focus on prescriptive practices and more focus on discovering what teachers and pupils actually do to make learning happen. It is essential therefore the Supervisors take on the role of mentor (Bourke, 2001, p. 72). Furthermore Dakhiel (2017) in his journal state Dakhiel considers that the presence of these characteristics of the supervisor of practical education might lead to increasing the performance level of Pre-Service Teachers in the English Language Department through directing them proper guidance in aspects (personal and professional, linguistic and evaluation). These characteristics are required by the supervisors in order to perform their supervisory role, given that there are complaints about the poor performance of the Pre-Service Teachers in the English Language Department (Dakhiel, 2019, p. 1026).

From findings that Researcher found and those statements below can be inferred that almost all of Supervisors fulfill their job as mentor except one Supervisor that is Supervisor C. Mentor could be drawn from the way they gave comment, suggestion, guidance and example of good teaching regarding the on-going oversight of Pre-Service Teachers and also Supervisor fulfill their obligation that had been provided by micro teaching team that they need to be a Mentor (see appendix 3). But the things that Supervisor need to pay attention is giving Pre-Service Teachers opportunities to learn by observing, by doing and by reflecting. Supervisors responsible to facilitate acquisition, and this implies a commitment to enabling learners 'to grow' in language, to providing a rich and stress-free practicing environment, to making provision for genuine interaction. So that Supervisor beside become Mentor, Supervisor also need to maintain good relationship with Pre-Service Teachers in order to know what is the real their problem from their perception because Pre-Service Teachers have their own problem sometimes what Supervisor see as a problem in front of the class is not what they feel and then Supervisor need to see wider range of practice example by asking Pre-Service Teachers adopt a task-based methodology and materials to real student in order Pre-Service Teachers get deeper experience of teaching.

## 2. Model of Supervision in Micro Teaching

Gebhard (1984) in his journal stated “However, there are no claims being made regarding the best model of supervision or the best supervisory behaviors.” and continue by stated “It is up to us to continually apply this and other knowledge in our development of more and more sophisticated and productive teacher supervision” (Gebhard, 1984, p. 512).

From findings that Researcher’ found and those statements below can be inferred that almost all of Supervisors has already choose their own model of supervision based on Supervisors’ supervisory behavior and role. There is no wrong or right model to do, but the things that need to pay attention more for the Supervisors is in choosing model of supervision they would choose by considering his/her Pre-Service Teachers because objectives of teaching practice is for Pre-Service Teachers so what Pre-Service Teachers need is more important than Supervisor ego, because Pre-Service Teachers would not find the objectives of teaching practice if Supervisor choose unsuitable model for his/her Pre-Sercive Teacher.