

**THE PERCEPTION OF ENGLISH DEPARTMENT STUDENT-
TEACHERS TOWARD THE ROLES OF SUPERVISING
TEACHERS DURING STUDENT TEACHING PROGRAM**

Thesis

*Submitted as Partial Fulfillment of the Requirement to Obtain Strata One
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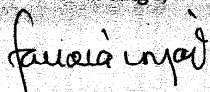
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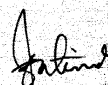
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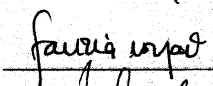
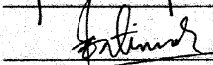
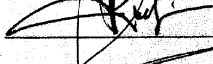
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ABSTRAK

Rani, Yati Aisya. 2010. The Perception of English Department Student-Teachers toward the Roles of Supervising Teachers during Student Teaching Program. A Survey Study at English Department of UNP.

Penelitian ini mengkaji persepsi mahasiswa PL mengenai pelaksanaan peranan guru pamong selama Program Pengalaman Lapangan Kependidikan (PPLK) berlangsung. Subjek penelitian ini ialah 103 mahasiswa jurusan Bahasa Inggris Universitas Negeri Padang yang mengambil mata kuliah PPLK periode Januari-Juli 2010. Masalah yang diangkat pada penelitian ini ialah bagaimana persepsi para mahasiswa PL terhadap peranan guru pamong dalam membantu mereka selama pelaksanaan PPLK. Persepsi mahasiswa PL ini dikaji kedalam tiga periode masa PL yaitu masa orientasi, masa latihan terbimbing, dan masa latihan mandiri. Tujuan penelitian ialah untuk mengetahui persepsi para mahasiswa PL terhadap tugas dan tanggung jawab guru pamong pada tiap-tiap periode tersebut. Penelitian ini merupakan survey research dengan menggunakan instrumen kuesioner. Kuesioner dibagikan kepada mahasiswa PL dan jawaban dari tiap pertanyaan kemudian diuraikan dalam bentuk deskripsi. Hasil penelitian menunjukkan bahwa para mahasiswa PL memiliki persepsi negatif terhadap pengaplikasian tugas dan tanggung jawab guru pamong dalam dua periode yaitu selama masa orientasi dan masa latihan terbimbing. Selama masa orientasi, mahasiswa PL menilai para guru pamong langsung membebaskan mereka untuk mengajar tanpa memberikan penjelasan terlebih dahulu. Dalam masa latihan terbimbing, para mahasiswa PL menilai peranan guru pamong begitu sedikit dalam membantu mereka melatih kemampuan mengajar mereka didalam kelas sehingga mereka masih banyak melakukan kesalahan. Disarankan peningkatan cara kerja pamong selama masa orientasi dan latihan terbimbing tersebut supaya tujuan akhir dari program PPLK yaitu meningkatkan kemampuan mengajar mahasiswa dapat terwujud.

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At last, the writer hopes that this thesis will be useful for the readers, especially for the improvement of student teaching program in UNP.

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Writer

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

To be professional teachers, the students of English Teaching program get subjects related to English language skills and subjects dealing with teaching and learning process. One subject that they have to take is called *Program Pengalaman Lapangan Kependidikan* (PPLK) or student teaching program. It is a 4 credit hour subject that requires the prospective English Department student-teachers to teach at collaborative schools. In their teaching program, the students are given opportunities to practice teaching abilities they have been provided.

According to *Unit Program Pengalaman Lapangan* (UPPL) guidance book (2010), the conduction of student teaching program is ideally carried out in four activities. The first one is called as the orientation period which is done for two weeks. During this time, they have to do orientation such as observing the collaborative schools (its' teaching facilities, teaching administration, and teaching program), observing how the English teachers teach the students and socializing with all staffs, teachers, and students at schools.

The second activity is called the guided teaching practice. The aim is to allow the student-teachers to have experience as real teachers including

non-teaching activities. In this activity, they learn how to design the syllabus, lesson plans, teaching materials, and teaching media. They also have to do assessment toward the students' learning progress. For the non-teaching activities, they actively participate in extracurricular activities. All activities done are fully guided and helped by their supervising teachers.

The third activity is called the independent teaching practice. This is the period where the student-teachers stand by themselves. They have to prepare their own lesson plans, materials, and media. Later, they teach the students by themselves in the classroom. The roles of supervising teachers are not as big as in the guided teaching period. They only function as supervisors and do assessment toward all activities done by the student-teachers.

The last activity is to be evaluated. This activity is done when the supervising teachers together with the student-teaching advisors agree that the student-teachers are qualified and ready to be examined. Several days before having the examination, the student-teachers have to prepare their lesson plans and have them approved by the supervising teachers and the student-teaching advisors.

In fact, based on the preliminary research by interviewing some student-teachers after the conduction of previous student teaching program, it is found that the duties of the supervising teachers were not very well performed. First, in the orientation weeks where student-teachers should

only do orientation, they, in fact, were directly asked to teach the students. Second, during the guided teaching period, the supervising teachers seem not assisting the student-teachers. They allowed the student-teachers taught in the classroom by themselves but sometimes did not give any guidance and help. Moreover, during the independent teaching period, the student-teachers did teaching in the absence of the supervisor.

These facts proves about mistakes done by the supervising teachers at schools. As a result, the student-teachers made errors in the classroom. Their lesson plans did not have clear learning objectives. The teaching materials were not interested for the students. In addition, their teaching media were not related to the materials. These condition happened because the student-teachers do not have enough experience. Their only experience is what they got in the college. They then asked about what were actually the roles of their supervising teachers.

At the beginning, the student-teachers assumed that they would be very well-guided by their supervising teachers all along the program. In fact, they later perceived that the roles of supervising teachers stated in the guidance book of UPPL are only theory; they were not practically done. This condition decreased the quality of the student teaching program. It later prompted the negative image of the conduction of student teaching program including the performance of the supervising teachers.

In order to see how far is the negative image about the supervising teachers' performance assumed by the student-teachers, a careful research on the perception of student-teachers toward the duties and responsibilities of supervising teachers should be better conducted.

1.2 Focus of the Research

This research focused on three points. First, it analyzed the student-teachers' perception toward the duties and responsibilities of the supervising teachers in the orientation period. Second, it discussed about the student-teachers' perception in the guided teaching period. Third, it also discussed about the student-teachers' perception in the independent teaching period. Duties and responsibilities performed by supervising teachers in each period was observed in order to find in which period that the supervising teachers did not perform their roles appropriately.

1.3 Formulation of the Problem

From the background and the focus of the problem above, the problem in this research is formulated as:

“How is English department student-teachers' perception toward the roles of supervising teachers during student teaching program?”

1.4 Research Questions

- 1) How is English department student-teachers' perception toward the duties and responsibilities of supervising teachers during the orientation period?

- 2) How is English department student-teachers' perception toward the duties and responsibilities of supervising teachers during the guided teaching period?
- 3) How is English department student-teachers' perception toward the duties and responsibilities of supervising teachers during the independent teaching period?

1.5 The Purposes of the Research

- 1) To find out the student-teachers' perception toward the duties and responsibilities of supervising teachers during the orientation period.
- 2) To find out the student-teachers' perception toward the duties and responsibilities of supervising teachers during the guided teaching period.
- 3) To find out the student-teachers' perception toward the duties and responsibilities of supervising teachers during the independent teaching period.

1.6 Significance of the Research

This research gives information and explanation about student-teachers' perception toward the roles of supervising teachers during the conduction of student teaching program period January-July 2010. It also gives information on how the supervising teachers performed their roles. The data, information, and explanation gotten can later be used as the basic consideration in improving the student teaching program.

1.7 Definitions of Key Terms

- 1) Student-teachers : university students who practice their teaching at the collaborative schools.
(Schwebel (2007))
- 2) Perception : an ability that is generated by sensory experiences. (Best (1989))
- 3) Supervising teacher : a term which is referred to teachers at schools where the student-teachers practice their teaching abilities.
(Schwebel (2007))
- 4) Student teaching program : a program which purpose is to let the student-teachers practice their teaching abilities in the real-life practice. (Schwebel (2007))
- 5) Collaborative schools : schools where the student teaching taught during the conduction of student teaching program. (Schwebel (2007))

CHAPTER 2

REVIEW OF RELATED LITERATURES

2.1 The Duties and Responsibilities of Supervising Teachers

Supervising teachers are teachers at schools where the student-teachers have their teaching practices. At State University of Padang, these supervising teachers are actually chosen by “*Unit Program Pengalaman Lapangan*” (UPPL) and the schools themselves which are represented by the principals of each school through “*Surat Keputusan Rektor Universitas Negeri Padang*”.

During the student teaching program, there are duties and responsibilities that have to be performed by the supervising teachers. The Department of Education at California State Polytechnic University (2010) mentions that “the fundamental role of a supervising teacher is to supervise, model, guide, and evaluate the student-teachers in order to assist with the development of his/her teaching skills.” They divide the role within four periods. The first period is the preparation for the student-teachers. During this period, the supervising teachers prepare the students and their parents for the arrival of the student-teachers. They also provide space and materials for the student-teachers later.

The second period is the orientation for the student-teachers. The orientation is divided into two; the orientation to the school and the

orientation to the class. In the orientation to the school, the supervising teachers familiarize the student-teachers with the school campus. They introduce the student-teachers to the faculty, staff, resource personnel, counselors, etc. They explain the importance of developing good relationships with teachers and other personnel. They also discuss the schools policies relating to the student-teachers. They acquaint the student-teachers with the library, audio-visual aids, computer lab, and the location of supplies and materials. Furthermore, they familiarize the student-teachers with co-curricular and extracurricular activities. In orientation to the class, the supervising teachers introduce the student-teachers to the students. They also familiarize the student teachers with management techniques used in the classroom. In addition, they explain classroom schedules, routines, grading procedures, and seating charts.

The third period is the supervision. It is expected that the supervising teachers use the clinical supervision techniques which involves observing and recording the student-teachers' performance, providing specific feedback, and engaging in collaborative conference discussions in order to improve the student-teachers' teaching skills. The last period is the evaluating the student-teachers. the supervising teachers formally evaluate the student-teachers in mid-term and in the final week.

The student teaching unit of University of Houston-Victoria (1999) also classifies the duties and responsibilities of supervising teachers into

four; the preparation, the orientation, the induction and the evaluation. In the preparation, the supervising teachers prepare the junior high school or senior high school students to receive the student-teachers as their professional English teachers. They allow the student-teachers to have easy access to the curriculum and teaching materials. In the orientation, the supervising teachers introduce the student-teachers to the students, classroom procedures, the school calendar and daily schedule as well as the building and the resources offered there, the school personnel such as the principal and staff.

During the induction, the supervising teachers give models about appropriate planning and teaching. They give examples and demonstrate methods and resources for creating daily lesson plans and also the use of curriculum guides and teachers' manuals. In addition, they explain the methods of record keeping for attendance, tardiness, grades, etc. Furthermore, they allow the student-teachers to assume full responsibility of the classroom instruction and management. In the evaluation, the supervising teachers observe, assess, and evaluate the student-teachers toward their teaching, classroom management, and professionalism. They evaluate the student-teachers both in written and verbal form. They also participate in a conference with the student-teacher advisors at least once or twice.

In line with these duties and responsibilities, the student unit of University of Delaware (2010) also classifies four stages of duties and responsibilities done by the supervising teachers. They state the preparation, orientation, the guided observation and participation stages. In the guided observation, the supervising teachers allow the student-teachers to observe and discuss about:

1. The teacher planning and writing lessons plans.
2. The use of instructional materials and specific resources.
3. The giving of clear, concise, sequential directions.
4. Teaching in a one-on-one, small group, and large group situation.
5. How to state objectives and teach a lesson appropriate to the stated objectives.
6. Activities in which the development of student responsibility and initiative are stressed.
7. The management of students' time and behavior.
8. The appropriate response to disruptive behavior.
9. A team or group planning session.
10. The completion of forms required by the principal or school system.

In the participation stage, they plan for the student-teachers to participate in developing plans for instructions, writing daily lesson plans, tutoring individual students, and accompanying and directing students to different areas of the school. Furthermore, they make the student-teachers ready to keep records and evaluate progress of the students in the classroom.

All duties and responsibilities above are also stated by the UPPL of State University of Padang as the duties and responsibilities of supervising teachers during the student teaching program period January-July 2010. However, in the guidance book of student teaching program (2010), UPPL

divides the roles of supervising teachers into three periods; the orientation, the guided teaching, and the independent teaching.

1. Duties and responsibilities of supervising teachers during the orientation period

There are four duties of supervising teachers during this period. First, they have to guide the attitude and manner of the student-teacher in order to be a professional teacher. Second, they have to guide the student-teachers in planning their non-teaching activities. Third, they have to guide the student-teacher in socializing with other student-teachers, teachers, students, and staffs at school. Fourth, they have to assess the student-teachers during the orientation period.

Clearly, the supervising teachers have responsibilities to help the student-teachers to get along with all things related to the schools and the teaching learning process. If they perform these roles successfully, the student-teachers succeed to start their “real-life” teaching experience.

2. Duties and responsibilities of supervising teachers during the guided teaching period

There are eight duties and responsibilities that should be performed by supervising teachers in this period. First, they have to guide the student-teachers in developing English lesson plans. Second, they have to guide the student-teachers in developing their English teaching media. Third, they have to guide the student-teachers during the teaching learning process in the classroom. Fourth, they have to guide the student-teachers in planning

and applying the classroom research. Fifth, they have to guide and help the student-teachers in practicing their non-teaching activities. Sixth, they have to assess the student-teachers during the guided teaching period. Seventh, they have to have discussions with the student teaching advisors. Eighth, they have to give punishments to the student-teacher if he/she breaks the rules of the school and has bad attitude and manner.

It is concluded that the supervising teachers are responsible for helping the student-teachers in applying their teaching knowledge in the classroom. They should pay much attention to what the student-teachers do in the classroom since it deals with the knowledge transfer from the student-teachers to the students.

3. Duties and responsibilities of supervising teachers during the independent teaching period

There are only two duties and responsibilities of supervising teachers. First, they have to assess the student-teachers during the period. Second, they have to assess the student-teachers in the form of formal final examination. Clearly, the supervising teachers only examine and evaluate the student-teachers. they have to observe them in order to give appropriate score at the end of this teaching program.

Since this research was done at State University of Padang, then the duties and responsibilities stated by UPPL were chosen as the main indicators to analyze the student-teachers perception.

2.2 Student-Teachers' Perception

Perception is a cognitive psychological term related to someone's ability in comprehending something. Chaplin in Kartono (2005) states that perception is a process of recognizing or comprehending objects and objective events by using senses. Best (1989) defines perception as an ability that is generated by sensory experiences. Clearly, the perception is a process of comprehending objects or events that take senses and experiences at a same time.

The different senses used have a totally different quality of experience. Best (1989) explains that if a sense organ is stimulated, and it activates a nerve, it may trigger a sensory experience; the experience is different dependent upon which sense organ is stimulated. The several sense organs, e.g., eye, ear, nose, tongue, and skin, have within them sensory receptors, which selectively are excited by particular energy or chemical stimulation or changes of stimulation. Thus, the rods and cones in the retina are usually stimulated by light energy, the hair receptors in the ear are stimulated by sound energy, and the receptors on the tongue are stimulated by certain dissolved molecules. The receptors initiate a chain of events that culminates in the excitation of an electric potential in nerve cells (neurons) when they are excited. The conscious experience of hearing, seeing, tasting, cold, warmth, etc. must be due to the location in the brain that the sensory

nerves finally connect to, or possibly the pattern of nervous firing those results, or both.

There are several explanations that deal with the perceptual processes. Chaplin in Kartono (2005) explains that it begins with attention that is a selective observation process. Factors that stimulate this attention include alteration, intensity, contrast, and movement. After that, the second process transforms the input into self-understanding which allows the comprehension happens. In line with these processes, Best (1989) mentions “perception involves two distinct types of cognitive operations. Perception is achieved by a combination of cognitive processes - some that begin by elaborating the sensory code and others that are inferential and begin with our knowledge of the world.” He explains that the sensory input made by the retinal signals can be ambiguous. This ambiguity is then transformed by our brain. The brain includes the knowledge of depth which could have not been produced at retina. Different from Chaplin and Best, Levitin (2002) states three stages in the process of perception; sensation, perceptual organization, and identification of object. Sensation includes a first-coming representation when neural codes in the brain catch something visual. Perceptual organization includes the development of the first-coming representation based on an integration of past knowledge and present evidence received from someone’s sense. Finally, the object is identified. Things that someone hears, tastes, or feels are stimulated.

Related to the previous explanation, what is meant by the student-teachers' perception in this research is the comprehension of the student-teachers about the roles of supervising teachers based on what they have been explained before having the student teaching program and what they had during the program. At first, when they had their coaching session before they were sent to the collaborative schools, they were given information and explanation of how the supervising teachers do and perform their roles in order to guide and help them.

All of those information and explanation are expected to built up a map in their mind of how they would be guided and helped by their supervising teachers. Unfortunately, what they experienced at schools were different from what they were informed. Some of the supervising teachers did not give guidance and help them. This gap tends to influence how the student-teachers observe the way their supervising teachers performed their roles.

2.3 Previous Related Study

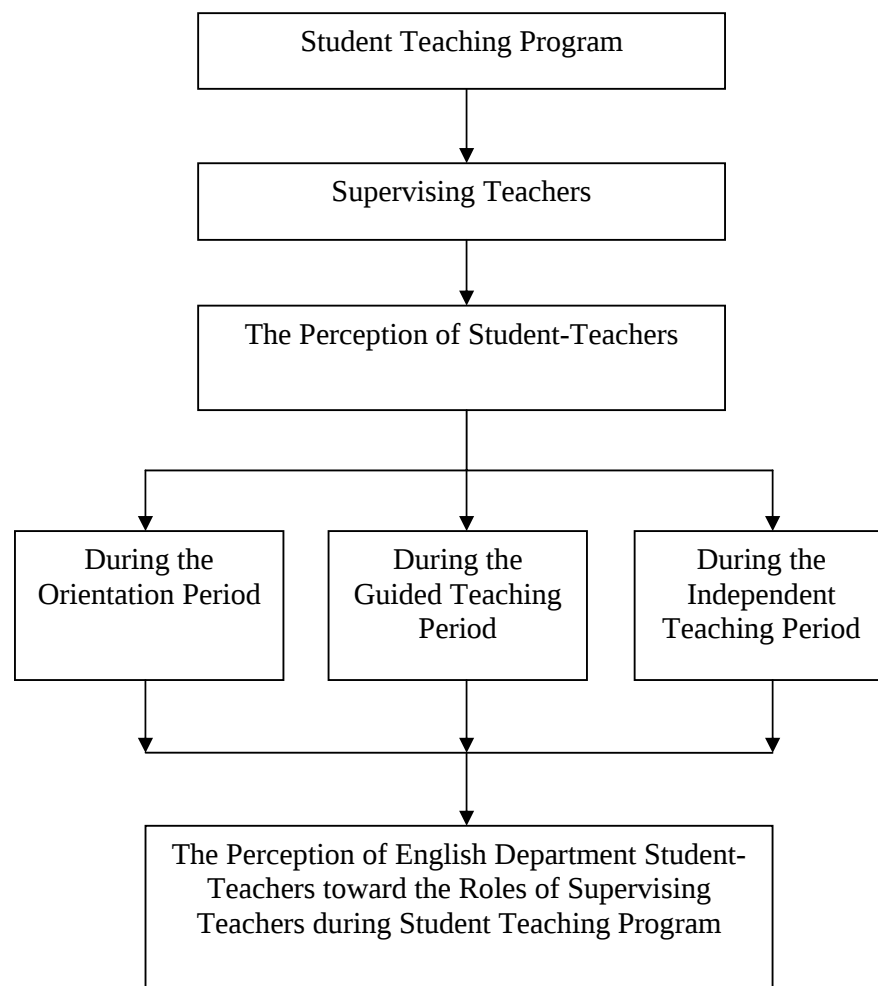
It is known that supervising teachers have essential roles in guiding the student-teachers during the conduction of student teaching program. The supervising teachers have the best opportunity to provide helpful feedback to the student-teachers because they are in daily contact. They also have in-depth understanding of the academic, social, and behavioral needs of the students in his or her class.

The only study on the supervising teacher roles during student teaching practice is an initial study which investigated the perceptions of supervising teachers and student-teachers about the implementation of supervising teachers' roles during practicum at Distance B.A. Program in ELT at Anadolu University Open Education Faculty (Koç (2008)). The result of the research shows the student-teachers indicated that their supervising teachers most frequently provided moral support and gave feedback on teaching performance and least frequently facilitated socialization and interacted with other supervising teachers.

This previous study then inspired this research. The difference between this research and the previous one is that this research carefully analyze the perception of student-teachers toward the roles of their supervising teachers during three periods of student teaching program; the orientation, guided teaching practice, and independent teaching practice.

2.4 Theoretical Frameworks

Supervising teachers have important duties and responsibilities in helping the student-teachers to conduct the student teaching program. This study tries to find out the perception of the student-teachers about their supervising teachers' roles during the conduction of student teaching program. The perception is divided into three student teaching periods. The conceptual framework can be depicted in the following diagram.



understand the way to conduct the research. They never carefully research their students in order to find problems faced by them. This condition released the fact that it was impossible for them to guide their student-teachers to do the same thing as they did.

Regarding the data mentioned above, there was actually one important reason that caused the inappropriateness. It was the fact that there was no training given to the supervising teachers. The training was actually essential for the supervising teachers since they could get information about the way they should treat the student-teachers during the student teaching program. Without the training, the supervising teachers did not know what should they do. What came into their mind was that the student-teachers would help them to teach so that they gave them their teaching schedule without regarding that they should also inform them about all knowledge of teaching.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the findings and discussion, it can be said that most supervising teachers did not do their roles. During the orientation period, the supervising teachers allowed the student-teachers to teach directly without conducting the orientation. From the beginning, they shared their teaching schedules to the student-teachers.

During the guided teaching period, the supervising teachers did not provide detail information about teaching and learning process to the student-teachers. Thus, the student-teachers made some errors in planning the materials, teaching the lesson in the classroom, and evaluating the students' performances.

During the independent teaching period, the supervising teachers assessed the student-teachers and gave score based on their teaching performances. However, they assessed the student-teachers without giving them any proper guidance.

5.2 Suggestions

In order to get a better result, it is suggested to the supervising teachers to consider more about their duties and responsibilities. During the orientation period, they should help the student-teachers to do orientation

about the schools and all things related to teaching. During the guided teaching period, they should carefully guide the student-teachers when they were teaching in the classroom since their absence would cause some errors done by the student-teachers. Finally, during the independent teaching period, they should give guidance to the student-teachers while giving their scores.

It is also suggested to the UPPL of UNP to look over the conduction of student teaching program. It is important for UPPL to hold training for both the supervising teachers and the student-teachers before conducting the student teaching program so that both parties can identify their duties and responsibilities during the program. UPPL should also do supervision so that errors that happen during the program can be carefully observed.

For the student-teachers, they are suggested to actively discuss all teaching activities with the supervising teachers in order to improve their teaching ability.

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