View metadata, citation and similar papers at core.ac.uk
brought to you by CORE
provided by Sebelas Maret Institutional Repository
perpustakaan.uns.ac.id digilib.uns.ac.id

THE EFFECTS OF SUPERVISION ON THE QUALITY OF ENGLISH TEACHING AND LEARNING PROCESS

(A Qualitative Study in SMP N 3 Bayat)

By:

DEDI HERNADI

K2206015

A THESIS

Submitted to Teacher Training and Education Faculty of Sebelas Maret University to Fulfill One of the Requirements for Getting the Undergraduate Degree of Education in English

ENGLISH DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

SEBELAS MARET UNIVERSITY

2010

commit to user

perpustakaan.uns.ac.id digilib.uns.ac.id

APPROVAL

This thesis has been approved by the consultants to be examined by the board of thesis examiners of the English Department of Teacher Training and Education Faculty, Sebelas Maret University.

First Consultant	Second Consultant
Dr. Sujoko, M.A	Drs. Suparno, M.Pd
NIP. 19510912 198003 1 002	NIP 19511127 198601 1 001

commit to user

perpustakaan.uns.ac.id digilib.uns.ac.id

This thesis has been examined by the Board of Thesis Examiners of Teacher Training and Education Faculty, Sebelas Maret University, and accepted as one of the requirements for getting an Undergraduate Degree of Education in English.

On : Surakarta

Date : December 3, 2010

Board of Examiners:

Chairman:

Drs. Martono, M.A. (_____)

NIP. 19511127 198601 1 001

Secretary

Endang Setyaningsih, S.Pd, M,Hum. (_____)

NIP. 19800513 200312 2 002

Examiner 1

Dr. Sujoko, M.A. (_____)

NIP. 19510912 198003 1 002

Examiner II

Drs. Suparno, M,Pd. (_____)

NIP. 19511127 198601 1 001

Teacher Training and Education Faculty

Sebelas Maret University of Surakarta

Dean,

Prof. Dr. M. Furqon Hidayatullah, M. Pd

NIP. 19600727 198702 1 011

commit to user

perpustakaan.uns.ac.id digilib.uns.ac.id

ABSTRAK

DEDI HERNADI. K2206015. PENGARUH SUPERVISI TERHADAP KUALITAS PROSES PEMBELAJARAN BAHASA INGGRIS DI SMP N 3 BAYAT. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sebelas Maret, Surakarta. 2010.

Penelitian ini meneliti pengaruh supervise terhadap kualitas proses pembelajaran bahasa inggris dalam bentuk penelitian kualitatif. Alasan utama dalam pelaksanaan penelitian ini berhubungan dengan adanya fenomena yang berasumsi bahwa supervise saat ini tidak meningkatkan kualitas proses pembelajaran. Tujuan dari penelitian ini adalah untuk mengidentifikasi pengaruh supervise terhadap proses pembelajaran. Perumusan masalah pada penelitian ini ialah: (1) Seberapa jauh supervise mempengaruhi kualitas proses pembelajaran bahasa inggris (2) Bagaimana supervise mempengaruhi kualitas proses pembelajaran bahasa inggris.

Penelitian dilaksanakan di SMP N 3 Bayat dari bulan April hingga bulan Mei 2010. Sumber data berasal dari peristiwa-peristiwa, informan, dan dokumen. Data dikumpulkan melalui pengamatan naturalistic, wawancara secara mendalam, dan analisis dokumen. Dalam menganalisis data, penulis menggunakan "interactive model analysis" yang mencakup mereduksi data, memaparkan data, dan menarik simpulan.

Hasil penelitian menunjukkan bahwa (1) guru-guru bahasa inggris di SMP N 3 Bayat tidak dapat meningkatkan kualitas pembelajaran setelah disupervisi oleh kepala sekolah. (2) Meskipun para guru bahasa inggris di sekolah tersebut sudah bertahun-tahun mengajar, namun ada beberapa hal yang harus ditingkatkan agar proses pembelajaran dapat bejalan dengan lebih efektif, yaitu rencana pelaksanaan pembelajaran dan keberagaman aktivitas di dalam kelas. Berdasarkan hasil temuan tersebut, maka penulis berkesimpulan bahwa supervision hanya memberikan pengaruh temporal pada proses pembelajaran bahasa inggris di SMP N 3 Bayat. Tidak ada perubahan yang signifikan yang para guru lakukan setelah supervise dilaksanakan. Para guru bahasa inggris masih menggunakan materi dan media yang monoton. Para guru juga tidak menerapkan berbagai macam strategi pembelajaran di dalam kelas khususnya dalam penerapan teknik yang berbeda.

Berdasarkan hasil penelitian tersebut, penulis menyarankan bahwa rencana pembelajaran dan variasi aktivitas belajar yang dilkukan di SMP N 3 Bayat perlu ditingkatkan demi perbaikan proses belajar mengajar di SMP N 3 Bayat dengan penyelenggaraan workshop dan penataran guru.

commit to user

perpustakaan.uns.ac.id digilib.uns.ac.id

ABSTRACT

DEDI HERNADI. K2206015. **A STUDY ON THE EFFECTS OF SUPERVISION ON THE QUALITY OF ENGLISH TEACHING AND LEARNING PROCESS (A QUALITATIVE STUDY IN SMP N 3 BAYAT)**. Thesis. English Department of Teacher Training and Education Faculty. Sebelas Maret University, Surakarta. 2010.

This research investigates the effects of supervision on the quality of English teaching and learning in the form of qualitative study. The primary reason for conducting this research is related to the phenomenon assuming that supervision nowadays does not improve the quality of teaching and learning process. The objective of this research is to identify the effect of supervision on the quality of English teaching and learning process. The problems of the research are: (1) To what extent teaching supervision affects the quality of teaching and quality of teaching and learning process (2) How teaching supervision affects the quality of English teaching and learning.

The research was carried out in SMP N 3 Bayat from April to May 2010. The sources of the data are events, informants, and written documents. The data are collected through naturalistic observation, in-depth interview, and document analysis. In analyzing the data, the writer uses interactive model analysis including reducing the data, presenting the data, and drawing conclusion.

The result of the research shows that (1) the English teachers in SMP N 3 Bayat could not improve the English teaching and learning process after being supervised by the headmaster (2) although in general the English teachers in SMP N 3 Bayat has taught for many years, there are several aspects which need improvement in order to conduct more effective teaching and learning process, that is: the lesson planning and the variety of teaching and learning activity. Based on the research findings, the writer concludes that supervision gives a temporary effect on the quality of English teaching and learning process in SMA N 1 Klaten. There was no significant improvement that the teachers made after the supervision had been done. The English teachers in SMP N 3 Bayat still used monotonous materials and media. The English teachers did not apply various teaching strategy in the classroom especially for implementing different techniques.

Based on the result of the research, the writer suggests that the lesson planning and the variety of activities conducted in SMP N 3 Bayat should be improved for the betterment of the teaching and learning process in SMP N 3 Bayat by conducting workshops or teacher training.

commit to user

perpustakaan.uns.ac.id digilib.uns.ac.id

MOTTO

Everything is possible; nothing is impossible.

To be a good teacher, you have to be a good learner.

commit to user

perpustakaan.uns.ac.id digilib.uns.ac.id

DEDICATION

This Thesis is whole-heartedly dedicated to:

- *My Beloved Mom, Dad, and Brothers, for a never ending support and love*
- *My English Teachers*
- *Florentina Dian Ardi Wulandari*
- *The readers*

commit to user

perpustakaan.uns.ac.id digilib.uns.ac.id

ACKNOWLEDGMENT

Alhamdullihah. Praise and thanks be to Alloh the Almighty for His blessing so that eventually the writer can finish his thesis as a partial fulfillment of the requirements for getting undergraduate degree of education in English. Obviously, there are honorable people who deserve his special gratitude for their help to the writer. Therefore the writer wishes to thank:

1. The Dean of Teacher Training and Education Faculty of Sebelas Maret who has given permission to the writer to write the thesis.
2. The Head of English Department who has given permission to the writer to write the thesis.
3. Dr. Sujoko, M.Pd., the first consultant, who has been willing to give guidance and advice from the beginning of the thesis writing up to the completion of it.
4. Drs. Suparno, the second consultant, for his patience, guidance, suggestion, and meaningful discussion.
5. C. Anjar Nawangsih, S.Pd, the headmaster of SMP N 3 Bayat, Warsini, S.Pd, Suratmi, S.Pd , who help him dealing with the research.
6. His beloved family, for a never ending support and love.
7. F. Dian Ardi Wulandari, for all the support, motivation, and companion for the writer.
8. His friends, the big family of English Department 2006.

The writer realizes that this thesis is not perfect. Therefore, he gratefully accepts every suggestions, criticism, and comment from those who concern to this thesis. Hopefully, this thesis will be able to give contribution and be useful for the readers especially for those who are interested in the similar study.

Surakarta, 3rd December 2010

commit to user Dedi Hernadi

perpustakaan.uns.ac.id

digilib.uns.ac.id

TABLE OF CONTENT

TITLE PAGE i

APPROVAL ii

ABSTRACT iv

MOTTO v

DEDICATION vi

ACKNOWLEDGEMENT vii

TABLE OF CONTENT viii

LIST OF APENDICES x

CHAPTER I: INTRODUCTION

A. The Background of the Study 1

B. Formulation of the Problem 5

C. The Objective of the Study 6

D. The Benefits of the Research 6

CHAPTER II: REVIEW OF RELATED LITERATURE

A. Teaching and Learning Process

1. Theories of Learning 8

2. Theories of Teaching 11

3. English Language Teaching 12

4. Effective Teachers 13

5. General Principle of Effective Teaching and Learning 16

6. The Components of Teaching and Learning Process 17

7. Teacher and Learner Role 19

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

B. Teaching Supervision

1. The Definition of Supervision 21

2. The Goals and Uses of Supervision 22

3. The Principles of Supervision 23

4. Techniques of Supervision 24

CHAPTER III: RESEARCH METHODOLOGY

A. Research Method 27

B. Description of Setting 28

C. Sources of Data 28

D. Technique of Data Collecting 29

E. Trustworthiness 30

F. Technique of Data Analysis 31

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION

A. Research Findings 33

1. The English Teaching and Learning Process in SMP N 3 Bayat 33

a. Pre-Supervision..... 34

b. While-Supervision..... 42

c. Post-Supervision..... 46

B. Discussion 51

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion 57

B. Suggestion 60

BIBLIOGRAPHY 62

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

APPENDICES 64

LIST OF APPENDICES

1. Appendix I : Interview Protocol 65
2. Appendix II : Field Note of Observation 71
3. Appendix III : Field Note of Interview 96
4. Appendix V : Documents 119

commit to user

perpustakaan.uns.ac.id digilib.uns d

CHAPTER I

INTRODUCTION

A. Background of Study

Education is a conscious attempt designed to achieve certain goal. Education cannot be separated from human life. It can be regarded as one of the human needs besides other basic necessities such as clothing and foods. Developing human resources can only be done by giving education to the people. In modern society, education has a dynamic role. It concerns not only with culture preservation, but also with science development. As stated by Ernst von Glasersfeld, the "father" of constructivism (in www.englishfirst.com), education has two main purposes He says that the first purpose of education is to empower learners to think for themselves. Then, as the second purpose is to promote in the next generation ways of thinking and acting that are deemed important by the present generation.

At the end of 20th century, education has got more concerns from the government of Indonesia. In fact, education is part of human rights. It means that everyone has a right in getting education. The government has to provide education from elementary until secondary levels, so that every citizen can get education properly. In the opening of the constitution of the Republic of Indonesia, it is stated that one of the goals of the nation is to develop the mentality of the nation. To realize that goal, of course, the government must give education to all citizens of Indonesia since every citizen has the rights for getting education,

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

as emphasized in the constitution of the Republic of Indonesia 1945 section 31 (1), the government must give the same opportunity for all citizens to get education whether they are poor or rich, not matter they live in urban or rural areas.

The right for education arises from the ideals of democracy. It believes that everyone should have the same opportunity to become smart and the right of getting job. Then, people are ensured that education is the only one way to realize those things. By means of education, people can be creative, useful, and productive. As a result, they can get jobs, and can gain prosperity. Besides, it will support the development of the country in many aspects.

The quality of human resources of a nation can be easily seen from the number of literate population. If the level of literacy is high, the quality of the human resources is good or vice versa. To develop the quality of human resources, the government should provide education to all citizens. Considering the importance of education, the government has been taking many steps to develop the education in Indonesia. The steps include the improvement of educators qualification and competence, massive funding for education, and certification. The government also has launched "BSE (Buku Sekolah Elektronik)" to help the teachers or the students in getting many books.

There are some elements of education that make education run well. They are learners, interactions, contents of education, context of education, and teachers. All of the elements must exist so that the learning process can run effectively. If there is a missing element, the learning process cannot run

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

appropriately. In general, learners are those who learn something. They need help from others to get experience and information. Interaction takes place between both the learners and the teachers. Education will be meaningless if there is no responds from the learners towards the teachers or vice versa. The contents of education are related to the materials given by the teachers to the learners in order to develop the students' ability. It is usually stated in the curriculum which is used at school. Nowadays, most schools in Indonesia implement school-based curriculum (KTSP/Kurikulum Tingkat Satuan Pendidikan). Context of education are dealing with where the education takes place. It includes school, family, and the society. Teachers are the persons who are responsible to help the learners grow and develop their ability.

Teachers, as one of the elements of education, have vital positions in determining the success of teaching and learning process. Therefore, teachers are expected to be professional. Teachers must be able to develop students' knowledge and good values. In other words, teachers do not only teach the students, but also educate students' values and norms which exist in the society. They continuously act as agents for the transmission of intellectual traditions and technical skills.

Professional teachers should fulfill three requirements: (1) having academic qualification, (2) having competency, (3) having teacher certificate (Diknas, 2006: 4). Having academic qualification means that teachers are able to fulfill certain degrees which are relevant with their major. Then, the competency of the teacher can be categorized into four areas, namely: pedagogical, personal,

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

professional, and social. Briefly, pedagogical competency is related to the teacher's ability in managing students' learning. It covers lesson plan, learning evaluation, and students' potency actualization. The personal competency refers to the certain characteristics that the teachers should have, such as faith and devoutness, stability, maturity, sensibility, etc. Social competency deals with the ability of the teacher pretending as a part of the society. It emphasizes on how the teacher communicate with the students and how the teacher socialize with other people. Professional competency is teachers' ability to master and develop the content or the subject since science and knowledge always change time by time. To be regarded as professional, the teachers must also get the certificate from teacher certification program held by the government.

As an effort to develop the quality of education, teachers, as one of the elements of education, should be built and developed continuously. At this point, the government has already set many programs to build and develop the teachers' competence such as teacher certification, teacher upgrading, teacher workshops, and teaching supervision.

Teaching supervision is set by the government to improve teachers' competence. Teaching supervision is an attempt to give services and helps to teachers which is done by supervisors. The objective of this program, of course, is to give services and help to the teachers develop the quality of teaching and learning process (Sahertian, 2000: 19). Teaching supervision can be done in many ways such as classroom visitation, teacher meeting, workshop, etc. By following

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

this program, teachers are believed to be able to improve the quality of teaching and learning process.

Since the main objective of teaching supervision is to help and give services to the teacher in developing the quality of teaching and learning process, teachers should be able to provide students with a better teaching and learning process. However, many rumors say that teaching supervision does not always lead to teachers' professionalism. These rumors arise because the phenomenon showing that teachers do not perform well after they have been supervised.

SMP N 3 Bayat is a new junior high school in Klaten. In order to develop and maintain its quality, the head master of SMP N 3 Bayat has been taking some steps. Sending teachers to attend seminars and conducting training related to teacher profession are among the steps. Besides, the headmaster also conducts teaching supervision to teachers in SMP N 3 Bayat. Thus, the researcher is interested to conduct the study in SMP 3 Bayat. The writer is eager to find out how and to what extent teaching supervision affects the quality of teaching and learning process in SMP 3 Bayat.

B. Formulation of the Problem

In line with the background of the study above, the problem of the study can be formulated as follow: (1) To what extent does teaching supervision affect the quality of teaching and learning process at SMP N 3 Bayat? (2) How does teaching supervision affect the quality of teaching and learning process.

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

C. The Objective of the Study

Based on the formulation of the problem, this research is aimed at identify how teaching supervision affects the quality of English teaching and learning process and to what extent teaching supervision can effectively affect the quality of English teaching and learning process.

D. The Benefits of the Research

This research is principally set to find out the extent to which teaching supervision affect the quality of English teaching and learning process. The result of the research is supposed to be able to provide some advantages categorized as follow

For the researcher, this research is expected to give more understanding about teaching supervision and its effects on the English teaching and learning process. Moreover, the results of the research might be regarded as the consideration in developing the quality of teaching and learning process.

In favor of the teachers, this research will encourage them to improve the quality of English teaching and learning process. It is hoped that the teachers are able to keep and improve their competence, so that there will be many improvements occurred in the classroom. By reading this study, the teachers will be motivated to provide good teaching and learning.

For the government, this research will provide some authentic data related to teaching supervision and its effect on the quality of English teaching and learning. Data are collected from the teacher's lesson plan, result of interview

commit to user

with the teachers, and the result of classroom observation. From these data, the government is expected to take into account this program in order to make this program runs better in the future.

perpustakaan.uns.ac.id digilib.uns.d

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter enlightens the concepts dealing with the Effect of Teaching Supervision on the quality of English teaching and learning process. This conceptual description is intended to construct a conceptual understanding about the study, then, it will be used in conducting the research.

Besides, the researcher also presents some research findings dealing with the Effect of Teaching Supervision on the quality of English teaching and learning process.. Furthermore, the researcher will support his research by formulating a rationale. The rationale of the research will be formulated by regarding the theoretical basis and research findings.

A. Teaching and Learning Process

1. Theories of Learning

According to Brown (1994: 7), learning is a process of acquiring or getting knowledge of subject or skill through study, experience, and instruction. He believes that learning only occurs by study, giving experience, and doing instruction. Moreover, Brown (1994:7) describes learning as follows:

a. Learning is acquisition or getting.

   The more students understand and comprehend the process of learning a foreign language, the more they will be able to take responsibility for their own getting or learning.

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

b. Learning is retention of information or skill

Learners will make sense of information or skill uniquely into their own retention. When the teaching and learning process occurs, the learners will keep in their mind what they have seen and listened. Each learner has their own strategy in receiving new information.

c. Retention implies storage systems, memory, and cognitive organization.

Storage system concerns with storage and retrieval of information and ways of organizing the information for its storage. Memory concerns with creating mental linkages (grouping, elaborating, and placing new words into a context), applying images and sounds (using imagery, representing sounds in memory), and reviewing well (structured reviewing). Cognitive organization deals with practicing (practicing naturalistically, repeating, recombining, recognizing and using formulas and patterns).

d. Learning involves active, conscious focus on and acting upon events outside or inside the organism.

Learners become more aware of the strategy they use, and to distinguish between appropriate and inappropriate ones, that is, they use specific behaviors in response to a problem, such as guessing the meaning of a word, and other more general aspect such as learning style, personality and motivation.

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

e. Learning is relatively permanent but subject to forgetting.

   Some prior experiences are remembered well, while others are forgotten. It means not all the material given to the learners will be memorized. Unimportant information will be easily forgotten.

f. Learning involves some form of practice, perhaps reinforced practice.

   Practice concerns with storage and retrieval of information or skills include repetition and rehearsal; the practice itself could be reinforced. Learning is not just theoretical aspects, but it is also emphasized on practical aspects.

g. Learning is a change in behavior.

   Learning not only concerns with the cognitive aspects, but also the affective aspects which deals with behavior and attitude. The good of learning is that the learning itself makes the learners become good people and act nobly.

Learning is aimed not only to develop the students' ability in mastering certain knowledge, but also to build the personality of the students. In realizing this thing, it spends more times because learning is a process. The changing cannot be seen in a short time. It needs time and repetition of the action. After a period of time, the learners' behavior will finally change.

When people learn a new thing from their environment, they cannot directly internalize it. They need process of remembering and storing the new information in their mind. Repetition of what they have got will lead them in changing their behavior and attitude. Kimble and Garmezy (in Brown, 1994)

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

define learning as a relatively permanent change in a behavioral tendency and are the result of reinforced practice. Muhibbin Syah (2006:92) states that learning is stages of change of one's behavior that relatively permanent as a result of experience and interaction with the environment involving cognitive process. The changes in behavior cannot be seen directly after the learners have learned a certain subject.

From several definitions of learning which have been exposed above, it can be summarized that learning is a process of getting or acquiring knowledge or skills through studying, giving experience, and doing instruction which may lead to the development cognitive and behavioral aspects.

2. Theories of Teaching

Learning principally correlates with teaching. Where learning process takes place, there must be teaching process. Both cannot be separated from each other. These two things are like fire and fog. If there are fogs, there is fire. Brown argues that learning cannot be defined apart from teaching.

> "What is learning and what is teaching and how do they interact? Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Similarly, teaching, which is implied in the definition of learning, may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 1994:7)."

Penny Ur (1996: 4) states that teaching is intended to result in personal learning for students, and is worthless if it does not do so. From this statement, it can be seen that teaching is expected to make the students understand and

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

comprehend the learning process. Thus, the students can take responsibility to learn. She believes that both teaching and learning are interrelated to each other.

Arends (2001: 56) emphasizes teaching as a process of attempting or promoting growth in students. The intended growth here may be far reaching, such as developing a completely new conceptual framework for thinking about science or acquiring a new appreciation for literature. Moreover, Anderson and Burns (1989: 7 in Elliot et al, 1999: 6) state that teaching can be considered as a process, since teaching involves some actions. In teaching, there is an interaction between the teacher and the students. Interactions can be in term of dialogues, giving attention, monitoring, etc. If the interaction runs well, the teaching process will run well too.

From the definitions above, it can be concluded that teaching is a process of guiding and facilitating students to learn or to promote growth in the students' behavior.

3. English Language Teaching

Language teaching might be regarded as the activities which are intended to bring about language learning (Stern, 1996: 21). Nowadays, communicative approach is implemented in English teaching and learning process. It means that all the activities which are intended to bring about learning use communicative approach. In communicative approach, the students are encouraged to be able to use a language based on the context. That is why the teachers should be able to

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

motivate, facilitate, and guide students so that they can learn how to use the language in real communication.

There are four characteristics of communicative language teaching proposed by Brown (1994: 245): (1) classroom goals are focused on all of the components of communicative competence and nit restricted to grammatical or linguistic competence, (2) language teaching techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes, (3) fluency and accuracy are seen as complementary principles underlying communicative techniques, (4) in the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

4. Effective teachers

Teachers, as one of elements of education, greatly determine the quality of teaching and learning. Effective teachers will teach the students effectively. Students tend to be interested to teachers who are kind and gorgeous. As a result, students will be active in the class if the teacher is who they like. Arends (1997: 5) states that effective teachers seek authentic relationship with their students, have positive disposition toward knowledge, command a repertoire of teaching practices, and are reflective problem solvers.

Ryan defines effective teachers as those who are fair, democratic, responsive, understanding, kindly, simulative, original, alert, attractive, responsible, steady, poised, and confident (Ryan & Cooper, 1984: 305-6). It

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

means that an effective teacher should have those characters that have been stated before.

Moreover, Rosenshine and Stevens in Crowl, Kaminsky and Podell (1997: 365) have conducted a study about teaching strategies and they found 10 characteristics of an effective teacher.

a. starts each new lesson by previewing the last lesson

   New lesson is preceded by previewing the last lesson. Teacher briefly explains what they had learnt in the last meeting. Then teacher gives chances for the students to ask some question related to the material.

b. states the objectives of the lesson

   In the beginning of the lesson, the teacher needs to tell the students what they are going to learn. It will stimulate the students in preparing the background knowledge of the material.

c. transfers the new material by presenting step by step

   Teaching with ordered steps will help the teacher from any missing material has been prepared. It also avoids the students from getting confused. Students will be confused if the materials are presented in disordered steps.

d. takes understandable instructions and explanations

   Students sometimes do not understand the instructions or explanations their teacher gives. They have no idea with what the teacher is trying to say. It is good for the teacher to give instructions or explanations

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

with words which are familiar to the students so that the students will understand the instructions or explanations better.

e. provides much time for students to practice

The aim of language teaching is to make the students to be able to use language based on the context. Teacher should give every students opportunity in practicing the language. Practice will help the students to improve their language skills.

f. gives numerous questions

Giving many questions for the students has many purposes. It is intended to check student's understanding, to look for student's readiness, and to control the students.

g. conducts warming up activities

In the beginning of the lesson, teachers are expected to give warming up activity for the students. Warming up activity is needed because it helps the teachers to explore students' knowledge of the material.

h. gives feedback and corrections

Mistakes done by the students are the parts of teaching and learning process. The teachers should tolerate mistakes done by the students. But, mistakes should be corrected in the right ways and the right times.

i. provides explicit instructions for seatwork

The ability to provide clear instructions is an important management skill for all teachers. Clear instructions are critical to the success of classroom tasks and exercises.

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

j. carries out test weekly and monthly

Periodic test is needed to know how far students learn. The information that the teacher needs about students' understanding related to certain materials can be obtained by conducting this activity.

5. General Principles of Effective Teaching and Learning

Teachers, as the persons who are responsible in teaching and learning process, need several guidance or principles in doing their profession. It is intended to make the lesson run smoothly and effectively. Ormrod (2005: 15) proposes three general principles of effective learning, as follows.

a. Teaching and learning process will be more effective if the teachers relate the materials to the students' background knowledge. It means that the teacher should be able to provide materials which are relevant with the students' background knowledge. Irrelevant materials will make the students confused. It also causes some difficulty for the students to understand what the materials actually deal with.

b. The teaching and learning process will be more effective if the teacher elaborates the new material clearly and step by step. Students are always interested and excited with the new things coming from their teachers. Therefore, teachers should provide new materials as well as possible. Then, it is presented in a good order, so that the students can grasp the contents of the new material maximally.

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

c. Teaching and learning process will be more effective if the teacher evaluates the students periodically to ensure that the students have learned and understood. Teachers probably evaluate the students weekly or monthly.

There are some principles of teaching and learning. Those principles above are very useful for the teacher in creating an effective teaching and learning. Starting with providing the relevant materials, then teachers are hoped to present the new materials and present it step by step. At last, teachers evaluate what they have given for the students periodically.

6. The Components of Teaching and Learning Process

Teaching and learning process involves many components. These components are needed to make the teaching and learning process run smoothly and effectively. They are correlated to each other and give support to the teaching and learning process. The teaching and learning will be interrupted if there is a missing component.

H.J Giono (1997: 20) classifies the components of teaching and learning process into seven components: they are student, teacher, goal, material, method, media, and evaluation.

a. Students

The student is the seeker, the receiver, and the saver of the subject material needed to achieve the goal. In teaching and learning process, the students are the ones who seek for knowledge from the teacher.

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

They receive the material that the teacher gives to them which is then saved for future use. The material or skills they have are used to achieve the goal which has been set and stated in the beginning of the lesson.

b. Teacher

The teacher is the manager of teaching and learning activities, and the teaching and learning catalyst. He also has other roles in making teaching and learning process go effectively.

c. Goal

The goal is statement about the intended changes which could be achieved after following certain teaching and learning process. These changes involve the affective, cognitive, and psychomotor areas. The goal of the teaching and learning process should be realistic and suited with the needs of the students.

d. Material

The material is the amount of information about the facts, principles, and concepts, which are needed to achieve the goal. The material used in the process of teaching and learning should be suitable with the subject being learned and also the students' knowledge.

e. Method

The method is the way in giving the chance to the students to get the information, which is needed to achieve the goal. A good teacher uses a various method in order to avoid students' boredom.

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

f. Media

The media is a device use for conveying the information to the students so that they can achieve the goal easily. By using media, it is expected that the students will be more interested in the subject they learn.

g. Evaluation

The evaluation is a certain way used for evaluating the process and its result. It is given to all of the teaching and learning components and it also gives the feedback to the teaching and learning components.

The explanation above shows that teaching and learning process involves many components which function together to reach the goal of education. When one of those components is missing, the teaching and learning process cannot run as smooth as when all of them are present.

7. Teacher and Learner Role

Both teacher and learner have their own role in teaching and learning process. Teachers play many roles in the classroom. Each teacher is expected to be able to play their role appropriately. According to Harmer (1991) in Nunan and Lamb (1996: 138), teachers hold eight roles in the classroom. They are as follow:

a. Teacher as a controller

The controller role is appropriate at those times in the lesson when the teacher wants the whole class to be attending to what they have to say, for example, when setting up a new activity, providing explanation or

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

giving feedback. Harmer recommends that most classrooms need the teacher as controller and as facilitator.

b. Teacher as assessor

When students make some mistakes, teachers should correct them. If there are some questions from the students, teachers should provide feedbacks. However, teachers should know when and how they correct and provide feedbacks for the students. Students will be hurt and less confident if the teachers give them hypercorrection.

c. Teacher as organizer

Teachers are the organizer in the classroom. They should be able to manage the class as what it should be.

d. Teacher as prompter

When a teacher is as a prompter, he needs to encourage students to participate or to provide information on procedural issues.

e. Teacher as participant

Harmer points out that there is no reason why teacher should not participate as an equal participant in communicative activities such as role plays and simulations.

f. Teacher as resource

Teacher should provide information and assistance for his students as needed.

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

g. Teacher as tutor

Teacher has to help the students to clarify ideas, point out errors in rough drafts, etc.

h. Teacher as investigator

In this role, teacher furthers his own professional competence through the observation and investigation of process of teaching in his own classroom.

B. Teaching Supervision

1. The Definition of Supervision

Good Carter in Sahertian (2000: 17) defines supervision as any attempts from the headmaster to lead the teachers and another staffs to improve the teaching and learning process at school. These attempts include stimulating, selecting, and revising the goal of teaching learning process, the material, methods, and conducting evaluation.

Meanwhile, Boardman et al in Sahertian (2000: 17) defines supervision from the democratic point of view. He states that supervision is an attempt of stimulating, coordinating, and guiding continuously towards the teachers at school. Therefore, the teachers are able to stimulate their students so that the students can participate in the modern and democratic community.

On the other hand, Mc Nerney in Sahertian (2000: 17) views supervision as a procedure of giving direction and evaluating critically to the teaching and learning process done at school. It means that by doing supervision, the supervisor

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

is aimed at helping the teacher to conduct a better teaching and learning process. At the end of supervision, the supervisor will evaluate the process of teaching and learning conducted by the teacher and give feedback to him so that he can improve the quality of his teaching. Moreover, Pidarta (1981: 5) also describes supervision as a process of guiding from the leader, headmaster, to the teachers and other staffs who handle the students' learning to make the teaching and learning process better, so that the students can study effectively and they reach good achievement.

From the definitions above, it can be summarized that supervision is an attempt of guiding, stimulating, and giving direction which is done by the headmaster towards the teachers who involve in the teaching and learning process in order to create a good teaching and learning process so that the students can learn effectively.

2. The Goals and Uses of Teaching Supervision

The goal of teaching supervision actually has been stated in the definition of supervision itself. In general, teaching supervision is done to guide, stimulate, and help the teachers to improve the quality of teaching and learning process. Sahertian (2000: 19) states as follows:

> "Tujuan supervisi ialah memberikan layanan dan bantuan untuk meningkatkan kualitas mengajar guru di kelas yang pada gilirannya untuk meningkatkan kualitas belajar siswa. Bukan saja memperbaiki kemampuan mengajar tapi juga untuk pengembangan potensi kualitas guru.

From the statement above, it can be seen that teaching supervision is done to give guidance for teachers in improving their teaching quality in the classroom so that students' learning quality will also improve.

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

According to Sahertian (2000: 21), the main uses of teaching supervision are the improvement and the enhancement of teaching and learning quality. It means that those two things are the result of supervision. By doing supervision teachers who are supervised by the supervisor are expected to be able to develop and improve the quality of teaching and learning process. However, Briggs gives more details about the uses of teaching supervision. He says that teaching supervision is not only to improve the teaching quality, but also to coordinate, stimulate, and drive the teachers towards teacher profession (Briggs in Sahertian, 2000: 21).

In addition, Swearingen in Sahertian (2000: 21) states that supervision has eight uses in teaching and learning process. They are ; a) coordinating the school work, b) completing the school leadership, c) extending the teachers' experience, d) stimulating the creative work, e) giving facilities and evaluating continuously, f) analyzing the teaching and learning situation, g) transferring knowledge and skill to each staffs, h) giving a broader concept and enhancing the teachers' competency.

3. The Principles of Teaching Supervision

Teaching must be done based on the data, and the objective facts. It should be constructive and creative, so that the teachers feel safe and accepted. According to Sahertian (2000: 20), there are four principles in conducting supervision. They are as follow:

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

a. Scientific

In conducting supervision, the headmaster should use objective data and facts rather than just an assumption. The data are taken from the teaching and learning process. To take the data, some tools may be used such as questionnaire, observation, etc.

b. Democratic

Any help that is given to the teacher is based on the good relationship between the headmaster and the teachers. By creating this situation, the teachers feel safe and they are able to enhance their job.

c. Cooperative

Both the headmaster and the teachers develop the quality of teaching and learning altogether by sharing ideas and sharing experiences. Motivating and stimulating the teachers are other ways so that the teachers become creative.

d. Constructive and creative

Any teacher will be motivated to become creative if supervision is run by creating a good atmosphere at school. Motivated teachers tend to be active and creative in teaching and learning process.

4. Techniques of Teaching Supervision

According to Gwyn in Sahertian (2000: 53), techniques of teaching supervision commonly can be classified into two types, namely: (1) individual

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

technique, (2) group technique. Individual technique is supposed to one teacher. However, group technique is aimed to more teachers in the same time.

Sahertian categorizes individual technique into five ways (2000: 52). They are; (1) classroom visitation, (2) classroom observation, (3) individual conference, (4) inter-visitation, (5) self evaluation.

a. Classroom visitation

Classroom visitation means the supervisor come into the classroom to see how the teachers teach the students. This way is commonly used in teaching supervision. Classroom visitation is aimed to get the real condition inside the classroom as long as the teaching and learning process run. This ways might be done into two types, namely: unannounced visitation and visit upon visitation. The first type, unannounced visitation, means there is no announcement for the teacher before. The supervisor suddenly comes into the classroom. Then the second type is preceded by announcement for the teacher, so that they can prepare the teaching learning process seriously.

b. Classroom observation

Classroom observation goes along with classroom visitation. The supervisor observes the classroom, and investigates the teaching and learning situation. There are two types of classroom observation. They are direct observation and indirect observation. Classroom observation has many purposes. Firstly, it is to get the real data so that the data can be used to analyze the difficulty faced by the teacher in

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

the classroom. Second, it can be used to help the teacher in changing their ways of teaching to become better.

c. Individual conference

Individual conference is done by the teacher and the supervisor to find the problems occurred in the classroom and to discuss the ways in solving the problems. Take as an example, the problem is choosing and determining the teaching method. The main purpose of this way is to decrease teachers' weaknesses in conveying their tasks.

d. Inter-visitation

Inter-visitation means that the teacher visits another teacher when the teaching learning process is ongoing in the classroom. There are some benefits of inter-visitation. First, it gives a chance for another teacher to see the teaching learning process. Then, it will help other teachers who want to learn certain teaching techniques and methods. At last, it will motivate other teachers towards the teaching activities.

e. Self evaluation

It is the most difficult task for the teachers to evaluate themselves. They have to be able to find the positive and the negative things when they teach the students. It is usually done by give the students a questionnaire.

commit to user

perpustakaan.uns.ac.id digilib.un id

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

One thing that must be considered in carrying out a research is research methodology. It would guide the researcher in conducting the research. This research was a qualitative research using naturalistic inquiry. Fraenkel and Wallen (2000: 502) define qualitative research as a research which investigates the quality of relationships, activities, situations, or materials in a particular activity or situation. This research was reported in the form of words and language in certain natural context.

The researcher conducted a qualitative research because it was used to investigate some perspectives dealing with the phenomenon of the effects of teaching supervision on the quality of teaching learning process at SMP N 3 Bayat, Klaten. By implementing this method, the researcher hoped to obtain real facts of the process to be observed.

Because of the natural setting, the researcher used naturalistic inquiry. Furthermore, the researcher is the key factor and instrument whom the research was conducted. According to Lincoln and Guba (1985: 39), in naturalistic approach, the researcher makes himself/herself an instrument to identify, and contributes in clarifying the deviation which occurs. Making an interview and observation in the natural setting was used to observe to what extent the teaching supervision affects the quality of English teaching and learning process

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

B. Description of Setting

The research was conducted at SMP N 3 Bayat. This school is one of the junior high schools in Klaten. It is located in Jalan Raya Bayat-Trucuk. All classes in this school are regular classes. Each class consists of 30-40 students. The object of this research was the eleventh and seventh grade class.

C. Sources of Data

The researcher collected the data sharing the extent to which teaching supervision affects the quality of English teaching and learning process at SMP N 3 Bayat. The data are taken from three kinds of sources as follow:

1. Events

   The event is in the form of instructional process that happened in the classes and other activities outside the class which is related to the research.

2. Informants

   The informants are those who determine the quality of English teaching and learning process in SMP N 3 Bayat. The informants are the headmaster, English teacher, and the students.

3. Documents

   The documents in this research involve written information about the English teaching and learning process in SMP N 3 Bayat. The examples of the documents are the interview with the teachers, field notes of observation, and teacher's lesson plan.

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

D. Technique of Data Collecting

The techniques of data collection which were used in this research were in the form of observation, interview, and document analysis.

1. Observation

   Hoepfl (2006:1) states that observation of the participant in the context of a natural setting is the classic form in field research. Observation is used to describe the natural setting, activities, people, and meaning of what is observed from the perspective of the participants.

   The observation was carried out on the instructional process and several activities occurring outside the classroom related to the teaching supervision and its effects on the quality of English teaching and learning process. In this research, the researcher did not manipulate the setting and took place as the passive participant.

2. Interview

   According to Moleong (2002:35), interview is a conversation with specific purposes which is done by person acting as the interviewer and the interviewee. Moreover, Allison et al states that interview is a face to face situation in which the researcher set out elicit information or belief from a subject (1996: 25).

   The interview was conducted to those who participate in the teaching supervision and the students. They were taken as the sample of this research. In taking the sample, the researcher used purposive sampling

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

technique. So, the sample would consist of the headmaster, the English teachers, and some students in SMP 3 N Bayat.

3. Document Analysis

Sutopo (2002: 69) states that written documents are sources of research, which often have important role in qualitative research. Thus, the document is used in a research because it has many advantages: a document is stable, rich and supported; it function as evidence to a testing and it has natural characteristic so that it is appropriate to qualitative research.

Document analysis was carried out to select the documents related to the teaching supervision program and teaching and learning quality. The researcher analyzed the written documents coming from the field notes of interview, field notes of observation, and the English teachers' lesson plan.

E. Trustworthiness

This research was conducted by applying qualitative research, therefore, it concerned with the trustworthiness of the data that have been collected in the field. According to Moleong (2007:321), trustworthiness might be defined as a situation that must demonstrate the right value, provide the basic understanding to be implemented and allow external decision that can influence the consistency from its procedure and neutrality of the findings and decisions. credibility, transferability, dependability, and confirmability are the criterion of trustworthiness of the data in qualitative research.

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

In conducting the research, the researcher tried to get trustworthiness of the data collected by meeting all of its criteria. Credibility means the researcher has to seek relationship or compatibility between the finding and the data collected. Then, the data collected from the field should be transferable so that it could be applied in different context and respondents. In dependability, all the findings collected should be able to provide the evidence that can be imitated in the same or similar respondents in the same or similar context. Confirmability might be regarded as the effort to avoid biases of the finding collected by the researcher. At last, the findings obtained from the field are objective, trustworthy, factual and confirmable.

In taking the data, the researcher began with checking the trustworthiness from the information collected on the field. It was done by observing the details of the research, lengthening the participations and deepening the interviews. Therefore, the data could be used as the basis in drawing the conclusion.

F. Technique of Data Analysis

All the data which were collected in the field was analyzed by using descriptive qualitative method. The researcher used an interactive model of analysis involving collecting the data, reducing the data, and presenting the data and also drawing conclusion (Sutopo, 2002: 95). These steps must be taken systematically. It means that reducing the data is the starting point to analyzing the data. Then, the researcher presents the data scientifically and logically so that every event occurring in this research is clear. Scientific means that the researcher

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

must be able to process the facts in systematical and methodical way. Logical means the researcher has to think sensibly and come to a rational rather than emotional conclusion. In the end of collecting the data, the researcher tries to verify the data based on data reduction and presentation.

1. Reducing the data

   In this research, the researcher did not use all of the obtained data because not all the data were important. Important data would be used but unimportant data would be neglected. In reducing the data, the researcher focused, selected, simplified, and abstracted the data from the field note.

2. Presenting the data

   In this step, all of the selected data was presented in the form of description or narration. As the second steps in analyzing the data, this technique is used in arranging the information, description, or narration to draw the conclusion. This step led the researcher to draw the conclusion of the research. By presenting the data, the researcher considered what he should do; he could analyze or take the other action based on his understanding.

3. Drawing conclusion

   The last step in analyzing data was drawing conclusion. In drawing conclusion, the writer tended to formulate the data and his interpretation. The writer was not only supposed to write up what he seen on the field, but also his interpretation of the observation.

commit to user

perpustakaan.uns.ac.id digilib.ur id

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. RESEARCH FINDINGS

This chapter presents the answers to the problem of: 1) how teaching supervision affects the quality of English teaching and learning process, 2) to what extent teaching supervision affects the quality of teaching and learning process. The problem statements cover the issues: 1) the English teaching and learning process in SMP N 3 Bayat, 2) the Supervision program and its effects on the quality of English teaching and learning.

1. The English teaching and learning process in SMP N 3 Bayat

SMP N 3 Bayat is one of the junior high schools in Klaten. This school is relatively new compared with the other junior high schools in Klaten. As a relatively new school, SMP N 3 Bayat does not want to be left behind by the other schools. This is done by trying to conduct effective teaching and learning processes so that the result of the learning process can be satisfactory. The quality of the teaching and learning processes in SMP N 3 Bayat, especially the English teaching and learning processes, has some indicators: lesson plan, teachers' role, students' role, types of teaching and learning activity in the classroom, teaching materials, and evaluation. In running the supervision, the headmaster of SMP N 3 Bayat assesses some points: (1) teaching media (2) teaching method (3) teaching strategy (4) teaching material (5) class management.

a. Pre- Supervision

1) Teaching Media

perpustakaan.uns.ac.id

digilib.uns.ac.id

The first thing which is assessed by the headmaster while doing supervision is the use of media in the teaching and learning process. In SMP N 3 Bayat, the facilities of teaching and learning process are not complete. There is no language laboratory yet to help teachers in conducting teaching and learning process. It might hinder the teachers in developing their quality in teaching. In this case, English teachers in SMP N 3 Bayat felt that teaching media, like language laboratory, is very important. The teachers also realized that if there is no language laboratory, they could not develop their students' ability effectively. It can be seen in the result of the interview with teacher W

Teacher W: "ya tentu penting sekali mas, namun sayangnya di sekolah ini belum ada laboratorium bahasanya. Jadi selama ini saya jarang sekali mengajarkan listening kepada anak-anak mas. Saya seringnya mengajar reading, writing, dan speaking saja mas, untuk listening saya jarang sekali lha labnya belum ada.

Teacher R has the same idea as teacher W dealing with teaching media provided in SMP N 3 Bayat.

Teacher R: "wah tentu saja penting mas, dengan adanya media yang memadai tentu saja dapat membantu para guru dalam mengajar, namun disini masih belum tersedia. Sekolah ini belum seperti sekolah yang lain yang fasilitasnya lengkap. Jadi kami para guru bahasa inggris belum bisa maksimal dalam mengajar. Meskipun begitu kami tetap berusaha mengajar dengan sebaik-baiknya.

The headmaster of SMP N 3 Bayat also realized that the teaching media provided in this school are not complete yet. The headmaster argued that the school has just been established for 7 years, so that the facilities especially for teaching media should be added in the future. The headmaster also added that the teaching media has been provided at school but some teachers could not operate the media, such as internet and computer. Besides, the number of the media was still limited, so not all the teachers could use it. This can be seen in the interview with the headmaster AN who said *"Hm, belum semua guru bisa mengakses media*

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

yang disediakan oleh sekolah, hal ini disebabkan keterbatasan media, waktu yang terbatas, dan tidak semua guru bisa menggunakan media yang ada karena keterbatasan skill atau ketrrampilan."

The English teachers recognized that they still could not use the teaching media effectively in order to improve the quality of the teaching and learning process. However, they knew that using the media effectively can improve the students' skill. The use of teaching media was still low and needed to be increased. This was in line with the statement of the headmaster who said *"Belum maksimal, Mask arena keterbatasan media yang dimiliki. Ya maklum, sekolah ini kan belum lama berdiri jadi ya masih dalam proses perkembangan."*

Based on the result of the first classroom observation, the researcher also found that the English teachers only used student's worksheet and English textbook. There was no additional media that the teachers used while they were teaching. All the teachers in SMP N 3 Bayat use exercise-based activities in their teaching and learning process. They ask students to do some exercise.

2) Teaching strategy

The next indicator that shows the quality of the teaching and learning process is teaching strategy. It shows how the teachers design and conduct his or her teaching and learning process effectively. The better teaching strategy they designed, the better quality of teaching and learning will rise up. In other words, the students will learn more effectively if they are provided with a good teaching

commit to user

strategy in the classroom. Teacher R clearly stated that teaching strategy is needed to make the teaching and learning process run well. In her interview, teacher R stated:

"strategi pembelajaran itu sangat diperlukan pada saat mengajar mas, hal tersebut merupakan bagian yang tak terpisahakan dalam proses pembelajaran. Dengan penggunaan strategi yang tepat maka kualitas pembelajaran akan naik, dan akhirnya berdampak pada mutu para siswa itu sendiri".

Teacher W also has the same idea as teacher R related to teaching strategy. She also added that teaching strategy is very essential and can help the students learn more effectively. An appropriate teaching strategy would lead the students to have a better understanding about the materials given by the teachers. Finally, it could create and improve the quality of teaching and learning process. It is also regarded as one of the main points in supervision. It would give a clear description how the teacher teach in the classroom and show her or his performance during the lesson.

The headmaster of SMP N 3 Bayat emphasized that teaching strategy is also supervised when supervision is conducted. It covers the method and the technique used by the teachers. The method used by the teacher in SMP N 3 Bayat is "Contextual Language Teaching. But, the technique adopted by the teacher in the classroom might be different from the others. Teacher W stated that:

"wah kalo metode yang yang saya terapkan itu contextual language learning mas. Jadi pembelajaran bahasa inggris dihubungkan atau dikaitkan dengan realita yang ada.

"dulu saya terkadang menggunakan teknik presentasi ataupun yang lain, karena menurut saya siswa yang dulu tersebut mampu. Namun sekarang ini saya lebih sering memakai teknik ceramah dan tanya jawab mas. Saya sudah jarang menggunakan teknik-teknik pembelajaran yang lain.

Teacher R also did the same things as teacher W dealing with method and technique of teaching English. Teacher R rarely used various techniques when she

commit to user

teaches English. “Question and Answer” technique might be a technique mostly used by teacher R. It can be seen in the interview with teacher R. Teacher R said that *“Hm, tidak pernah mas. Saya menggunakan games di dalam kelas mas. Ya biasanya saya ceramah lalu Tanya jawab dengan siswa itu saja.”*

Based on the field note taken in the first observation, the researcher found that both teachers R and teacher W applied “Question and Answer” technique in the classroom. It was quite monotonous and boring because there was no specific activity to make the class alive and active. The teachers just explained the materials from LKS then asked their students to answer some questions in it. After the students finish their work, the teachers discuss the question or exercise from LKS.

“Setelah selesai membahas sebuah teks recount, guru W meminta para siswa untuk menjawab pertanyaan yang terkait dengan bacaan tersebut. Para siswa pun segera mengerjakan latihan-latihan soal yang ada di bawah recount text tersebut. Sesudah siswa selesai mengerjakan, guru W dan para siswa membahas setiap pertanyaan yang ada. Guru W menunjuk beberapa siswa untuk menjawab pertanyaan-pertanyaan yang ada. Para siswa mampu menjawab dengan tepat seluruh pertanyaan. Tak berapa lama, guru W meminta para siswa untuk membuka halaman yang baru. Sebelum membahas halaman baru tersebut, Guru W menanyakan beberapa kosakata kepada para siswa dan para siswa sangat aktif dalam menjawab pertanyaan yang guru W berikan. Disamping itu, guru W juga memperingatkan salah seorang siswa yang membuat gaduh. Guru W juga berkeliling untuk melihat pekerjaan para siswa.”

From the interview with a student, the researcher found that the students sometimes get bored during the lesson. It might be caused by the monotonous activity provided by the teachers. One of the students stated *“hhmm..agak membosankan mas, karena aktivitasnya itu-itu saja. Namun kadang-kadang ibu guru membuat lelucon di kelas, jadi kami kadang-kadang sampai tertawa.*

perpustakaan.uns.ac.id

digilib.uns.ac.id

Another student also had the same opinion about the English teaching and learning process. Student P said *"iya mas terkadang pelajarannya membosankan, hanya itu-itu terus, jarang sekali ada kerja kelompok atau yang lain. Jadi temen-temen kadang malah ramai sendiri gitu mas.*

Related to method, the teachers used CTL (contextual teaching and learning) in the classroom. The researcher investigated what kind of method the teachers applied in SMP N Bayat, and found that the English teachers implemented or adopted CTL in the classroom. As stated by teacher W: *"metode yang saya pake adalah yang ada kontesktual itu mas, namun saya lupa dengan istilahnya yang lengkap. Namun di dalam metode tersebut guru menghubungkan antara materi dengan kehidupan nyata atau kenyataan yang ada di sekitarnya.*

3) Teaching material

The use of teaching material could show the quality of teaching and learning process. An interesting teaching material might attract the students' attention. In other words, the more interesting the material is, the more the students will devote their attention to it. The teaching material used by the teachers in SMP N 3 Bayat is printed material, such as book, students' worksheet, and so on. The teachers rarely used video visual aid in teaching English because the teaching media was not provided yet. The main material used by the teachers is a book published by the government. The teachers also gave the students LKS to help them to learn English. They preferred using printed material to video

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

visual material to teach English. It can be seen in the interview with teacher R. Teacher R stated

"kebanyakan saya mengambil materi dari buku paket, selain itu, anak-anak juga memiliki LKS sebagai pendukung. Saya jarang mengambil materi dari internet karena keterbatasan biaya."

Teacher W also preferred using printed material to video visual material. She did not like using others materials such as internet or video. She considered that using internet is pretty expensive. Moreover, teacher W realized that she could not operate internet. As a result, the teaching materials which were used by teacher W were only English textbook and students' worksheet. Teacher W stated that

"wah saya jarang memakai internet mas, karena kalo ngenet diluar itu cukup mahal, lagipula saya tidak begitu mahir mengoperasikan computer maupun internet. Saya lebih sering memekai buku paket yang dari sekolah maupun LKS mas.

"ya kan disini sarana dan prasarananya masih belum lengkap mas belum seperti sekolah yang lain, jadi ya seadanya mas."

The headmaster acknowledged that teaching materials need to be adopted not only from books or students' worksheets but also from multimedia resources. The headmaster also realized that the limitation of the teaching materials might obstruct the students' learning certain materials. Headmaster AN stated that

"Guru memperoleh materi dari sekolah, namun guru juga diminta untuk mencari materi tambahan dari luar, bisa dari internet, buku pendamping, ataupun sumber lain yang relevan."

The interview above shows that the English teachers were asked to find the teaching materials from other sources like internet or relevant text-books. The researcher found that the English teachers just used a book and a students' worksheet when they were teaching in the classroom. They did not implement another material.

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

4) Class management

In conducting the teaching and learning process, the teachers of SMP N 3 Bayat encountered some problems related to the condition of the class. Some students sometimes do not pay attention to the teacher. They even do their own activity such as chatting with their classmates. During the classroom observation, the researcher found some students who did not pay their attention to the teacher. Even, they enjoyed chatting with their classmates. It might disturb the other students when the lesson was being conducted. When the teachers were in the classroom, they could organize the class well. Even some students occasionally create noisy sound. The teachers always warn every student who make noise and chat with his classmate.

Guru W juga mengecek perhatian siswa dengan memberi pertanyaan secara individual. Para siswa terlihat cukup aktif di dalam kelas. Suasana kelas cukup ramai namun tetap dapat dikendalikan oleh guru W. Sesekali guru W juga membuat lelucon sehingga para siswa pun tertawa riang dan kelas menjadi sedikit ramai oleh suara tawa siswa. Field note

From the field note above, it can be seen that teachers sometimes made some jokes in the classroom, so their students laughed spontaneously. But, the teachers also gave warning to the students if they were noisy during the lesson. Both teacher R and teacher W considered that the students sometimes get tired and bored in the classroom. Both of them frequently used jokes to refresh the students' boredom. Related to this, both teacher R and teacher W gave their opinion

Teacher R: "Ya saya biasanya membuat lelucon, agar siswa tidak tegang dan bosan selama pelajaran berlangsung. Anak-anak biasanya langsung tertawa riang mas jadi mereka bisa melupakan rasa bosan dan capek mereka. Hal itu sedikit banyak membantu saya untuk membangkitkan semangat para siswa untuk belajar."

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

Teacher W: "biar anak-anak tidak bosan waktu pelajaran, saya biasanya membuat guyonan ato lelucon gitu mas. Jadi anak-anak bisa menghilangkan rasa bosan mereka selama pelajaran. Namun kalo ada yang rame sendiri ya langsung saya tegur mas.

As a conclusion, both teacher R and teacher W could manage the situation in the classroom well enough. They were able to control their students to keep their attention in the classroom by giving warning and also giving some jokes. They quite successfully reduce students' boredom and attract students' attention during the lesson.

b. While supervision

1. Teaching media

During the supervision, both teachers provided certain teaching media. Teacher R prepared some pictures, but teacher W prepared wall chart. They did not use visual or audio materials like video or radio tape. It was because media in the classroom had not been completed yet. So, both teachers tried to use simple media for teaching the students. Teacher W grumbled related the media in the classroom. Teacher W stated:

"Sebenarnya saya juga mau pake media tertentu mas, namun media disini saja gak lengkap, jadi ya bagaimana bisa berkembang. Misalnya saja, saya mau memberi anak-anak pelajaran listening, tapi radio tape dan kaset saja terbatas mas. Jadi ya saya lebih sering mengajar reading, speaking, dan writing saja."

From that statement, it was clear that the English teacher did not use any media in the teaching and learning process. However, when the supervision is being done, the English teachers tried to show different things. They used certain media to make the teaching process seemed good and effective.

commit to user

When the lesson was going on, the students were quite active. By using picture teacher R explained how to make juice to the students. It also happened when teacher W uses wall chart in the front of the class. Students seemed interested with the chart provided by the teacher. It is proved by a student's statement saying *"wah menyenangkan mas, lebih mudah dan menarik kalo pake gambar-gambar. Kami juga menjadi lebih tertarik dengan materi tadi."*.

2. Teaching strategy

During supervision, the English teachers in SMP N 3 Bayat did not make any significant changes. They taught their students as usual. Various activities did not provided by the teachers. It is proved from the field note.

"Guru W mengawali pelajaran pada hari itu dengan menyapa para siswa dan mengajak siswa untuk berdoa terlebih dahulu. Guru W kemudian memasang sebuah wall chart di papan tulis yang berisi tentang tenses-tenses yang pernah guru tersebut ajarkan."setelah beberapa saat, guru W menjelaskan satu persatu tenses kepada siswa, siswa pun dengan khidmat mencatat pejelasan guru di buku catatan masing-masing. "selesai memberikan penjelasan, guru tersebut memberikan latihan soal kepada para siswa."

From the field note above, the students were asked to pay their attention to the teacher's explanation and take a note. The teacher did not try to give various activities for the students. It could make the students less motivated. What they did was as usual, listening to the teacher's explanation and taking note. Both teachers recognized that their students sometimes get bored and unmotivated. Teacher W said *"ya terkadang siswa jadi sedikit bosan mas, namun pada waktu pelajaran berlangsung, saya juga membuat lelucon di depan siswa, jadi mereka bisa tertawa karena hal tersebut."* From the interview, it can be seen that teacher

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

W is a humorous person and friendly. It made the students enjoy to learn in the classroom.

In the middle of the lesson, teacher W gave chance to the students to ask some questions related to the lesson. After waiting for some minutes, there were no students asking about the materials given. Then, teacher W gave some exercises to the students. Doing exercise it is important to check the students' understanding and comprehension. This activity was done frequently by teacher W in the classroom. Sometimes, it made the students tired and exhausted as proved by the student's statement. Student D said *"kadang latihannya banyak mas, jadi kami terkadang sampai bingung dan capek, setelah bu Warsini menjelaskan materi pasti langsung diberi latihan soal."* From the statement before, it can be concluded that teacher W often gave the students some exercise at the same time, and it made the student tired and exhausted.

Meanwhile, teacher R started the teaching process by reviewing the last material. The teacher asked some questions to some students. Some students could not answer the question correctly, but some of them answer well. By reviewing the materials given, teacher R expected the students to have better understanding. Teacher R stated

"biasanya saya mengulang pelajaran yang sebelumnnya mas, jadi saya member pertanyaan singkat pada siswa. Jika mereka bisa menjawab dengan benar berarti mereka sudah paham. Nah, misalkan ada beberapa yang menjawab salah, lalu saya menjelaskannya kembali."

The teaching and learning activity chosen by teacher R were "Question and Answer" and also "discussion". Teacher R usually explained the material briefly and then continued the teaching and learning process by doing question

commit to user

and answer with the students. By providing the students with question and answer activity, the teacher tries to make the students keep active and give their best try. It is proved by one of the students' statement: *"Pertamanya, Bu Ratmi itu jelasin materi, trus tanya jawab sama muridnya tentang materi tadi. Kalau muridnya ga tahu, Bu Ratmi nya itu nanti ngasih pertanyaan lagi. Ya kayak pancingan gitu lho.* The student's statement shows that the students are encouraged to give their active participation. They realize that they are the ones who have to be more active.

3. Teaching materials

All the English teachers in SMP N 3 Bayat used the government book since there were no other books that could be used. While being supervised, both English teachers used the same book. They also applied student's worksheet. There was no other additional materials given by the teachers. Other materials that usually can be used by English teacher are leaflet, brochure, handout, or module.

In the beginning of the lesson, teacher R asked the students to open their LKS books. In line with teacher R, the students in other classes were also asked to open their book. Both teachers did not implement another source to teach the students. The teacher W argued *"lha yang ada buku paket saja mas, jadi ya pake nya hanya itu dan LKS. Saya tidak memakai buku yang lain, karena sebagian besar murid di sini itu menengah ke bawah, jadi saya takut membebani orang tua siswa mas."*

However, the headmaster asked the teachers to use another relevant materials so that the teachers are able to improve the students' ability. The headmaster AN said *"Guru memperoleh materi dari sekolah, namun guru juga*

perpustakaan.uns.ac.id

digilib.uns.ac.id

diminta untuk mencari materi tambahan dari luar, bisa dari internet, buku pendamping, ataupun sumber lain yang relevan."

4. Class Management

One of the criteria that affect the result of supervision is class management. The headmaster AN emphasized that the teachers should be able to manage the class during the lesson. So, the students can learn without any obstructions insiders or outsiders. During the supervision, the teacher did their job well. Both teacher R and teacher W could manage the classroom pretty good.

Teacher R and teacher W warn the students who chatting with their classmates. Both of them also walked around the class to check the students' work. When the teachers explained the materials in front of the class, they also reminded their students to pay their attention. The situation in the classroom was quiet because the headmaster was there. It happened from the beginning of the lesson until the end as proved with the field note below.

"para siswa tampak hening memperhatikan penjelasan dari guru R. beberapa siswa terlihat mencatat beberapa kosakata yang dijelaskan oleh guru R. setelah selesai menjelaskan guru R memberikan kesempatan siswa untuk bertanya hal-hal yang masih belum jelas. Namun, tak tampak seorang siswa pun yang mengacungkan tangan. Maka, guru R pun memberikan beberapa pertanyaaan kepada para siswa. Sementara itu, kepala sekolah duduk di bagian belakang kelas sambil mengamati kegiatan guru dan siswa."

c. Post-supervision

1. Teaching media

After supervision had been conducted by the headmaster, the teacher got some suggestions related to the teaching media that the teachers use. Based on the last observation done in the teaching and learning process after the supervision,

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

the researcher found the English teachers could not implement what the headmaster had been suggested for them. Teachers R and teacher W did not use any media when they teach English. Picture and song were rarely used by the teachers in the classroom. Even, those media are quite effective to make the students to be active and fun. It can be seen from the field note below:

"Guru R mulai menjelaskan materi tentang procedure text. Tidak ada media khusus yang ia gunakan untuk menjelaskan materi tersebut, semisal wall chart dsb. Para siswa tampak tidak begitu bersemangat dan hanya memperhatikan penjelasan guru. Tampak pula beberapa siswa yang justru asyik berbicara dengan teman sekelasnya."

Teacher W also taught their students without any media. She started the lesson by asking some questions to the students. There was no specific media used by the teacher. The teacher sometimes asked the students to listen to her explanation. Students just kept their attention to the teacher's explanation. Then if there were some important information, the students are asked to take a note.

Both teachers R and teacher W argue that there was no enough media in SMP N 3 Bayat, so they rarely used teaching media in the classroom. It was shown in the interview with a student. Student S stated *"wah jarang mas, beliau jarang sekali menggunakan media-media tertentu. Waktu di kelas hanya menerangkan kemudian mencatat penjelasan guru, tidak ada media tertentu yang sering digunakan, jadi terkadang teman-teman agak malas dan sedikit bosan."*

From the statement above, it can be seen that most students were quite disappointed and upset related to teachers. Student S also expressed that she is more interested if the teacher could use certain media in the classroom. The materials which are provided by the English teachers in SMP N 3 Bayat will be more interesting if they are presented in various media. But, after supervision had

commit to user

been conducted, the English teacher did not use various media in their teaching process. They still preferred to teach conventionally.

2. Teaching strategy

Teaching strategy may cover the implementation of teaching methods and teaching techniques. After being supervised, the English teachers continued their activity in teaching and learning process. Both teacher R and teacher W taught their students.

Teacher R began the lesson by addressing the students and asking them about their condition. Teacher W also began the lesson by addressing the students and asking them about their condition. Both of them also checked the students' attendance. It can be seen in the field note below

"pada hari itu guru R tampak bersemangat untuk mengajar, begitu pula para siswa yang terlihat sangat siap untuk menerima pelajaran pada hari itu. Sebelum memulai pelajaran, guru R menyapa para siswa dan menanyakan kabar para siswa. Kemudian, guru R juga memeriksa kehadiran para siswa pada hari tersebut."

"guru W mengawali pertemuan dengan menyapa para siswa yang sudah duduk rapi di tempat masing-masing. Disamping itu, guru W juga menanayakan kabar dan keadaan para siswa. Tak lupa, guru W juag menanyakan kehadiran masing-masing siswa. Pada hari itu, tak seorang siswa pun yang tidak hadir. Seluruh bangku yang ada sudah terisi."

Teacher R asked the students to open their LKS book. That day, they would discuss a procedure text. First, teacher R gave model to the students of how to read a procedure text correctly. Besides, teacher R also explained some difficult words in front of the class. On other hand, teacher W asked the students their homework first. That day, teacher W decided to discuss some question provided in LKS. It is proved by the field note below.

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

"Guru W membagikan LKS para siswa yang pada hari sebelumnya telah dikumpulkan. Guru W juga mengatakan bahwa pada hari itu akan membahas soal-soal yang telah siswa kerjakan. Guru membahas satu persatu soal yang ada sambil melakukan tanya jawab dengan siswa."

In the main activity, teacher R asked some students to read aloud the text. After practicing reading a text, then teacher R asked the students to answer some questions related to the text. Teacher W still continued to discuss some exercise in LKS book. Besides, teacher W also reviewed the previous materials so that the students could recall them better.

In the end of the lesson, teacher R gave homework to the students. The students were asked to find procedure texts. Teacher R told them to work in groups of five. Each group should make a procedure text. Teacher R also gave chance to the students to ask question before the lesson ended. However, teacher W discussed the exercise from the beginning of the lesson until the end. During the lesson, teacher W often ask questions to check students' attention.

3. Teaching material

After supervision, the English teachers still use the same material. They used books issued by the government and LKS as students' worksheet. Module, brochure, hand out, and other materials were rarely used by the teachers. Based on the last observation, it can be seen that the teachers just used LKS during the lesson. They took material from LKS and asked their students to do some exercises from LKS too.

From the interview, it can be proved that the teacher did not use other media except government book and LKS. Student S said *"kalo Bu Ratmi hanya menggunakan buku paket dan LKS saja mas, yang dipake hanya dua itu aja, ga*

commit to user

ada buku tambahan". Another student also stated the same thing. Student P said *"hanya buku paket dan LKS aja mas, tidak ada yang lain. Jadi selama pelajaran yang sering di pake itu LKS"*.

From the observation, it also can be seen that the English never used other sources as their teaching materials. They preferred using LKS to government book. They argued that using LKS is easier and there were many exercise for the students. Teacher R stated *"saya lebih sering pake LKS mas, kan di dalamnya dah ada materi beserta latihan, jadi saya hanya perlu menambah sedikit"*. Teacher W also stated *"wah saya jarang pake buku paket mas, ya kadang-kadang saja saya ambil materi dari sana. Saya malah lebih sering memakai LKS untuk mengajar, kan di LKS dah ada materi dan latihannya mas"*.

4. Class Management

From the last observation, the researcher found that the English teachers could handle the class effectively. During the lesson, the classroom was not noisy and the students studied calmly. When the teacher R asked them to read a text, they did it well. Teacher W also could manage the classroom very well. Even sometimes the class become noisy because of the students' laughter. However, the condition in the classroom was still comfortable for the students to learn.

Teacher W realized that sometimes her class became noisy because she made some jokes. But the teachers thought that it is normal and could be tolerated. Teacher W stated *"ya kadang jadi rame mas gara-gara saya membuat lelucon di depan kelas. Namun, saya masih bisa mengkontrol kondisi kelas. Kalo ada yang rame sendiri ya langsung saya tegur"*. Teacher R also did the same things if there

perpustakaan.uns.ac.id

digilib.uns.ac.id

was a student who makes trouble in the classroom. From the interview with teacher R, teacher R states that most students always paid their attention to the lesson. Just a few students sometimes did not take attention to the lesson. It indicated that teacher R could create a good environment for the students to learn.

B. DISCUSSION

An important step of qualitative research is discussion. Discussion presents the description of phenomena being observed in this research. In this case, it deals with the extent of the supervision in which affects the quality of English teaching and learning process.

1. Teaching media

Teaching media as one of the components in instructional process takes an important role. It supports the communication between the students and the teachers in the classroom. Teaching media can also be one of the learning resources for the students besides the teachers. Ketut (2002) stated in his article that nowadays, learning process is emphasized on the student (student centered) rather than on the teachers (teacher centered). The students are expected to be able to learn from their environment. According to Arsyad (2002) environment refers to the teachers, the headmaster, the others students, laboratory, teaching material, teaching media, and so on.

Essentially, teaching and learning process can be regarded as a process of communication. The process of communication is defined as the process of transferring knowledge, information, teaching materials to the students. It can be done by using communicative symbols like verbal or non-verbal symbols which

commit to user

are received by the receivers (Criticos: 1996). In the teaching and learning process, many obstructions might come from the students. The students cannot acquire what the teacher teaches. To solve this problem, the teacher should use teaching media. By using teaching media, the teaching and learning process will run more effectively and efficiently (Gagne, 1985).

In conducting their duty, the teachers are expected to be completing their teaching process by using teaching media, simple media until sophisticated media. If there is no sophisticated media provided in the school, the teachers can use simple media. Moreover, teachers are expected to be able to operate all kinds of media, both simple media and modern media like internet, computer, or LCD.

Bahkan mungkin lebih dari itu, guru diharapkan mampu mengembangkan keterampilan membuat media pembelajarannya sendiri. Oleh karena itu, guru (pengajar) harus memiliki pengetahuan dan pemahaman yang cukup tentang media pembelajaran, yang meliputi (Hamalik, 1994): (i) media sebagai alat komunikasi agar lebih mengefektifkan proses belajar mengajar; (ii) fungsi media dalam rangka mencapai tujuan pendidikan; (iii) hubungan antara metode mengajar dengan media yang digunakan; (iv) nilai atau manfaat media dalam pengajaran; (v) pemilihan dan penggunaan media pembelajaran; (vi) berbagai jenis alat dan teknik media pembelajaran; dan (vii) usaha inovasi dalam pengadaan media pembelajaran.(www.kompasiana.com)

By using various interesting material and media, the students' interest and motivation will increase and therefore, they will be encouraged to engage themselves in the teaching and learning activity set by the teachers. Based on the theories proposed by some experts, it can be concluded that the quality of teaching and learning process is affected by the use of various interesting material and media since it motivates the students to learn.

perpustakaan.uns.ac.id

digilib.uns.ac.id

In fact, the English teachers did not apply any teaching media after supervision had been conducted. The teachers just used teaching media when they were being supervised. Most English teachers in SMP N 3 Bayat did not try to provide any media to the students. As a result, the teaching and learning process was quite monotonous and boring. There was no improvement from the teachers dealing with the use of media. The students did not feel enthusiastic during the lesson. The communication between the teachers and the students did not run very well and effective.

From the discussion above, it can be concluded that supervision done in SMP N 3 Bayat did not affect the competence of the teacher in mastering the media. The teachers ought to provide media in their teaching and learning process even the teaching media are simple and not modern. The teachers must be creative in using any media around them. In SMP N 3 Bayat, there were no complete teaching media, but it did not mean that then the teachers did not use any media in the classroom. The teachers can make such kind of simple media by themselves like wall chart and picture.

2. Teaching strategy

Regarding this, Elliot (1999) states that cooperative learning refers to a set of instructional methods in which students are encouraged or required to work together on academic tasks. It means that by implementing various activities can encourage or motivate the students to learn better. In fact, teaching activity usually used by the English teachers in SMP N 3 Bayat is classical activity. Both

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

teacher R and W rarely used group work. It could be a burden for the students in learning the material from the teachers. Various teaching activity in the classroom are required in order to reduce the students' boredom during the lesson.

This condition happened before and after the teachers had been supervised by the headmaster. But while they were being supervised, they provided a certain activity for the students. They just stuck in a point and did not try to use various activities like presentation, group discussion, or role play. Through such teaching activities, therefore, students are stimulated and motivated to learn English naturally. The statements agree with the expert's theory as Sudjana (1993) in Yunus (2005:6) states that if students are in a fun situation, they will be motivated, and the learning result will be better. In his book, Metode dan Teknik Pembelajaran Partisipatif, he also says that game will create fun atmosphere for students without causing tiredness. If those activities are properly handled, it will enhance students' learning motivation, encourage all students to work together, and introduce tolerance among the students. Moreover, supervision is aimed to help the teachers develop the quality of teaching and learning. It means that after being supervised, the English teachers are expected to improve their teaching and learning process.

3. Teaching materials

Regarding this, Shirey & Reynolds, 1988 in Slavin (1997: 369) propose that the intrinsic learning motivation of the students can be enhanced by the use of interesting materials, as well as by variety in the mode of presentation. In fact, the English teachers in SMP N 3 Bayat did not present good teaching materials for the

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

students. Only books and students worksheet (LKS) frequently were used by the teachers. Based on the interview, the English teachers in SMP N 3 Bayat applied CTL (Contextual Teaching and Learning). In CTL, teachers commonly provide various materials so that the students have many sources to relate the materials with the reality.

The use of each material should be carefully planned and handled to make sure that it focuses on the instructional objectives the students have to achieve. It means that the teachers must be able to provide good and effective materials for the students.

4. Class Management

How the teachers manage class can be an indicator that show the quality of the teaching and learning process. The English teachers in SMP N 3 Bayat could manage the classroom well. According to Rahman (1999: 11) classroom management is the way how to control and manage the classroom so that the students are able to learn more effectively. It can be seen that during the lesson the English teachers could handle the class so that the students could learn English well. Many students sometimes made noisy sounds and had a chat with their classmate but the teachers could solve this problem quickly. As a result, the lesson ran smoothly and the atmosphere in the classroom felt more comfortable.

During the lesson, the English teachers also made a good relation between them and the students. The teachers realized that by creating good environment in the classroom would make the classroom alive. This condition might be able to make the students learn better and better.

commit to user

perpustakaan.uns.ac.id digilib.uns.ac.id

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the writer draws the conclusion from the research. By considering the research finding and the discussion in the previous chapter, the writer concludes that supervision does not give significant effects on the quality of English teaching and learning process in SMP N 3 Bayat. In this case, it is related to how the teachers use such kind of teaching media, how the teachers apply teaching strategy, how the teachers present teaching materials, and how the teachers control or manage the classroom.

In conducting their job, teachers are expected to be able to teach their students by any media, especially for language teachers. A good teacher should be able to use media whatever there is. They have to be creative in making use of any media around them. Complete media does not guarantee that the teaching and learning process will be better. Supervision is also aimed to make the teacher more creative in using media whatever they are. After being supervised, the English teachers could make or implement various media in their teaching and learning process. Unfortunately, there was no significant change from the English teachers in using media in the classroom. The English teachers just used teaching media when they were being supervised. They prepared as well as possible every teaching media that would be used. But, in their daily teaching process they rarely use teaching media to support the learning process since there were limited media

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

in SMP N 3 Bayat. So, it can be concluded that supervision did not give any effects in how the teacher taking benefits of teaching media.

Creating various teaching activities which result in fun and cooperative way of learning enhances the quality of teaching and learning process. Monotonous teaching activities might create students' boredom and make the students less motivated. If it happens, the teaching and learning process will not run smoothly and effectively. Teaching strategy is one of the aspects in supervision that the teachers must understand. It is intended to evaluate how the teacher provides activities and how the teacher teaches in the classroom. Consequently, the English teachers should have capability in creating various activities for their students. Not only explaining and giving exercise all the time, but the teachers also provide others activities in the classroom like discussion, pair work, role play, individual work, and so on. In fact, the English teachers in SMP N 3 Bayat only provided the same activity in the classroom before and after they had been supervised. They just performed a good activity when they were being supervised. As a result, the students were not interested and motivated in following the lesson. Then, the quality of teaching and learning process will not increase significantly.

Presenting good and effective teaching materials is also one aspect that shows the quality of teaching and learning process. It will support or help the students to reach the goal of the teaching and learning process. The ability of the teachers in choosing and developing materials which can promote students' learning is expected to be mastered by every teacher. The English teachers in

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

SMP N 3 Bayat did not realize how important choosing and developing materials are. It seemed they neglect the importance of the teaching materials. LKS and government book were often used in the classroom without any others sources like hand out, textbooks, and so on. As a result, the teaching and learning process was quite boring and the students were not interested in the materials given.

Another aspect that take a role in determining the quality of the teaching and learning process is how the teacher manage or control the situation inside the classroom. The better environment created by the teacher, the better the quality of teaching and learning will be. If the teacher cannot manage the class properly, the students could not learn effectively. In supervision, class control has become one of its targets. How well the teacher control the class to avoid many obstacles coming from the inside or outside of the classroom will also be assessing in supervision. So, the teachers should be able to create a good condition for the students in order to improve the quality of the teaching and learning process. The English teachers in SMP N 3 Bayat understand the importance of class control. Since the researcher did his observation, the English teachers could control the class well. After the supervision, the teacher managed the class better. Thus, it can be concluded that supervision has affected how the teachers control the class.

Several weaknesses have been found in this research especially from these aspects namely; teaching media, teaching strategy, and teaching materials. Those aspects need more attention and several improvements from the teachers and also the headmaster. First, the English teachers should take note of teaching media used by the teachers so far. Even, there were not provided with complete

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

media, the teachers had to solve this kind of obstacles. As the supervisor, the headmaster should give some suggestion or advice dealing that problem. They teacher might be hoped to used an alternative media that can be got easily like picture or wall chart.

The second aspect is related to how the teachers set many activities in the classroom. It might be dealing with the method and the techniques used by the teachers. The English teachers in SMP N 3 Bayat should comprehend the concept of CTL (Contextual Teaching and Learning) deeply, then it is implemented in the classroom by various technique and teaching activity. By applying good teaching strategy in the classroom, the teachers will be able to improve the quality of teaching and learning process.

Teaching materials could not be neglected in the teaching and learning process by the teachers. If the teachers do not prepare a set of materials, there will be no interaction between the teachers and the students. Presenting various and good materials is one the problem faced up by the English teachers in SMP N 3 Bayat. In this case, the writer suggests that the English teacher have to be more creative. They should be eager to explore some information coming from any source. Those that have been suggested by the writer should be implemented simultaneously and comprehensively.

B. Suggestions

Based on the research findings, the writer proposes some suggestions for the betterment of the English teaching and learning process in SMP N 3 Bayat. The suggestions are described as follows:

commit to user

perpustakaan.uns.ac.id

digilib.uns.ac.id

1. To the policy makers in SMP N 3 Bayat

   As the person who holds the biggest responsibility, the headmaster should understand the capability of the teachers. Moreover, the headmaster could give certain training or skills building regularly. The headmaster also share her new experience with the teachers. Besides, they also need to support the development of teachers' competency through involving the teachers in seminars or conducting training for them.

2. To the English teachers

   The teachers should realize that they are also responsible to improve the quality of teaching and learning process. They should not give the burden on the headmaster only. They have to develop their competency because teaching and learning process is dynamic. It always changes time by time immediately. To develop their self competency the teachers could attend teacher training, education seminar, or by updating any information related to their profession. The teachers also should comprehend the concepts and the essence of supervision itself.

3. To the government

   Actually, supervision has begun many years ago with the purpose of helping and guiding the teachers in developing their quality of teaching and learning process. Thus, this program should be taken into account by the government. The government should consider a follow up action which can be taken in order to develop the teacher's competencies.

commit to user