ENGLISH LANGUAGE TEACHERS’ PERCEPTIONS ON EDUCATIONAL SUPERVISION IN RELATION TO THEIR PROFESSIONALISM

(A Case Study of English Language Teachers in Cawas, Klaten)

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ABSTRACT - The purpose of this study is to describe the perceptions of English teachers in Cawas, Klaten on educational supervision in relation to their professionalism. There are three areas to describe: (a) the English teachers’ perception on educational supervision; (b) the English teachers’ perception on their professionalism after being supervised; and (c) the English teachers’ professionalism after being supervised. The research was conducted at SMP N 1 Cawas, SMP N 3 Trucuk, and SMP Muhammadiyah 2 Cawas, Klaten. The subjects of the research were three English teachers who have taught English for more than five years. The method used in this research was a qualitative research in the form of case study. In collecting the data, the writer used interview, classroom observation, and document analysis. The result of the research showed that the teachers believed that educational supervision is an ongoing process to observe the way teachers teach in the classroom according to the lesson plan and to improve their teaching skills in which they acknowledged that the preparation before conducting educational supervision was their biggest challenge, even though they got pretty much time to prepare it. They also showed dissatisfactions with the quality of the supervisors who did not have the same background of study as theirs. However, they all admitted that they felt the improvement in assessing their students by implementing various kinds of assessments, in using various teaching media and audio visual aids, and in managing their classes. Moreover, all of the teachers said that they joined MGMP and had willingness to continue their education to improve their professionalism as English teachers. Unfortunately, none of them wrote teaching journal as their teaching reflection in which it also could be used to improve their professionalism.

Keywords: educational supervision, perception, professionalism

INTRODUCTION

Education is a conscious effort which is intentionally arranged to achieve the demanded purposes. The purpose of education is no other to improve the quality of human resources. One way to improve the quality of human resources is by conducting learning process in school. The most crucial part in this process is teachers. Therefore, teachers are needed to be led and developed continuously in order to improve the quality of human resources and themselves.
However, teachers cannot ignore professional growth as it raises the educational standards, which revolves around the issue of providing equal and sufficient opportunities for everybody, so the teachers need to continually equip themselves with the knowledge and skills to improve efficient opportunities for their students. Moreover, the nature of teaching demands that the teachers engage in career-long professionalism as teaching expertise does mature over the span of a career (Hismanoglu, 2010: 1). Therefore, in order to improve teachers’ professionalism, a specific act should be carried out. It is an educational supervision.

In relation to English teaching, teachers’ competencies in English should be improved not only in the area of language proficiency but also language used. In Indonesia, the educational supervision for English teachers have been done since 2005 related to Educational Constitution No. 14 year 2005 about teachers and lecturers in which teachers and lecturers should develop their professionalisms to achieve educational purposes. Not only in Indonesia but also in other countries the educational supervision of language teachers occurs. It is because of language teachers in this case English are seen as prestigious jobs. Nunan in Bailey (2006: 3) states that teacher supervision emerged as a career track in language education. Perhaps this trend developed because language teaching has become a commercial enterprise, and supervisors are needed to make sure that customers get what they pay for.

In addition, the quality of language teachers do not necessarily depends on how long have been they teaching but how fast their progress in grasping the opportunity to develop their professionalisms, As Curtis in Hismanoglu (2010: 2) says that staying a breast of the rapidly evolving field of ELT is a valid reason for participating in professional development. Being an effective foreign language teacher requires a commitment to keep up with the developments in the field and a willingness to engage in continuous professionalism. English language teachers should be able to satisfy the expectations of regularly increasing number of students by using up-to-date teaching methodologies performed adeptly with dedication and enthusiasm. To achieve this purpose, they should be concerned with recent knowledge and comprehend many factors and variables that control and govern the learning and teaching in the classroom context. Thus, the educational supervision can be used to monitor and maintain the language teachers’ progress both in academics and administrative.

However, the success of educational supervision as stated above closely depends on language teachers’ perception themselves. How they perceive educational supervision will result in their professionalisms. If the teachers perceive educational supervision as a tool to improve their professionalism, their teaching qualities are probably better than who perceive educational supervision as a requirement to fill in the paperwork formalities and regulations. Thus, this research will attempt to see what perception of English teachers toward educational supervision. Based on the description above, the writer is interested in conducting a research focused on teachers’ perception on educational supervision in relation to their professionalism.

From the explanation of the background, the problems formulated in this research are:
1. How do the English teachers in Cawas, Klaten describe their perception on the educational supervision?
2. What is the English teachers’ perception on their professionalism after being supervised?
3. How is the English teachers’ professionalism after being supervised?
LITERATURE REVIEW

Being teachers, cannot be denied, it needs some requirements to afford. Not only they have to carry out some training from the university, masters the subjects they will teach but also they have to have the intelligence to understand their students as a whole. Teachers should understand the teaching theories and models which they think that it is the most suitable theory or model to be applied in their teaching. Moreover, the language teachers, in this case English, they need to master all of language competencies including both language skills and language used. However, their way of thinking in teaching might be different from one to another. It is because each teacher has her own perception.

Banda (2005: 13) says that perception is views or opinions held by an individual resulting from experience and external factors acting on the individual. It means that we cannot judge whether one’s perception is not acceptable or acceptable since it differs based on individual. More critical also is the fact that perceptions affect behavior (Wang, 2007: 29). It is similar with Bodenhausen and Hugenberg (2009: 14-15) who explain that perception is linked to action in some fairly obvious ways. To navigate the environment, manipulate objects, and interact with others, we must be able to perceive external stimuli and use this perceptual input for motor guidance. The connections between perception and action are sufficiently intimate. Selective perception is a key mediator of attitude-behavior consistency. When an attitude is activated in memory, it can influence online processes of perception that imbue the attitude object and the surrounding circumstances with meaning and thereby inform overt behavioral responses.

However, the main idea of perception is to take in information about the world and make sense of it. It is like someone might observe, judge, or give opinion about something. Bernhardt (2015: 2) says that the word perception leads us to such words as “observation” and “opinion”, with definition that include a view, judgment, or appraisal formed in the mind about a particular matter, a belief stronger than impression and less strong than positive knowledge a generally held view a formal expression of judgment or advice a judgment one holds as true. This definition is supported by Reid cited in Nichols (2007: 212) who explains that perception as the process of justification of the beliefs on certain objects. In this process, people might give arguments to what they see as the way they perceive things. Moreover, the beliefs will lead them to accept something as it is. Based on the explanation above, it can be concluded that perception is views or opinions that include understanding, awareness, and interpretation formed in the mind about a particular matter or certain object.

In addition, dealing with educational supervision, the significance of educational supervision stems also come from the various purposes and roles it has, in upgrading the teachers' competencies to improve the teaching process (Clickman cited in Naba’h, et al., 2009: 1). Supervision is an essential part of language teachers’ professional experiences. It is an ongoing process of teacher education in which the supervisor observes what goes on in the teacher's classroom with an eye toward the goal of improved instruction (Gebhard cited in Bailey (2006: 5).

Supporting Gebhard’s idea, Allan cited in Ghapanchi and Baradaran (2010: 2) describes educational supervision as a set of duties and a comprehensive process which aim at helping teachers develop their profession to achieve their pedagogical objectives, while Daresh cited in Ghapanchi and Baradaran (2015: 3) defines this term in thorough way as a dynamic process that leads to studying and improving all factors that affect the education situation. On the other hand, according to Kilminster, et al. (2007: 2)
defines educational supervision is a matter of guidance and feedback regarding personal, professional and educational development in the context of trainee's experience. For addition, Bailey's point of view describes that the modern educational supervision is characterized as follows is a technical process which aims to improve teaching and learning through the care, guidance and simulation of continued development for not only teachers but also any other person having an impact on the educational context.

Based on the definitions above, it can be concluded that educational supervision is a comprehensive process in which supervisor observes what goes on in the teacher's classroom and gives feedback regarding personal, professional, and educational development. However, conducting educational supervision does not merely just evaluating teachers' performance in the classroom. It also has some functions like:

1. To coordinate all of school works
2. To equip school leadership
3. To extend teachers’ experiences
4. To stimulate all of creative works
5. To give continuous facilities and evaluation
6. To analyze teaching-learning process
7. To give knowledge and skill to every school staff member
8. To give broad and integrated insight in formulating educational purposes and to improve teachers’ teaching quality. (Swearingen cited in Sahertian, 2008: 21).

All of those functions can be achieved well as long as both the supervisors and the teachers have the same perception that conducting educational supervision will improve teachers’ professionalisms. In conducting educational supervision, there are many models that can be implemented. Sullivan and Glaz cited in Naba’h et al. (2009: 227) mention four models of educational supervision that are mostly used by the teachers, they are:

- Classroom visitation: which focuses on one or more of such aspects as: curriculum, teacher's questions, classroom activities, extracurricular activities and teaching methods.
- In-Service Training: which is devoted to helping teachers in the improvement of their professional growth through participation in various regular training courses.
- Micro Teaching: which focuses on utilizing the feedback technique to improve the teachers' performance through applying certain techniques and displaying the teacher's performance on video film. The practice is repeated until the teacher masters the targeted teaching skill before moving to new ones.
- Integrated Approach: which employs more than one supervisory style to achieve the same supervisory goals.

From those four models above, classroom visitation is the most popular for its simplicity and efficiency. In classroom visitation, the supervisor comes and joins the class for one meeting and then evaluates teacher’s performance. After that he will give the evaluation result and some critiques and advice for the improvement of teacher’s teaching quality. Based on the explanation above, it is clear that conducting educational supervision is needed in order to improve teachers’ professionalism in English language teaching since language teaching is the only subject matter in which knowledge, that is, new information is to be presented in a language other than a student’s native language. According to Brosh in Buyukyavuz (2014: 2) central to the qualities of good language teachers is the mastery of the target language. He further asserts that along with this quality, competent language teachers are expected to have skills to organize, explain and to evoke interest and maintain motivation among students.
Moreover, Brown in Buyukyavuz (2014: 3), a good competent language teacher in an EFL context performs teaching with two components; mechanical and mental. The first component refers to the skills to deliver the lesson in ways most accessible to the students while the second refers to the teacher’s mindset and his personality. With regard to personal qualities, Vadillo cited in Byukyavuz (2014: 3) states that competent language teachers should have an understanding of their students’ needs in and, he adds, should also have warmth and tolerance toward students. Practitioners of English language teaching must demonstrate at least four dimensions of teacher competency: language proficiency, content knowledge, teaching skills and professionalism. Thus by conducting this research, the improvement of English teachers’ professionalism is expected.

**METHODOLOGY OF THE RESEARCH**

The research was conducted at three junior high school in Cawas, Klaten, namely SMP N 1 Cawas, SMP N 3 Trucuk, and SMP Muhammadiyah 3 Cawas. The subject of the research was three English teachers who have taught English for more than five years. The consideration was all of them have been supervised before, thus they could give their perception on educational supervision. The method used in this research was qualitative research in the form of case study. Case study as a qualitative approach which investigates a contemporary phenomenon within its real-life context and the boundaries between phenomenon and context that are not clearly seen (Yin, 2003: 13). The reason of choosing case study in conducting this research is because this research is aimed to explore and describe the phenomenon in the real life context. The phenomenon means the teacher’s perception about educational supervision and then how are the teachers’ perceptions about educational supervision related to their professionalism. And lastly, this case study research tries to find out how far teachers’ professionalism is after conducting educational supervision.

In collecting the data, the writer used three data collection techniques, namely: interview, classroom observation, and document analysis. In this research, interviews will be conducted individually to three respondents. Open-ended questions were delivered so that the participants could best voice their experiences unconstrained by any perspectives of the writer or past research findings. An open-ended response to a question allowed the participant to create the options for responding.

Moreover, to make the interview flexible, semi-structured interview was used. The writer developed an interview protocol that includes a list of questions or topics to be addressed in the interviews with all participants. However, the writer could change the order of questions, omit questions, or vary the wording of the questions depending on what happens in the interview. The writer might also add other questions during the interview to probe unexpected issues that emerge. The interviews were guided with the context in order to get the valid data. The data here is the English teachers’ perception on educational supervision. Meanwhile, in the classroom observation, the writer played a role as a nonparticipant observer. So, the writer visited and recorded notes without becoming involved in the teaching and learning process conducted by the English teacher. By doing observation, the writer will have an opportunity to understand the situation that happening during the teaching and learning process to see things that may be missed unconsciously, and to discover things that may not be obtained in the interview. As for document analysis, the data used in this research was teachers’ supervision evaluation documents which contain their score after being supervised by
Since this research belongs to qualitative research, the data analysis will be used is inductive process proposed by Lodico, et al. (2010: 180). Inductive process means that numerous small pieces of data are collected and gradually combined or related to form broader, more general descriptions and conclusions. Although the steps involved in qualitative data analysis vary according to the research questions asked and the type of approach taken, the steps listed here are common to most studies: (1) prepare and organize the data; (2) review and explore the data; (3) code data into categories; (4) construct thick descriptions of people, places, and activities; (5) build themes and test hypotheses; and (6) report and interpret data.

FINDING AND DISCUSSION

All the teachers believed that educational supervision as an ongoing process to observe the way teachers teach in the classroom according to the lesson plan and to improve their teaching skills. It was in line with Ghebard as cited in Bailey (2006: 5) that defined educational supervision as an ongoing process of teacher education in which the supervisor observes what goes on in the teacher's classroom with an eye toward the goal of improved instruction. All of them were also in line that conducting educational supervision was very importance for their professionalism as English teachers, such as encouraging them in utilizing multimedia technology and enriching teaching techniques. It was supported by Fillon (1968: 70) that pointed out that one of the purposes of educational supervision was to evaluate method and technique in terms of the material, objectives, and particular students. It implied that in applying a certain technique, one should reconsider not only the learning objectives but also the condition of the students.

Moreover, conducting educational supervision resulted in affecting teaching awareness. All the teachers were in line that educational supervision affected their teaching awareness. They said that the result of educational supervision reflected their teaching quality, thus they could resolve their weaknesses in teaching. It was similar with Arikunto (2006: 46) that said that the function of educational supervision like improving learning quality, triggering all elements related to teaching and learning, and leading and guiding.

The result also showed that after conducting educational supervision, all the teachers had improvement in managing their class. They could develop students' thinking and communication skill, accommodate students' diversities in behaviors and capabilities, and overcome students' difficulties in understanding the lesson. It was in line with USAID (2010: 3) who said that supervision emphasize student-centered active learning, effective classroom management, and the development of students' higher-level thinking skills as characteristics of effective teaching. Teachers should be able to identify learning style preferences in their students, plan lessons for differentiated styles, and, thus, use a large repertoire of teaching techniques. They will use practices that involve students and foster interaction and collaboration and are, therefore, often student-centered and anxiety-reducing. Teachers will constantly try new techniques and expand their repertoire of effective strategies (Texas Education Agency, 1997: 15).

Besides that, educational supervision also resulted in enriching assessment for the students. It helped them in varying their assessment, not only formal test but also informal test. Assessment was very important to check students' thinking skill toward the lesson. It also could be used as reflection of teachers' competencies in making
assessment, whether the assessment was suitable or not. Before being supervised, the teachers relied more on formal and written test, but after supervision they got to know new assessment like oral test. If written test was given in the end of the lesson, the oral test could be given in the middle of the lesson. It could be used to check students’ understanding about the lesson. So, if the students had any difficulty in understanding the lesson, the teachers could explain it again in more details or gave more examples to them.

Another point in teachers’ professionalism after being supervised was the improvement in utilizing ICT in their class. After supervision, all of the teachers agreed that educational supervision encouraged them in utilizing information technology in their teaching. Even though there was no such facilities in one of teacher’s school but it did not stop him in utilizing information technology in his class. They all realized the great impact in utilizing information technology in their teaching. It provided many interesting sources or material to be taught in the classroom. It also prevented the students from boredom.

As Cano and Gracia (2013: 83) added that it is important to remind that effective supervision necessities knowledge of information and communication society and various types of on-line supervisory approaches that can be used when working with teachers and principals in virtual spaces so as to positively impact students indirectly. It implied that the need of mastering ICT for teachers to foster the quality of teaching both for the teachers and students. Even though learning ICT was not easy, the best point was the teachers had willingness to learn how to operate audio visual media. Even though they were not young anymore, they were not ashamed to ask for help if they had difficulty in operating it. It clearly showed that they had consciousness to keep learning on new things.

Considering the main purpose of educational supervision to improve teachers’ and students’ quality and to resolve all the educational problems, it was hoped that the teachers could show positive attitude toward educational supervision. Moreover, the way the teachers believed in educational supervision became the important factor that determine the result of the educational process. In another word, educational supervision would not improve teaching practice growth and increase students’ learning unless they perceive it that way.

CONCLUSION, IMPLEMENTATION, AND SUGGESTION

After conducting the research of the teachers’ perception on educational supervision I relation to their professionalism, the result can be concluded that the teachers believed educational supervision as an action to observe the way teachers teach in the classroom according to the lesson plan and to improve their teaching skills. They were aware of educational supervision being conducted since they got information a month before thus they had plenty of time to prepare. They also showed dissatisfaction with the quality of the supervisors who did not have the same background study as theirs. Meanwhile, the biggest challenge faced by the teachers in conducting educational supervision was the preparation before it, even though they admitted that educational supervision helped them in developing students’ thinking and communication skill and in managing the class.

The teachers felt the improvement in assessing their students. They got development in their teaching in the term of using various teaching media and audio visual facility. They acknowledged that they joined MGMP in improving their professionalism. They were able to utilize ICT in their class. They used various kinds
of assessment for the students. One of the teachers took TOEFL test and all of them had willingness to continue their education to improve their professionalism. Unfortunately, they did not write teaching journal as their teaching reflection.

In addition, the researcher gives some suggestion from the result of the research involved the suggestion for the teacher, the students, and other researchers. Some suggestions related to the result of the study are proposed. The suggestions for the teachers is educational supervision becomes a main prerequisite in conducting educational process in school. It will reflect how well the teachers teach in the classroom. Also the result of educational supervision has impact in determining school accreditation. Thus the teachers should be well prepared before and after being supervised. If they conduct educational supervision well, they can improve their professionalism in teaching practice as well.

Meanwhile, for the students as the main subject in teaching and learning process cannot rely so much on teacher. They should be more active in learning process. Even though the research showed that educational supervision could resolve students’ problems, it did not mean that they can remain silent in teaching process. If they want to get the best result in learning they need to be more active in the learning process. And the last for the other researchers, this study can be a reference for other researchers to conduct similar studies. The supervisor’s role in educational supervision should be improved. At least he graduated from the same department as the teachers. Thus he had competencies in English teaching. Also the supervisor needs to be more considerate with the result of educational supervision. Finding the weaknesses of supervisor, the other researchers are expected to find the way in improving supervisor’s role in educational supervision.

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