

## ENGLISH TEACHERS' PERCEPTION ON EDUCATIONAL SUPERVISION

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### Abstract

The objective of this study was to describe the English teachers' perception on educational supervision. This research was a qualitative study using purposive sample. The research was conducted in the three senior high schools which had different accreditation in Kalirejo, Lampung. The data were collected from the interview with three English teachers. Each of them represented different school. The data the researcher had included were all about how the English teachers' perceptions on educational supervision in Kalirejo, Lampung. All the subjects in this research had been supervised before, thus they could describe their perceptions on educational supervision. 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.

**Keyword:** English teacher, perception, educational supervision

### Introduction

Education is a conscious effort which is intentionally arranged to achieve the demanded purposes. The purpose of education is to improve the quality of human resources. Teachers are needed to be lead and developed continuously in order to improve the quality of human resources and themselves. Since teachers are the most crucial part to improve the quality of human resources is by conducting learning process in school. The teachers need to continually equip themselves with the knowledge and skills to improve efficient opportunities for their students. Therefore, in order to improve teachers' teaching skill a specific act should be carried out. It is called educational supervision. Teachers and lecturers should develop their teaching skill to achieve educational purposes. At this point, it is clear that the educational supervision needs to be conducted to evaluate and manage language teachers' progress whether they accomplish the educational purposes well or not.

There are some researchers define perception in different ways. Robbins (1994) defines perception as a process by which individuals organize and interpret their

sensory impression to give meaning to their environment. According to Kotler (2000), perception describes the process of how a person selects, organizes, and interprets the information inputs to create a meaningful overall conception. Gibson, et al. (1996) provides a definition of perception as a cognitive process that is used by individuals to interpret and understand the world around it (the object). They also explain that the perception is the process of giving meaning to the environment by the individuals.

### Methodology

The design of the study was a qualitative descriptive study using purposive sampling technique. The three English teachers came from different senior high school which had different accreditation in Kalirejo, Lampung. They were selected to participate in this study based on their experience on educational supervision, each of them represented different school. The researcher used interview method to lead a qualitative process in discovering circumstances and perceptions realistically and totally in natural environment which emphasizes meanings, experiences, and definitions.

## Finding and Discussion

### 1. Findings

#### a. Cognition

The first issue dealt with the English teachers' perception on educational supervision. At this point, all teachers gave similar opinions, that was educational supervision had close relationship with evaluation of how the teachers taught. Teacher A argued that the focus attention of educational supervision according to him, was lesson plan. As long as he stuck with the lesson plan well when being supervised, he felt secure. Indeed, lesson plan played the most important role in teaching. It led the teacher to keep in the right track in his teaching. His opinion about educational supervision was similar with Teacher C. Teacher C not only focused on the preparation before teaching but also the process of teaching. If Teacher A considered educational supervision as evaluation of teaching, on the other hand, teacher C considered educational supervision as observation of teaching. According Teacher B, educational supervision was meant to find out the strength and weaknesses in her teaching and what kind of teaching system she used. Teaching system here referred to the teaching method which she used. It can be concluded that all teachers were aware of the essence of educational supervision toward their teaching, which is to evaluate, to observe, and to find out the strength and weaknesses of their teaching.

They acknowledged the importance of educational supervision toward their teaching methods and to improve it. Educational supervision needed to give them information about the latest teaching method suitable with globalization era and students' need.

They had different opinions about the English teachers' wish on educational supervision. Teacher A had his own opinion, he wished that he got more information about 2013 Curriculum and its' development. Teacher A wanted more clear explanation about 2013 Curriculum, but the

explanation from the supervisor still unclear enough. Meanwhile, both Teacher B and C wanted to get more new information about teaching method, so that they can apply it in the class. Since their school is private school, they wanted to improve their quality and compete with state school.

They had different opinions about the English teachers' way of thinking on educational supervision. Teacher A and B believed that their way of thinking became better. Both Teacher A and B had the same opinions where their way of thinking became better toward educational supervision. They believed educational supervision improved their way of thinking. Meanwhile, Teacher C had different opinion about it, she believed that teachers' way of thinking would be different depends on the teacher. Some teachers could change their way of thinking to be better, but the others do not.

They had similar experience from educational supervision. Since they had the same supervisor, they got the same treatment from the supervisor.

#### b. Affection

The English teachers felt discomfort when the supervisor noticed when they taught in the class for the first time, but after they got enough experience and trainings, they changed better.

All teachers had similar opinions about their emotional state on educational supervision. Teacher A kept his emotional stable when he had mastered the materials and the class. He could teach well when he knew the materials and his students could pay their attention when he taught. Teacher B prepared everything related to the educational supervision beforehand, so that her mind would be ready on educational supervision. Teacher C not only focused on the preparation to keep her emotional state, but also focused on her tolerance to face her students. The students from private school were naughtier than the students from state school.

### c. Psychomotor

The issue dealt with the English teachers' motivation on educational supervision. At this point, both Teacher A and C had the same opinions about their motivation on it. They became more motivated when the supervisor came to their class, since they knew that she came to notice their performance, so that they had to perform best. Meanwhile, Teacher B felt her motivation was nothing changed up or down when she was noticed by the supervisor, just like the ordinary day.

They had similar way to keep their motivation high. They had good way to keep their motivation high.

The English teachers' attitude on educational supervision was similar since they had experience about it. Both Teacher B and C had the same opinions about their attitude on educational supervision, but Teacher A had different opinion about it. He had experience on educational supervision and knew how to behave, but he reminded to have good preparation so that the other teachers could behave properly. Meanwhile, both Teacher B and C had no worries about it. They had already been ready for educational supervision.

Even though they had many experience on educational supervision, some of them still had some difficulties. Teacher A had no difficulty on educational supervision, while both Teacher B and C had difficulties about it. Teacher B felt uncomfortable being noticed when teaching in the class. Teacher C opinion focused on the treatment for her students, since the students from private school were a little bit naughty.

Dealing about the English teachers' difficulties on educational supervision, they had solution to solve the problem; they had different opinions about it. Teacher A focused on the best he could give to the student since he had no difficulty on educational supervision. Teacher B tried to be confident since her students were her priority. Teacher C focused in communication between her and her

students. It could make good understanding among them.

## 2. Discussion

All the English teachers in this research had been supervised before. Based on their experience in supervision, they shared their perception about educational supervision. They agreed to the idea that educational supervision was 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, p. 5) that defined educational supervision as an ongoing process of teacher education in which the supervisor observes what goes on in the teachers' classroom with an eye toward the goal of improved instruction.

In addition, they also admitted that conducting educational supervision was very important to their teaching. According to them, the most important thing in teaching was lesson plan. They believed that as long as they taught according to the lesson plan well, they would be considered as good teachers. As an English teacher, one should kept improving or developing his teaching skill, not only in making lesson plan but also teaching technique and information technology used.

They viewed educational supervision as an important issue toward their teaching methods and to improve them. Educational supervision needed to give them information about the latest teaching method suitable with globalization era and students' need. 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. Educational supervision is needed to be carried out in order to manage, monitor and evaluate the educational components and its systems including the

teachers, stakeholders, and administrators in which all of those components have important roles in improving the result of teaching and learning process both for the students and the school.

By following educational supervision they wanted to get more new information about teaching method, so that they can apply it in the class. Since their school is private school, they wanted to improve their quality and compete with state school. It was in line with the function of educational supervision supported by Arikunto (2006, p. 46) gives her opinion about the function of educational supervision like improving learning quality, triggering all elements related to teaching and learning, and leading and guiding.

They had different opinions about their way of thinking on educational supervision. Both Teacher A and B believed that their way of thinking became better toward educational supervision. They believed educational supervision improved their way of thinking. Meanwhile, Teacher C had different opinion about it, she believed that the teachers' way of thinking would be different depends on the teacher. Some teachers could change their way of thinking to be better, but the others do not.

They had similar experience from educational supervision. Since they had the same supervisor, so that the supervisor gave same the treatment to them. They got experience in improving their teaching method. It was in line with the purposes of educational supervision, Fillon (1968, p. 70) mentions nine purposes of educational supervision, namely: a) develop a clear understanding of the objectives of the student teaching program in English, b) develop strategies for accomplishing these objectives with different types of student teachers, c) understand clearly the role of the supervising teacher, d) learn to evaluate method and technique in terms of the material, objectives, and particular students, e) acquire a working knowledge of various tools of analysis, f) become acquainted with

a wide variety of methods and techniques and develop a tolerance of differing teaching styles, primarily through extensive observation, g. have supervised practice in observation, analysis, and evaluation of teaching, h. develop skill in conducting conferences with student teachers, i. update, where necessary, their background in English.

They had the same opinions about what they felt toward educational supervision. They thought that normally they felt a little bit nervous for the first time on educational supervision. They felt discomfort when the supervisor noticed when they taught in the class for the first time. One important factor that could not be left in conducting educational supervision beside the preparation was the supervisor as the decision maker in giving good or bad result of teachers' performance. The presence of the supervisor itself could be intimidating and challenging at the same time. The teachers might feel pressured by her. Since it was believed that supervisor had more competencies in teaching than the teacher. But after they got enough experience and trainings, they changed better.

They had similar opinions about their emotional state on educational supervision. Teacher A kept his emotional stable when he had mastered the materials and the class. He could teach well when he knew the materials and his students could pay their attention when he taught. Teacher B prepared everything related to the educational supervision beforehand, so that her mind would be ready on educational supervision. Teacher C not only focused on the preparation to keep her emotional state, but also focused on her tolerance to face her students. Since the students from private school were naughtier than the students from state school.

They had different opinions about their motivation on educational supervision. Both Teacher A and C had the same opinions about their motivation on it. They became more motivated when the supervisor came to

their class, since they knew that she came to notice their performance, so that they had to perform best. Meanwhile, Teacher B felt her motivation was nothing changed up or down when she was noticed by the supervisor, just like the ordinary day.

Dealing about their high motivation on educational supervision, they had the way to keep it high. They prepared everything beforehand, so that the teaching learning process could run well, always thinking positively to the students, and realizing their responsibility to be a good teacher for them. They had good way to keep their motivation high.

Their attitude on educational supervision was similar since they had experience about it. Teacher A had experience on educational supervision and knew how to behave, but he reminded to have good preparation so that the other teachers could behave properly. Meanwhile, both Teacher B and C had no worries about it. They had already been ready for educational supervision.

They had difficulties on educational supervision. Even though they had many experience on educational supervision, some of them still had some difficulties. Teacher A had no difficulty on educational supervision, meanwhile Teacher B and C had difficulties about it. Teacher B felt uncomfortable being noticed when teaching in the class. Teacher C opinion focused on the treatment for her students, since the students from private school were a little bit naughty so it would be better that she improved her class management.

Dealing about their difficulties on educational supervision, they had solution to solve the problem; they had different opinions about it. Teacher A focused on the best he could give to the student since he had no difficulty on educational supervision. Teacher B tried to be confident since her students were her priority. Teacher C focused in communication between her and her students. It could make good understanding among them.

## Conclusion

This paper describes the teachers' perception on educational supervision. The English teachers believed educational supervision as an ongoing 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 admitted that educational supervision helped them in developing students' thinking and communication skill and in managing the class.

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