
ASSESSING STUDENT TEACHERS' PERFORMANCE IN ENGLISH CLASS THROUGH TEACHING VIDEO

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Abstract: Student teachers are students who are prepared to be teachers. They will be the professional English teachers in the future. So, before graduating from university, they must be prepared to be able to teach English well. Creating and managing English class are important things since they are in the English Education Department. Furthermore, the use of Classroom English and variation of teaching are the main points need to be considered. Teaching Practice Program is a program for student teachers in transferring the theory they got from university to be applied at schools. Teaching to the real students will be challenging for them. So, they need a good preparation before performing in front of the class. In fact, there are many students' teacher still not confident when they are teaching. Some difficulties face by them related to teaching learning process. Teaching video is one of the techniques in assessing student teachers' performance to reduce the problem face by them. This paper explores the student teachers' variation in conducting teaching practice at schools. The student teachers are asked to record their performance while doing teaching practice program. The writer investigates their performance in teaching to the real students. The use of teaching video can be used as a reflective teaching to improve student teachers' performance in English class.

Keywords: Student teachers performance, teaching video, Teaching Practice Program, reflective teaching

1. INTRODUCTION

English Education Department Program is a program for the students to be English teachers. There are many subjects in English Education Department which are prepared for them before they will be the real English teachers. The students have to study about the kinds of teaching strategies, classroom English, teaching for young and adult learners, etc. Those materials are the main important things in the teaching and learning process.

In the seventh semester, the students of English Education Department of Muria Kudus University have to join Teaching Practice Program. Before joining Teaching Practice Program, they have to pass some pre requisite subjects such as Speaking for Instructional Class, Teaching for Adult Learners Class and Micro Teaching Class. From those subjects, the students study about anything related in teaching and learning process of English class.

The student teachers are the candidate of teachers in the future. So, they will be the leading generation. When they are studying in the English Education Department of Muria Kudus University, there are many preparations for them to be noticed. From the beginning of the semester, the student

teachers are motivated to be the great English teachers. In the seventh semester, the student teachers should be able to apply the theories they got from the university to be applied at school. In other words, the student teachers should be able to teach well. In fact, there are some student teachers got difficulties in teaching process when they are conducting Teaching Practice Program at schools.

Managing the class well is not easy for the student teachers since they are still students. The student teachers are the students who are conducting teaching practice at school. They practice teaching to the real students in front of an English class. So, they have to do their best when teaching. Their experiences in teaching will be the steps for them before they really become English teachers.

English teachers are the model for the students in the class. Furthermore, they have to prepare the things before teaching. The preparation includes the techniques of teaching, the materials of teaching, the management of teaching, etc. Variation of teaching is also the point to be considered. It contains the use of gestures, the movement in teaching space, the use of media by the teacher, etc. Variation of teaching plays a necessary thing which can be used to make a

vary situation in the class. It also can be used to avoid monotonous atmosphere in the teaching and learning process.

2. LITERATURE REVIEW

2.1 English Class

The condition of the class can be influenced by many aspects. They are the activeness of students' in class, the media used by the teacher, the materials delivered by the teachers, etc. The activeness of the students not only come from the students but also come from the use of variations used by the teachers. In delivering the materials, the student teachers have to use the syllabus and curriculum from schools.

The student teachers have to do Teaching Practice Program for three months. During the three months, they have to dedicate their time to have teaching practice. Usually they will be guided by the English teachers at the school they are practicing. The student teachers will have coordination with the guided English teachers to discuss about several things related to teaching and learning process. Methods of teaching, media of teaching, syllabus and the lesson plan are the example of materials of discussion. The student teachers will get many advices from the guided English teacher to improve the quality of teaching and learning process.

During the Teaching Practice Program, the student teachers are asked to record their performance in form of teaching videos. By using teaching videos, the student teachers' performance can be analyzed easily. It is one of the techniques in assessing student teachers' performance during Teaching Practice Program. Assessing student teachers can be means to judge the students' achievement (Patel and Jain: 2008). By using teaching videos helps in solving the problem, related teaching and learning process.

Teaching videos is one of the activities by the student teachers during Teaching Practice Program. It can be used as a reflective teaching for them. It also can be used as a media to improve the quality of teaching. Some problems can be reduced by analyzing the student teachers teaching videos since teaching practice is one step to be the professional English teachers.

By having Teaching Practice Program, the student teachers will get some benefits during teaching to the real students. The student teachers know the real atmosphere of teaching and learning process in the English class. They also will know the situation of the school academically and non-academically.

2.2 Variation of Teaching

Teaching and learning process needs variation of teaching. In the English class, the teacher does not only deliver the materials to the students but he/she also transferring the knowledge to the students. It is not an easy thing for the teachers to be the good model for the students. Gaining the students' attention and creating an active and enjoyable class are the big tasks for the English teachers.

Hughes (2002) stated that teaching is not an easy job especially for the lower level of the students. It is a hard task for the teachers to create an interactive class. Language is the main device in the teaching and learning process. So, in the English class, the teachers have to use simple languages in delivering the materials and giving instructions which can be easily understood by the students. In addition, that instructional objectives is very useful for guiding the students in learning (Gronlund, N.E:1981).

Hall (2002) mentioned that a community of learners is based on the following principles:

- 1) Language is a primary tool for learning
- 2) Through joint activity learners are socialized into their community's practices
- 3) Learning requires taking on successively more complex roles and identities
- 4) Learners share responsibility for learning
- 5) The teacher plays an essential role
- 6) The affective is integrated with cognitive
- 7) Knowledge and skill building are intrinsically tied to a community's instructional activities.

Variation of teaching plays a significant role in the teaching and learning process of English class. According to Turney et al (1983) there are three aspects in teaching variation. They are 1. Variations connected with the manner or personal teaching style, 2. Variations in the media and materials of

instruction, and 3. Variations in the pattern and levels of interaction between teacher and student.

2.2.1 Variations in the Manner or Personal Style

The manner and personal style of teacher will be noticed by the students. The writer focuses on the voice variations, focusing, eye contact, gesturing and movement.

2.2.2 Variations in the Media and Materials of Instruction

The use of media by the teacher can attract the students' attention. In addition, the use of relevant variety of media and materials can engage the students in activities and stimulate a good behavior from the students. There are three kinds of variations in the media and materials of instruction. They are visual variations, aural variations and tactile variations.

Richards and Rodgers (2001) stated that materials give the opportunities for independent study, use and self-evaluation in learning.

2.2.3 Variations in the Pattern and Levels of Interaction between teacher and student

In the teaching and learning process, the teacher gives chance for the students to work in group, in discussion, in demonstration. In this case, the teacher's role is assisting the students and also guiding the students. The interaction between teacher and student should be close in order to get a good relationship.

3. METHOD OF THE STUDY

This study belongs to descriptive qualitative research in form of case study to the seventh semester students of English Education Department of Teacher Training and Education Faculty of Muria Kudus University in the academic year 2014/2015. The writer of this study took 4 teaching videos of the student teachers who are conducting Teaching Practice Program. Then, she analyzed the teaching video based on the variation of teaching theory. She focuses on the variation because variation can influence the process of teaching and learning of English in the class. The writer also pointed that the use of teaching variation can influence the students' achievement.

4. FINDING AND DISCUSSION

From the analysis of the teaching videos, the writer classifies into three points of teaching variations.

Student 1

In teaching to the students in front of the class, the student teacher used loud voice and medium speed. She also used facial expression and gesture like smile, nodding and clapping hands to respond the students. In addition, the student teacher also used good eye contact to the students. She also not only stands in front of the class but also moves to the teaching space.

The first student teacher used visual media of teaching exactly pictures to gain the students' attention. In delivering the materials, she often asks her students to participate in her class by asking the students to respond her questions. She also asked the students to work in the small discussion. The response from the students is good since the student teacher taught the students in a good preparation. Moreover, the student teacher creates a good English atmosphere in the class.

Student 2

The second student teacher used medium voice and medium speed. She also used facial expression and gesture like pointing, smiles and shakes head. In teaching, she didn't use good eye contact to the students. She also seldom moved to the teaching space. The students liked boring because the student teacher cannot manage the class well.

Power point and pictures are the media used by the second student teacher. In other words, she also used the visual media. The interaction between the student teacher and her students are not close enough since she pretended not to be ready in teaching.

In delivering the materials, she often asks her students to have a discussion in groups to create a cooperative learning technique.

Student 3

The voice variation and eye contact used by the third student teacher can be categorized medium. It can be seen from her students in the classroom. There were some students had chats with their friends. In addition, the student teacher mostly stands in front of the class.

In using materials of teaching, the student teacher applied role play. She asked some students to do role play in front of the class.

Student 4

In the English class, the student teacher did teaching practice to the real students. She used loud voice to gain her students' attention and participation. She also used good eye contact and gestures to support her performance of teaching. She sometime moved to teaching space and close to the students.

The student teacher took the additional materials from the internet. In the teaching and learning process, she guided her students to do the exercises by asking the students to have a discussion. The interaction between the student teacher and the students is good enough. It can be seen from the class atmosphere that the students gave attention to the student teacher.

5. CONCLUSION

Based on the analysis of the teaching videos, the writer concludes that the ability of the teacher students in teaching to the real students in Teaching Practice Program related to teaching variation can be categorized into good. This can be seen from the result of the analysis that the student teachers are able to do variation of teaching in three aspects. They are variations in the manner and personal styles, variations in the media and materials of instructions and Variations in the pattern and levels of interaction between teacher and student. Furthermore, the use of teaching videos can be used as an alternative assessment in measuring the student teachers' performance. It also can be used as a reflective teaching to make a better performance and atmosphere of English class.

The writer of this study suggests to the student teachers to keep in practicing English to improve their English skills and English components. The student teachers also should improve their teaching practice to create a good atmosphere of English class. In addition, they should use an interesting media to attract the students' attention.

6. REFERENCES

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