

## EVALUATION METHOD FOR ENGLISH CLASSROOM TEACHING: A CASE STUDY OF THE STUDENT TEACHERS' PERFORMANCE

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### ABSTRACT

*A quality evaluation method plays a very important role in evaluating the teaching quality of a teacher, especially a language teacher. The method minimizes the subjectivity and imprecision of the classroom teaching (Sun, Li, and He, 2017; Hsu & Chiu, 2009; Zho and Gao, 2016). To improve the comprehensive evaluation of the language classroom teaching propose an evaluation method which covers the teaching attitude, teaching content, teaching methods, and teaching effectiveness. This study is trying to find out whether or not the teaching evaluation for the student -teachers doing their teaching practicum has already adopted these principles to overcome the problems of subjectivity and imprecision in evaluating their teaching performance. The results indicate that the forms the classroom teachers and mentors use in evaluating the teaching performance of the student-teachers have already adopted these principles. In addition, the introduction which leads to the formal objectives of the lesson clearly and the closing which involves the way the student-teachers encourage the students to learn independently also become indicators in the teaching evaluation form, but are not clearly stated in the principles. Lastly, this method does not include the students' viewpoints which will clearly become important factors in increasing the objectivity and precision of the teaching performance.*

Key words: *performance, teaching, evaluation, objectivity, precision*

### INTRODUCTION

Approaching the teacher training institution program, in the seventh semester, students of the Faculty of Education, especially the Department of the English Language Education, have to join the teaching practicum program or teaching tenure program to help them learn the theoretical and practical aspects of their teaching knowledge (Hsu and Chiu, 2009; Seldin, 1999). During the program, the students have to apply the teaching theories they have learned in the training program in real classes of primary schools and secondary schools depending the student's interest. Their teaching performance in the schools determines their success in the university program.

The Department of English Language Education, Faculty of Education and Language, Atma Jaya Catholic University of Indonesia, Jakarta, is no exception. The students of the department have to teach English in either primary schools or secondary schools prior to their graduation. They have to join the three month tenure program and they have to get the satisfactory grade in it (Katalog, Universitas Katolik Indonesia Atma Jaya, Jakarta, 2017). This practice puts the program in a very important position within the teacher training program of the university.

Due to the significant role of the teaching tenure program in the students' success in the university, a quality evaluation method should be developed to overcome the subjectivity and imprecision of student teachers' teaching performance. The mentors and the classroom teachers should have a highly objective evaluation method to give a comprehensive picture of their English classroom teaching (Sun, Li, and He, 2017; Hsu and Chiu 2009; Genesee, Fred and John, Upshur, 2001). The evaluation procedures and forms should evaluate the teaching effectiveness of the student teachers in the classrooms during the tenure period.

### STATEMENT OF THE PROBLEM

In order to ensure the desired goals of the tenure program, teacher training institutions should investigate the evaluation the methods they apply in their teaching tenure program and what criteria the mentors and classroom teachers use in the evaluation.

### Objective of the study

This study is trying to describe the evaluation procedures and forms of the teaching performance of the student teachers and the criteria involved in the evaluation. This study is limited to the practice of the evaluation procedures conducted by mentors and classroom teachers in determining the quality of the student teachers' teaching performances in the teaching tenure program of the Department of English

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Eventually, the study will hopefully be able to make the evaluation of the student teachers' teaching performance more objective.

## **REVIEW OF RELATED LITERATURE**

The following section describes the teaching practicum program in Atma Jaya Catholic University of Indonesia. Students of the Department of the English Language Education, Faculty of Education and Language have to pass the teaching practicum or teaching tenure program before they graduate. Usually they join the program when they are in their seventh semester of their four year university program. Before taking the program the students have to take and pass the courses on the English skills and education and teaching methods. The program lasts for three month where students have to be involved in the daily activities of a teacher at school. In addition, the students teachers have to teach the English classes for eight (8) times. Every time they teach they have to submit a lesson plan which both the mentor and the classroom teacher have to approve to ensure the appropriateness to teaching materials and class situation. The mentor and the classroom teacher look at the lesson plan and evaluate it based on the following criteria: the competence and objective formulation, teaching learning materials, language aspects, time management, and completeness. The lesson plan gets the primary attention in the process, since the student teachers are not well experienced yet in the language teaching, and the their teaching and learning processes in class depend very much on the lesson plan. The lesson plan determines most of the teaching and learning activities which will take place in class.

The next step is the realization of the lesson plan. Presenting the materials in the real classroom situation, especially the students with their spontaneous reaction becomes the focus of the evaluation. The teaching and learning processes taking place in class determine the quality of the foreign language program. The mentor and the classroom teacher evaluate the teaching and learning processes using an evaluation form which are divided into three main phases: the introduction; the presentation, and the closing. In the introduction part, the mentor and the classroom teacher are trying to see how well the student teacher leads the objective of the lesson, establishes a linkage with the main lesson, and evokes the students' interest in learning. The core of the teaching and learning processes is the presentation. In this section, the student teacher is evaluated based on his/her mastery of the subject matter and English proficiency; how effective he utilizes the teaching techniques and leaning activities; how he/she develops communication with the students; how he/she manages the time; and he/she performs herself/himself in the classroom. In the closing section, the student teacher is evaluated in the way she/he wraps today's lesson and encourage the students to learn independently.

The result of the teaching performance evaluation is the total score of all criteria which can be interpreted qualitatively as poor, sufficient, good, and very good.

### **Previous studies**

Ngware and Ndirangu (2005) tried to report study findings on teaching effectiveness and feedback mechanisms in Kenyan universities which can guide management in developing a comprehensive quality control policy. A questionnaire was administered to get exploratory descriptive information about the evaluation effectiveness from the lecturers' and students' perspectives. The study found out that the universities should use a variety of evaluation tools and provide guidelines on quality control faculties to develop multiple teaching effectiveness evaluation instruments.

Hsu and Chiu (2009) examine evaluation of teaching from viewpoints of lecturers and students to reveal perceived differences in teaching performance. Ten lectures and 250 students are participated in their study. Questionnaires are designed to find out their viewpoints on how they value evaluations of teaching performance. It is found out that students are able to distinguish courses of different quality in various dimensions while lecturers seem to believe that they have done well in teaching and do not know the differences in teaching performance.

Sun, Li and He (2017) study the quality evaluation method for college English classroom teaching. In their study they try to overcome the one-sided subjectivity and imprecision of the traditional classroom teaching quality method. They propose a scientific and reasonable quality evaluation index system for college English classroom teaching called the fuzzy comprehensive evaluation model. The proposed method transforms the qualitative quality evaluation indexes into limited quantitative evaluation

indexes. The findings show that the proposed college English classroom teaching method can overcome the subjectivity and randomness shortcomings of the traditional classroom teaching quality evaluation methods. This is an effective method to evaluate the English classroom teaching quality.

### **Methodology**

An interview was conducted and three mentors, six classroom teachers, twelve student teachers, and twenty students participated in the interview. The interview was connected with the evaluation methods of the student teachers teaching performances in the English classrooms. The questions for the interviews were:

1. Were the evaluation forms adequate? Why?
2. Were the criteria in the evaluation forms adequate? Why?
3. Who should be involved in the evaluation? Why?

### **FINDINGS AND DISCUSSION**

Concerning the teaching performance evaluation of the student teachers there are two evaluation forms as mentioned above:

#### **Lesson Plan Evaluation Form:**

Lesson plan evaluation cannot be separated from the teaching performance evaluation of the student teachers, however, evaluating a lesson plan objectively is not an easy task. The mentors, classroom teachers and student teachers consider the evaluation problematic, since the lesson plans contain a lot of imaginary activities in imaginary class situations, especially the teaching learning materials part. To be able to give an objective evaluation, there should be complete and clear guidelines of evaluating the lesson plan. With the guidelines subjective views and background knowledge of the class situation will be minimized in the evaluation. The scoring system of giving point one to four to each criterion is clear enough, although available rubrics for each criterion will make the evaluation processes more objective. Of course, the class students cannot be involved in the lesson plan evaluation, since they do not any bases for the evaluation

#### **Practice Teaching Evaluation Form:**

This form helps evaluators score the student teachers' performance. This is the most important evaluation form for the student teachers' teaching performance, since this form evaluates the real classroom teaching and learning activities. This evaluation covers the planned and spontaneous activities taking place in the classroom. Mentors and classroom teachers can put themselves as observers when making the evaluation. On the contrary, the student teachers, as the doers of the teaching activities, are not in a favorable situation. They cannot look at their own activities, since they pay attention more to the plan, teaching activities, materials, and responses of the class. They are possibly able to give some reflection or assessment of their own teaching performance, but a special evaluation form should be provided. To be more objective, the criteria evaluated should be different from the mentors' or classroom teachers' form.

Students of the class are not exceptional. They have their own views on the teaching performances. As the subjects of the classroom activities, they deal with the new things they learn and at the same time they also experience different emotional states during the processes. Student evaluation form is needed. Those are the reasons why a different evaluation form for the students is needed. A simpler form would be necessary.

Concerning the criteria for the teaching performance evaluation all participants think that the available evaluation criteria are appropriate and adequate when mentors and classroom teachers are the ones doing the evaluation. If the student teachers and class students are involved in the evaluation should be provided. Criteria for the student teachers and class students should be simpler. The criteria of teaching evaluation form are too detailed for the student teachers and the students. Besides, the criteria should also involve their own emotional states and views as the doers of the activities not as observers or outsiders. Possibly, special discussion sessions for the scores would also be conducted since they are very beneficial to clarify certain incidents taking place in the classroom.

## CRITERIA FOR EVALUATION

All participants agree that the criteria mentioned in the evaluation forms are adequate when the mentors and classroom teachers are the ones giving the evaluation. For the student teachers' form and students' form, emotional states such as: encouraging, frustrating, surprising, and confusing moments should be included, especially in the presentation section

In addition to the criteria to be evaluated, all the participants need some space for giving additional information, comments, or attention in the evaluation forms. Interesting examples or incidents taking place in the classroom can be included in the evaluation forms. Such information may clarify certain scoring and make the evaluation more objective.

Then, it is clear that mentors and classroom teachers are not the only ones responsible for giving the evaluation, the student teachers doing the practice teaching and the classroom students as the subject of the learning processes should also be involved. Although they usually are the passive parties in the teaching evaluation, they may be involved. Guidelines and socialization will make the involvement of the student teachers and classroom students in the evaluation process easier. Therefore, additional evaluation forms should be provided.

## CONCLUSION

Student teachers and class students should be involved in the evaluation process of the teaching performance evaluation. Additional forms accommodating the new evaluation givers are needed. Evaluation criteria involving emotional states of the student teachers and classroom students will make the evaluation more objective. To make the evaluation processes more objective, guidelines and rubric description are necessary.

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