



SCHOOL OBSERVATION AS ONE OF THE ASSESSMENTS FOR ENGLISH EDUCATION DEPARTMENT STUDENTS OF MURIA KUDUS UNIVERSITY

Atik Rokhayani

Muria Kudus University

atiec_ca3m@yahoo.com

Abstract

Nowadays, learning requires students to develop their knowledge through critical thinking. Knowledge is not just receiving the information but also interpreting the information. It requires new learning goals change the relationship between assessment and instruction. So, the lecturers need to assess the students' ability to comprehend the materials. In addition, the lecturers have to take an active role about the purpose of the assessment and the content that is being assessed. There are many kinds of assessments used by the lecturers given to their students. For example: asking the students to do the discussion, test, questioning, observation etc. School observation tends to be familiar for the students of English Education Department of Muria Kudus University since by doing the observation they can face the real school condition. The students can observe the English teaching and learning process in the classroom. This paper focuses in AMEL (Approaches and Methods in English Language) class. It discusses the application of school observation as one of the authentic assessment for English Education Department students of Muria Kudus University through exploring the approaches and methods used by Junior High School teachers in Kudus. In the end of the observation, the students have to report the discussion in form of poster presentation.

Keywords: school observation, assessment

Introduction

The students of English Education Department of Muria Kudus University are prepared to be teachers. So, they have to master English well. English skills and components are the basic knowledge that needs to be mastered. In English major, there is a subject called Approaches and Methods in English Language (AMEL). It is given for the fourth semester students. Based on the syllabus, the goal of this subject is giving the knowledge about the English teaching methodology as international language. In the end of this subject, the students are able to select the approach and method that is appropriate for the students when they teach.

One of the assignments is doing observation at schools. By doing this activity, the students know the real condition of the teaching and learning process. Some people say that theory and practice are two different things when we applied in the classroom.

In the teaching and learning process, the lecturers/teachers measure their students' achievement. It is done to know whether there is a progress or not in the teaching and learning process. Nowadays learning requires the students to solve the problems. In this case, teachers play an important role in educating their students. Teachers do not only delivering the materials to the students but they also teaching soft skills. Soft skill is an important element to build students' characteristics. For example, the teacher asks the students to submit the assignment on time, but there are some students do not submit it on time. So, discipline needs to be considered in teaching.

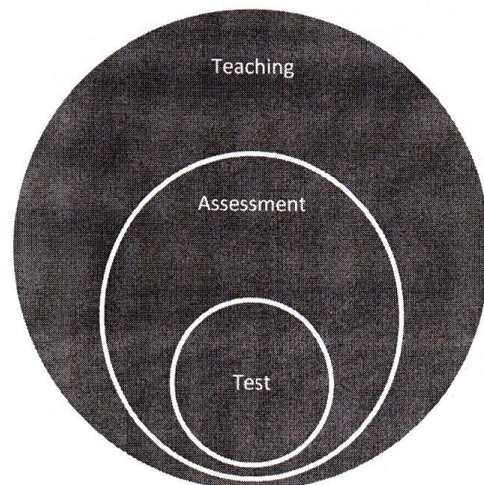
Knowing the students characteristics is one way to help teachers manage the class well. The successful teaching and learning process comes from the active participation from teacher and students. In addition assessment also plays in improving and educating students' performance. By assessing the students, the teachers can measure how far the capability of the students in understanding the materials during the learning process. Assessment is also essential way to evaluate whether the educational goals and standards of the lesson are being met. It cannot be separated in the teaching and learning process. Nowadays, the students do not only need to the English skills but also the skills that will allow them to face the real world that is different from the theory they got from schools or university.

This paper explores the use of school observation as one of the authentic assessments in language teaching. The writer analyzed the students' assignment in AMEL class of English Education of Teacher Training and Education Faculty of Muria Kudus University. In this case, the students have to observe the approaches and methods used by some teachers of Junior High Schools in Kudus. In the end of the class, they have to report the result of the observation in form of poster session in front of their friends. By doing this activity, the students do not only get the knowledge about the real condition of teaching and learning process at school but they also have to make their friends understand in the presentation.

Literature Review

Assessment

Assessment is a very important role in the teaching and learning process. It deals with the measurement of the students' ability and knowledge. The teachers test the students' competence in the daily activity, middle or in the end of the semester. The evaluation of the learning process is needed to know whether the teaching process is successful or not. Assessment is an ongoing process in the classroom. So, the teachers can make an assessment of the students' performance. In this case, the students have to do the test, respond to the teacher's questions or offer a comment. Test is a device for the teachers to assess the students. Below is the diagram of the relationship among testing, teaching and assessment suggested by Brown (2003).



In the teaching and learning process, both teacher and students have to take an active participation in the class. Today, assessment is popular in educational practice. One of the parts of assessment is delivering a test to the students. A good teacher always asks the students to be well prepared test takers. In constructing the test, the teachers have to construct a test as an instrument that provides an accurate measurement of the teaching and learning process.

Gronlund (1981) stated that the purpose of classroom interaction is to help the students achieve a set of intended learning outcomes. The outcomes include the intellectual, emotional

and physical spheres. Evaluation in the classroom becomes an important part of the teaching and learning process. The evaluation process includes the changes of the students toward the better performance. The technique of evaluation is varying among the teachers. Many teachers tend to use measurement and non-measurement technique in the classroom. Furthermore they have to consider about their students' ability and knowledge in comprehending the materials. The teachers also have to select the appropriate technique in giving the evaluation to the students.

Types of Assessment

In the teaching and learning process, the teacher/lecturer needs to assess the students' competence. Brown (2003) divided the general classification of assessment, namely informal and formal assessment. Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, etc. On the other hand, formal assessment is systematic planned sampling techniques constructed to give teacher and student an appraisal of student achievement.

Another classification of assessment proposed by Brown (2003) is traditional and alternative assessment. Traditional assessment tends to be standardized exams, having multiple-choice format, norm-referenced scores and non-interactive performance. While, alternative assessment often called authentic, comprehensive or performance assessment. It is usually designed by the teacher to gauge students' understanding of material. Examples of these measurements are open-ended questions, written compositions, oral presentations, projects, experiments, and portfolios of student work, observation, essay, etc. Alternative assessments are designed so that the content of the assessment matches the content of the instruction.

Approach and Method

Approach and method cannot be separated from the teaching and learning process. According to Anthony's model in Richard and Rodger (2001) approach is the level at which assumptions and beliefs about language and language learning are specified. While method is the level at which theory is put into practice and at which choices are made about the particular skill to be taught. In addition, Patel and Jain (2008) stated that method is the systematic and scientific way of teaching. It guides the teacher how to teach and how his/her teaching may be effective.

Before teaching, it is very necessary for teacher to know various types of methods and techniques of teaching English. There are many kinds of approaches and methods in the English teaching. They are Grammar Translation Method, Direct Method, Bilingual Method, Reading Method, Situation Method, Total Physical Response (TPR), CLT (Communicative Language Teaching), and CBI (Content Based Instruction).

Each method has different characteristics. The characteristic of each approach and method is as follow:

- 1) Grammar Translation Method
 - a. The unit of teaching is word not a sentence. It means teaching vocabulary in isolated words
 - b. It considers grammar as s soul of language
 - c. Teaching English of grammatical rules is using mother tongue
 - d. Reading and writing are the major focus
 - e. Students are expected to attain high standards in translation
- 2) Direct Method
 - a. There is no interference of mother tongue
 - b. Unit of teaching is sentence
 - c. Direct method is interesting and natural for learners
 - d. Teacher shows the meaning of the sentence with help of gestures, postures and action
 - e. The teaching and learning process is carried out in English environment
- 3) Bilingual Method
 - a. Due to use of judicious use of mother tongue, the student can easily grasp the situation of learning English
 - b. The student can learn abstract ideas easily in mother tongue while in secondary environment it is very difficult for student
 - c. It saves time and money because of use of mother tongue
- 4) Reading Method
 - a. Reading method emphasized on reading ability
 - b. Silent reading: the reading is also very complex skill

- c. Reading material: the material that enable student to read was developed and they were called readers
 - d. This method is not helpful to average because it aims at the active command over the language
 - e. This method ignores reading and writing aspect of language learning
- 5) Situation Method
- a. Language learning is just a habit formation
 - b. The mistakes should always be avoided because they create bad habit among the students
 - c. The language skill can be learnt more effectively if they are presented orally first and after in written form
- 6) Total Physical Response
- a. Total Physical Response built around the coordination of speech and action
 - b. It attempts to teach language through physical (motor) activity
 - c. It reflect grammar-based view of language
- 7) CLT (Communicative Language Teaching)
- a. Language learning is learning to communicate
 - b. Effective communication is sought
 - c. Drilling may occur, but peripherally
 - d. The target linguistic system will be learned best through the process of struggling to communicate
 - e. Teachers help students in any way that motivates them to work with the language
- 8) CBI (Content Based Instruction)
- a. CBI better reflects learner's needs for learning a second language
 - b. CBI views language use as involving several skills together
 - c. Teaching is organized around the content or information that the students will acquire

Observation

Observation is the process of observing something. In this paper, the writer focuses on the school observation. So, school observation is one kinds of observation of teaching while it is place in a classroom/school. In AMEL class, the students have to observe the proses of

English teaching at different level of schools. The students as the candidate of English teacher got many experiences when doing school observation. There are some advantages of applying school observation. They are the students knew the real condition of the English teaching and learning process, they also knew the application of the theory they got from campus and the real condition of school, they knew the methods used by English teacher at schools.

In AMEL class, school observation is one of the assignments for the students. School observation is the new experience for the students because they knew the difference between theory and practice. Teaching English for the students at school is not an easy job because the teacher must have the ability in managing the class well. Furthermore, she/he must master the knowledge of English material. So, before teaching the teacher has to prepare everything she/he needs for the students.

Poster Presentation

There are some activities in the classroom which can improve students' ability in learning English. They are discussion, group work, presentation, etc. Presentation is a good activity for the students. It is the activity which is done in front of public (students). By doing the presentation, the students can improve their speaking skill. In addition, presentation can be used to improve students' structure and pronunciation. In the presentation, the students can do individually or group. Both the students and the lecturer take an active role in the presentation. If there is a mistake from the students, the lecturer has to correct it. So, presentation is something which gives benefit in the teaching and learning process.

In this paper, the writer as the lecturer of AMEL class asked her students to do the presentation in group. They have to deliver the result of the observation in the form of presentation. The students have to make the poster presentation. Poster is a kind of picture to demonstrate something. So, it can be concluded that poster presentation is presentation consisting of poster. Poster presentation has some strength. They are more colorful, using picture/diagram/chart and sometimes having big size. Based on the writer's observation, the students used good poster presentation. It can be seen that when the students presented the result the other students give attention and the class is more active by interaction between the presenter and the audience.

AMEL (Approaches and Method in English Language) Subject

AMEL subject is one of the subjects for the fourth semester students of Muria Kudus University. There are 5 classes of AMEL. This subject is taught every Tuesday. It has four credits. Each class has different number of students. In this paper, the writer focuses on class D which consists of 47 students. The goal of this subject is giving the knowledge about the English teaching methodology as international language. In AMEL class the writer as the lecturer gave the explanation to the students about the approach, method, technique and strategy in the English language teaching.

In addition, the students also were asked to find the other materials from the internet or other sources of books to enrich their knowledge about the materials. By differentiating the approach, method, technique and strategy of English language teaching, the students will know the strengths and the weaknesses among them. Furthermore, the students as the candidate of teachers have the overview of the good and appropriate approach, method, technique and strategy for their students someday.

Purpose

This paper discusses the application of school observation as one of the assessments for English Education students of Muria Kudus University through exploring the approaches and methods used by Junior High School Teachers in Kudus.

Design of the Research

This research belongs to descriptive qualitative. Descriptive qualitative research is a research design to solve the problem by describing the data in words. In this paper, the writer discusses the use of school observation through exploring the approaches and methods used by Junior High School teachers in Kudus. In the end of this research, the writer arranges the conclusion and suggestion.

Participant

This research is done in the AMEL (Approaches and Methods in English Language) class. There are 47 students in the classroom. All of them are the fourth semester students of

English Education of Teacher Training and Education Faculty of Muria Kudus University. In this case, the writer asked the students to do the school observation in some schools in Kudus. The students did the observation in groups. There are 3 until 4 students in each group. The students were free to observe the schools level. Some of them used the Elementary School, Junior High School and Senior High School. To limit this research, the writer discusses the approaches and methods used by Junior High School teachers in Kudus. There are 10 Junior High Schools observed by the students.

Data Collection

After the students did the school observation, they have to report individually. They have to explore the approaches and methods used by the teachers. When the students did the school observation, they have to sit-in the class. They have to take notes the English teaching and learning process. Some of them also interviewed the teachers to get additional data.

Finding and Discussion

After doing the observation, the students have to make the report. Furthermore, they also have to present in form of poster presentation. From the result of the students' observation, they not only observe in Junior High Schools but also in Senior High Schools and Elementary Schools. In this paper, the writer only focuses analyzing the methods used by the teachers in Junior High Schools. There are 10 Junior High Schools chosen by the students. All of them located in Kudus. They are SMP 1 Bae Kudus, SMP 2 Bae Kudus, SMP Keluarga Kudus, SMP 1 Jekulo Kudus, MTs Banat Kudus, MTs N 1 Kudus, MTs N 2 Kudus, MTs Nurussalam Kudus, SMP 1 Mejobo Kudus and SMP 2 Mejobo Kudus. In doing this assignment, the students have to do in groups. The group consists of 3 until 4 members.

From the result of students' report, the students were enthusiastic in doing school observation. It can be seen from the discussion in the class. The students inform that teaching in the school needs a creative thinking because when the teachers use the conventional methods of teaching, the students will be bored. In addition, teachers' role is important to motivate students in the learning process.

There are some approaches and methods found in the students' report. They are Total Physical Response (TPR), CLT (Communicative Language Teaching), CBI (Content Based Instruction) and Direct Method.

After the students made the report of discussion, they have to present in form of poster presentation in groups in front of the class. While the first group presented the materials, the other groups were free to give comments. The students were very active in the classroom because the groups presented using interesting posters. They didn't feel bored because in their posters they gave the picture and colorful color. They also used simple language to make the poster easier to understand.

The writer observed the activity did by the students in presenting the result of discussion in form of poster presentation. The students were very active in the presentation. They explained their materials and also answered the questions from their friends. By doing this activity, it can improve the speaking ability of the students. When the students made mistakes in grammar and pronunciation, both the lecturer and the other students gave correction. In addition, this activity also improved the number of students' vocabulary because they found new vocabulary.

Conclusion and Suggestion

In the teaching and learning process, the teachers/lecturers have to consider about the students' needs and characteristics. So, the appropriate approach and method should be applied to the teaching and learning process. The teachers/lecturers have to find the interesting activity for the students to support English atmosphere in the classroom. The writer suggests for the lecturers to use poster presentation to create a good condition of English class. In addition, poster presentation can enhance the students' motivation in learning English and also enhance the students' speaking ability.

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