

**THE BENEFITS OF CLASSROOM OBSERVATION  
FOR PRE-SERVICE ENGLISH TEACHERS  
AT ENGLISH TEACHER EDUCATION DEPARTMENT  
OF UIN SUNAN AMPEL SURABAYA**

**THESIS**

**Submitted in Partial Fulfilments of the Requirement for the Degree  
of Sarjana Pendidikan (S. Pd) in Teaching English**



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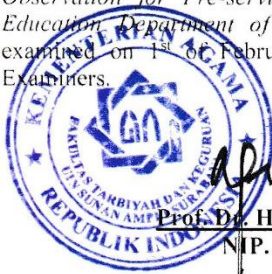
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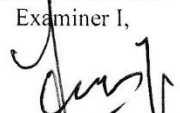
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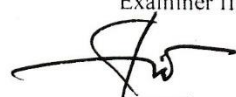
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## ABSTRACT

Sofyan, Yayan. (2018). The Benefits of Classroom Observation for Pre-service English Teachers at English Teacher Education Department of UIN Sunan Ampel Surabaya. A Thesis. English teacher Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya, Advisor: Dr. Mohamad Salik, M.Ag., Dra. Irma Soraya, M.Pd

**Keywords:** *Benefit, Classroom Observation, Pre-service English Teacher, Teaching Practice, Lesson Plan, Classroom Management*

In practice teaching class (PPL 1), pre-service English teachers are required to be able to create good lesson plan and manage classroom well in their practice teaching. But in many cases, pre-service English teachers are still difficult to do that. So, they conducted classroom observation to observe real teachers. In this study, classroom observation is aimed for pre-service English teachers to learn how to create good lesson plan and learn how to manage the class in teaching practice class. This research used qualitative approach to find out the research question; What are the benefits of classroom observation for pre-service English teachers in creating lesson plan and classroom management techniques. In this study, there was twelve pre-service English teachers who passed the first teaching practice. Interview guideline is used to obtain the data of this research. Based on the result about the benefit of classroom observation towards creating lesson plan, pre-service English teachers could learn to determine connected learning objectives, learn to create organized learning sequences, learn to determine learning media used, learn to determine communicative practice, learn to determine appropriate teaching strategy in teaching practice class, and learn how to make good rubric assessment. Additionally, the benefits classroom observation, it helped them to learn and determine sitting-arrangement appropriately for small class and it influenced them to determine activities to facilitate interactions. To sum up, this research showed that classroom observation benefits for pre-service English teachers to create good lesson planning and managing the class as well.

## ABSTRAK

Sofyan, Yayan. (2018). The Benefits of Classroom Observation for Pre-service English Teachers at English Teacher Education Department of UIN Sunan Ampel Surabaya. A Thesis. English teacher Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya, Advisor: Dr. Mohamad Salik, M.Ag., Dra. Irma Soraya, M.Pd

Keywords: *Benefit, Classroom Observation, Pre-service English Teacher, Teaching Practice, Lesson Plan, Classroom Management*

Di kelas praktik mengajar (PPL 1), calon guru dituntut untuk bisa membuat rencana pelaksanaan (RPP) dan menata kelas dengan baik. Akan tetapi banyak calon guru yang masih kesulitan untuk membuat rencana pelaksanaan pembelajaran (RPP) dan menata kelas dengan baik. Oleh karena itu mereka melakukan observasi kelas untuk mengobservasi guru yang berkompeten. Di dalam penelitian ini, tujuan dalam melakukan observasi kelas adalah calon guru diharapkan bisa belajar bagaimana membuat RPP (Rencana Pelaksanaan Pembelajaran) dengan baik dan belajar bagaimana cara mengatur manajemen kelas di kelas praktik mengajar (PPL 1). Penelitian ini menggunakan pendekatan kualitatif untuk menemukan masalah penelitian; Bagaimana manfaat yang didapatkan dari hasil observasi kelas untuk calon guru dalam membuat Rencana Pelaksanaan Pembelajaran (RPP) dan manajemen kelas. Penelitian ini melibatkan 12 calon guru yang menempuh kuliah di kelas PPL 1. Interview digunakan untuk mencari data dalam penelitian ini. Berdasarkan dari hasil penelitian manfaat dari observasi kelas terhadap pembuatan RPP (Rencana Pelaksanaan Pembelajaran), calon guru belajar menentukan objektif pembelajaran yang saling berkaitan, membuat langkah – langkah pembelajaran yang tersusun, belajar menentukan media pembelajaran yang efektif dan cara penggunaannya, belajar menentukan kegiatan praktik komunikasi, menentukan strategi pembelajaran yang cocok, dan belajar membuat rubrik penilaian yang baik. Sedangkan manfaat yang didapat dalam aspek pengelolaan kelas adalah membantu calon guru dalam menentukan penataan tempat duduk yang cocok untuk kelas kecil dan memberikan wawasan kepada mereka dalam menentukan aktifitas untuk memfasilitasi interaksi.

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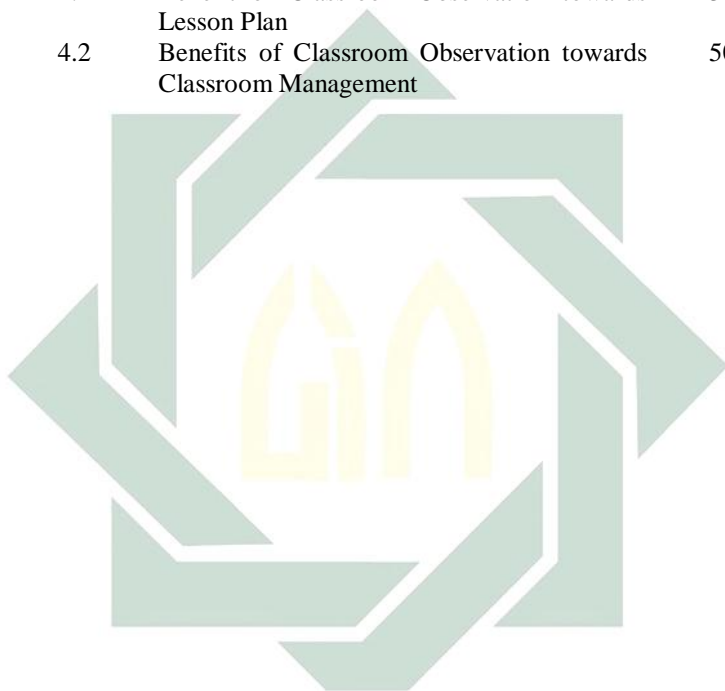
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## CHAPTER I

### INTRODUCTION

The aim of this study is to analyse and describe the benefits of classroom observation for pre-service English teachers at English Teacher Education Department of UIN Sunan Ampel Surabaya. This chapter presents background of study, the research question, the objective of the study, the scope and limitation, and the definition of key terms.

#### **A. Background of the Study**

As teachers, we need to be perfect in front of our students. So, teachers should improve their teaching skill. One technique to improve teachers' skill is by conducting classroom observation. Classroom observation is a technique for teaching development.<sup>1</sup> In addition, Classroom observation is a simple research method that teachers can engage in their own class easily face countless in the classroom.<sup>2</sup> It means classroom observation is used to be a reflection for observer to find out the strength and the weakness of the observed teachers during teaching in the class. In short, classroom observation is benefit for beginner teacher (pre-service English teachers) to improve their teaching skill by evaluating teaching.

However, classroom observation has been used by pre-service teacher to know more knowledge and experience. Wragg stated that classroom observation is most common technique used by pre-service teacher to develop teaching skill.<sup>3</sup> It means pre-service teacher needs to conduct classroom observation to improve teaching skill because it has many advantages for pre-service teacher. Some advantages of classroom observation are teacher appraisal and lesson evaluation, to improve and develop professional skills, and as

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<sup>1</sup> Ellen Taylor-Powell and Sara Steele, *Collecting Evaluation Data: Direct Observation*. (1996), 1.

<sup>2</sup> J. Ma and S. Ren, *Reflective Teaching and Professional Development of Young College English Teachers from the Perspective Constructivism: Theory and Practice in Language Study*. (2011), 153-156.

<sup>3</sup> E. C. Wragg. *An Introduction to Classroom Observation: Second Edition*. (London: Routledge. 1999), 2.

evaluation of what goes on during teaching and learning.<sup>4</sup> Moreover, the main goal of classroom observation is to improve teaching ability through analysis and reflection.<sup>5</sup>

Some purposes of classroom observation have been stated by Devos. He states that there are three purposes of classroom observation, those are observing for development, observing for understanding and observing for improvement.<sup>6</sup> However, classroom observation can be specific purpose like how teacher teaches, what procedure or strategy that is used by teacher in learning process and how manage classroom activities.<sup>7</sup> To sum up, classroom observation is purposed to know the whole activities in the learning process.

Practice Teaching class (PPL 1) is one course in Faculty of Tarbiyah and Education at UIN Sunan Ampel Surabaya. In Practice Teaching, pre-service teachers are trained to know technique of teaching. It is prepared for pre-service teacher to face Teaching Internship (PPL 2). In this course, pre-service teachers are aimed to master four competences; pedagogy competence, personality competence, social competence and professional competence. Besides, pre-service teachers are trained to master skill of teaching.

In academic year 2017/2018, pre-service teachers were asked to conduct classroom observation in some schools that have been determined. They were as non-participant observer to observe English teacher. It meant that they just observe how observed teachers taught and analyzed observed teachers' lesson plan without giving feedback. It was aimed for pre-service English teacher to know and understand how to create lesson plan and how to manage classroom. By conducting classroom observation, pre-service teachers were wished doing well teaching during Practice Teaching class. Furthermore, the aim of this classroom observation is to improve pre-service English teachers' skill in teaching by observing real teachers. It was beneficial for pre-service English teachers to

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<sup>4</sup> E. C. Wragg. *An Introduction to Classroom Observation*... 3.

<sup>5</sup> T. L. Good, *Observational Research: Grounding theory in Classroom*. (Educational Psychologist. 1998) Vol. 23/4.

<sup>6</sup> Nathan J. Devos. *A Framework for classroom observations in English as a Foreign Language (EFL) Teacher Education*. (2014), 18-25.

<sup>7</sup> Jack C. Richard and Thomas S. C. Farrel, *Practice Teaching a Reflective Approach*. (Cambridge: Cambridge University Press, 2001), 90-92.

find out new knowledge about teaching. In this classroom observation, pre-service English teachers, as non-participant observer, are focusing on the lesson plan and classroom management.

From result of classroom observation, pre-service English teachers are wished to improve their skill in creating lesson plan and classroom management techniques. According to Krulatz, there are six principles of lesson planning including lesson objective, logical sequence, strategy used, communicative practice, media and resource used, and assessment rubric.<sup>8</sup> All of those principles are required to be included in lesson plan. Besides, Lewis states that the role of teacher to manage classroom are managing classroom layouts and managing teachers' role.<sup>9</sup> In short, pre-service English teacher are required to observe in detailed about the lesson plan used by teacher and how teacher manage classroom.

From those statements, some similar studies had been done by some researchers in same topic. The first similar study was done by Nancy Protheroe entitled "*Using Classroom Walkthroughs to improve instruction.*"<sup>10</sup> This study focussed on the impacts of walkthroughs classroom to improve instruction. It discussed about the focus of classroom walkthrough as specific observation in teaching process. Nancy Protheroe limits that study on the instruction skills. The result of that study was, by doing classroom walkthroughs, it was possible for teacher to evaluate their mistake by peer correction. From statement of that previous study, the difference between this previous study and current study is, the limit of the study focussed on instruction skills while current study in creating lesson plan and classroom management layouts.

The next similar study was done by Ali Merc entitled "*The Potential of General Observation: Turkish EFL Teachers' Perception, Sentiments and Readiness for Actions*".<sup>11</sup> That study

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<sup>8</sup> Anna Krulatz, *Teaching Norwegian to Beginners: Six Principles to Guide Lesson Planning*. (Norway: Sor-Trondelag University College, 2008). 3-11.

<sup>9</sup> Marilyn Lewis. *Classroom Management*. (Cambridge: Cambridge University Press, 2002).

<sup>10</sup> Nancy Protheroe, *Using Classroom Walktroughts to Improve Instruction*. (Fischler School of Education and Human Service: NOVA University of Southeastern, 2009).

<sup>11</sup> Ali Merc, *The Potential of General Observation: Turkish EFL Teachers' Perception, Sentiments and Readiness for Action*. (Journal of Education and Training Studies, Vol. 3, No. 4. 2015), 193-205.

focussed on the process and the result of classroom observation. That study discussed about teachers' perspective on the classroom observation during the observation and evaluated the result of classroom observation. Ali Merc limited his study in three aspects, those are teachers' perception, like and dislike, and attitude behaviour. The result of the study showed that classroom observation is one technique to improve their teaching ability. During classroom observation, pre-service teachers prefer to be observed by colleagues and educational teacher than others. The last result showed that pre-service teacher reflected their teaching by what they have done in the learning process. The difference between this previous study and current study is, that previous study discussed about teachers' perception about the benefit of classroom observation while this current study about observer's perception dealing with benefits of classroom observation.

The last similar study found by researcher was done by David Lasagabaster and Juan Manuael Sierra entitled "*Classroom Observation: Desirable Conditions Established by Teacher*".<sup>12</sup> That study focussed on the component of theoretical framework of classroom observation. That study discussed on process of classroom observation to develop teaching skill. David Lagabaster and Juan Manuel Sierra limited the study by three components of theoretical framework; they were cognitive component, affective component and conative component. The result of the study was divided by three components of theoretical framework. For the cognitive component, classroom observation was effective way for improving teaching skill. For affective component, pre-service teachers were more preferred to be observed by colleagues and teacher-training. And conative component, classroom observation was as self-evaluation for teacher to make teaching better. The difference this previous study and current study is, this previous study discusses classroom management as observing for understanding and observing for improvement while this current study discusses about classroom observation as observing for development.

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<sup>12</sup> David Lagabaster and Juan Manuel Sierra, *Classroom Observation: Desirable Conditions Established by Teacher*. (European Journal of Teacher Education, Vol. 34, No. 4. 2011.), 449-463.



As stated above, the researcher is interested in discussing about the benefits of classroom observation for pre-service English teachers in teaching practice class at English Teacher Education Department of UIN Sunan Ampel Surabaya. By this study, the researcher expected to give valuable information about the benefits of classroom observation. After knowing this, the readers would know the benefits of classroom observation properly.

#### **B. Research Question**

What are the benefits of classroom observation towards pre-service English teachers' in teaching practices?

#### **C. Objective of the Study**

To analyse and describe the benefits of classroom observation for pre-service English teachers in creating lesson plan and classroom management techniques.

#### **D. Significance of the Study**

1. For pre-service English teacher

The findings of this study would help students of pre-service English teacher to know the important of classroom observation. As beginner pre-service teachers, they needed to learn to the real teachers how to teach well and how to create lesson plan well. By conducting classroom observation, pre-service English teachers were able to develop, improve and understand how to design lesson planning well and how to manage classroom. It was also possible for pre-service English teacher to get new knowledge of teaching and learning process.

2. For lectures of practice teaching class

The researcher expected that it will be valuable information for the lectures of practice teaching class. The result of this research could be significantly important that classroom observation is very important for their students to improve their ability before practice teaching in practice teaching class. It was also minimized of mistakes that are done by pre-service English teachers include lesson planning and classroom management.

3. For writer

The result of this research also gave many impacts for the writer. As an English teacher in the future, writer also needed to

know the important of classroom observation to develop and improve skills of teaching. It could be as evaluation for writer to conduct classroom observation in the future.

4. For reader

The result of this study might be able to be as references for the reader to get information about the important of classroom observation. It is possible for reader, as future teacher, to conduct classroom observation after reading this study.

## **E. Scope and Limitation**

### **1. Scope of the Study**

The Scope of the study is focused on benefits of classroom observation for Pre-service English Teacher as observer. Furthermore, this study discussed the benefits of classroom observation dealing with how pre-service English teachers creating lesson planning and classroom management. In addition, classroom management cover managing classroom layouts and managing teachers' role. These aspects were observed by pre-service English teachers when conduct classroom observation.

### **2. Limits of the Study**

This study is limited on practice teaching (PPL 1) in Practice Teaching class at English Teacher Education Department of UIN Sunan Ampel Surabaya in academic year 2016/2017. There were 9 classes in practice teaching class; A, B, C, D, E, F, G, H, and I class. Totally, there were 123 pre-service English teachers. In this study, researcher took 12 pre-service English teachers as participants. 12 participants are chosen by researcher based on selected school that have good accreditation. Researcher interviewed them to get information about the benefits of classroom observation for pre-service English teachers.

## **F. Definition of Key terms**

To avoid misunderstanding or misinterpretation, the key terms used in this study are defined below:

## 1. Benefit

According to Hasibuan, benefit is the result of exertion that shows positive thing.<sup>13</sup> In this study, benefit refers to the positive result of classroom observation for pre-service English teachers that make them to learn and develop their teaching skills in teaching practices.

## 2. Classroom observation

Pham Viet Ha stated that classroom observation is a process to get more insight what is happening in a specific classroom and to provide information for teachers to act in improving teaching and students' learning.<sup>14</sup> In this research, classroom observation is an activity conducted by pre-service English teachers to observe real teachers in the real classes at school. In this case, pre-services conduct classroom observation to observe real teachers in some schools. They were observing real teachers based on instruments that were determined before. The instrument used by pre-service English teachers was focused on analysing lesson plan and classroom management techniques. Furthermore, classroom management covered managing classroom layouts and managing teachers' role.

## 3. Pre-service English teacher

Pre-service teacher is students who are trained about how to conduct good teaching and how to be a good teacher from their own experiences as school students.<sup>15</sup> In this research, pre-service English teachers are students who train to be good teacher and good observer. In this case, pre-service English teachers are trained to practice teaching in small class. Besides, they were able to observe real teachers in the second meeting. It is used to increase their knowledge of teaching.

## 4. Teaching Practice

Teaching practice is a period of time for pre-service teacher to get experience in teaching with particular group of another

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<sup>13</sup> Malayu S. P. Hasibuan. *Manajemen Sumber Daya Manusia*. (Bumi Aksara: Jakarta. 2005), 118.

<sup>14</sup> Pham Viet Ha, MA, *Classroom Observation as a tool for Professional Growth*. (2004), 26.

<sup>15</sup> K. A. Sirotnik. *Renewing School and Teacher Education: An Odyssey in Educational Change*. (Washington DC: AACTE, 2001).

pre-service teacher and supervisory teacher.<sup>16</sup> In this study, teaching practice is a place for pre-service English teacher to practice teaching with his friends. It observed by other pre-service English teachers and supervisory teachers.

### **5. Lesson plan**

According to Nesari and Heidari, lesson plan can be called as description of learning process that are shown what, when, where and which method should learn and how teachers should be assessed.<sup>17</sup> In this study, lesson plan is a document of observed teachers that is observed by pre-service English teachers. It is aimed for pre-service English teachers to get more knowledge how to create good lesson planning from observed teachers' lesson plan.

### **6. Classroom management**

Classroom management is the way how teacher manage students' learning by organising and controlling what happen in the classroom.<sup>18</sup> In this study, classroom management focussed on skill of managing classroom layouts and skill of managing teacher's role. Those two skills are observed by pre-service English teacher when conducting classroom observation.

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<sup>16</sup> Rosemary Pery. *Teaching Practice: A Guide for Early Childhood Students*. (London: Routledge. 1997), 2.

<sup>17</sup> Ali Jamali Nesari and Mina Heidari, *the Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers' Attitude*. (International Journal of Foreign Language Teaching and Research, Vol. 13, Issue 5. 2014), 25.

<sup>18</sup> Jim Scrivener. *Classroom Management Techniques*. (Cambridge: Cambridge University Press. 2012), 1.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discuss some issues and theories related to the benefits of classroom observation for pre-service English teachers, as observer. This chapter is divided into two parts, those are some theories to approach the research question discussed in this study and the review of some related previous study:

#### A. Review of Related Literature

##### 1. Teaching Practice

##### a. Definition of Teaching Practice

Teaching practice is an important component of becoming a teacher.<sup>19</sup> Moreover, teaching practice is a technique for pre-service teacher to prepare teaching by practical teaching.<sup>20</sup> By conducting teaching practice, it grants pre-service teacher experience in the actual teaching and learning environment. Hence, teaching practice generates combination of anticipation, anxiety, excitement, apprehension on students' teachers when they begin their practice teaching.

In addition, teaching practice is time for pre-service teacher to get experience in teaching with particular group of other pre-service teacher and supervisory teacher.<sup>21</sup> Rosemary also states that teaching practice conducts in several times in a period and it will give feedback from other pre-service teacher and supervisory teacher. It meant teaching practice conducted twice or more for pre-service teacher to get more experience by evaluating teaching.

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<sup>19</sup> Edith Kiggundu and Samuel Nayimuli. *Teaching Practice: a make or break phase of student teachers*. (South African Journal of Education. Vol. 29, 2009), 345.

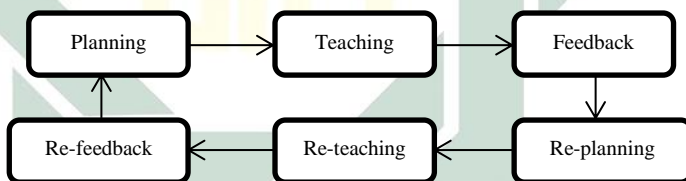
<sup>20</sup> Aijaz Ahmed Gujjar, Bushro Naoreen, Saifulla Safi and Muhammad Jamil Bajwa. *Teaching Practice: Problems and issues in Pakistan*. ( International Online Journal of Education scences. Vol. 2, No. 2, February 2010), 339.

<sup>21</sup> Rosemary Pery. *Teaching Practice: A Guide for Early Childhood Students*. (London: Routledge. 1997), 2.

From statements above, practice teaching is a component of teacher training to train pre-service teachers in a real class. In practice teaching, pre-service teachers get feedbacks from other pre-service teacher and supervisory teacher as the process of teaching practice.

### b. Characteristic of Teaching Practice

Teaching practice is an essential part to be a teacher.<sup>22</sup> Moreover, the main purpose of teaching practice is trained pre-service English teacher to be a competence teacher.<sup>23</sup> For being competence teacher, it is needed knowledge and skill of teaching. By conducting teaching practice, teachers are wished to have teaching skill systematically through understanding, planning, teaching, observation, feedback and evaluation. So, in teaching practice teacher needed to teach twice or more to evaluate their teaching. Cited in PACE power point slide, the characteristic of practice teaching is planning, teaching, feedback, re-planning, re-teaching and re-feedback. The cycles of teaching practice summarized in figure below:<sup>24</sup>



**Figure 2.2 Cycles of teaching practice**

Regarding to the figure, in practice teaching need to be observed, whether in cycle 1 and cycle 2. It is wished teachers can evaluate their mistake during teaching and learning process.

<sup>22</sup> Aijaz Ahmed Gujjar, Bushro Naoreen, Saifulla Safi ... 340.

<sup>23</sup> Petro Marais, Corinne Meimer, *Hear Our Voice: Students Teacher Experience During Practical Teaching*. *Africa Education Review*. Vol. 1, No. 2, February 2004, 220.

<sup>24</sup> Partnership of Advanced Clinical Education. "Microteaching", University of Narobi. Accessed on September 22, 2017).

## 2. Lesson Plan and Classroom Management

### a. Lesson Plan

Before start to teaching, teachers should know what and how they do in the learning activity. So, teacher should have a lesson planning to conduct teaching well. In lesson plan, teachers should describe what the objectives are and how the teachers teach. According to Nesari and Heidari, lesson plan can be called as description of learning process that are shown what, when, where and which method should learn and how teachers should be assessed.<sup>25</sup>

Lesson plan is very important for teachers to conduct a lesson orderly and effectively. According to Richard and Farrel, the important of lesson planning is a tool to measure the success of teaching and how the effectiveness of teaching based on lesson plan prepared.<sup>26</sup> Furthermore, lesson plan is designed to anticipate problem before it happens. The teachers' reason of creating lesson planning are to feel more confidence, to learn the subject matter better, to enable lessons running smoothly, and to anticipate problem in the class before it happens.<sup>27</sup>

In addition, Richard states that lesson plan or lesson planning have three meanings: (a) description or outline of goals or objective a teacher has set for a lesson (b) the activities and procedures the teacher will be used to achieve them, the time to be allocated to each activity, and the order to be followed, and (c) the materials and resources which will be used during the lesson.<sup>28</sup> It means lesson planning is a set of outline that are consist of objective of lesson, sequences or procedures of learning, time allocated, materials used and resources used In sum, Lesson plan is a set of teaching

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<sup>25</sup> Ali Jamali Nesari and Mina Heidari, *the Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers' Attitude*. (International Journal of Foreign Language Teaching and Research, Vol. 13, Issue 5. 2014), 25.

<sup>26</sup> Jack C. Richard and Thomas S. C. Farrel, *Professional...* 113.

<sup>27</sup> Jack C. Richard and Willy A. Renandya. *Methodology in Langugae Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press, 2002), 30.

<sup>28</sup> Jack C. Richard and Richard Schmidt. *Language Teaching and Applied Linguistic*. (Malaysia: Pearson Education Limited, 2010), 333.

procedure that have been created by teachers in preparing a lesson.

Furthermore, in creating lesson plan should be covered some principles of lesson plan. According to Krulatz, there are six principle of lesson plan. Those are following:<sup>29</sup>

### 1) Specified Learning Objective

Lesson objectives can be derived from the common core and from the course of syllabus. In Indonesia, learning objectives are based on core competence (KI) and basic competence (KD).<sup>30</sup> However, learning objectives should cover knowledge and understanding so the objectives lead to meaningful communicative activities.

Based on taxonomy bloom's, there are five characteristics of good learning objective, it includes specific, measurable, attainable, relevant, and time-framed.<sup>31</sup> Additionally, learning objective should connect each other. Krulatz adds that good and specific learning objective should connect each other so that it will create communicative learning.<sup>32</sup> Moreover, learning objective also should be able to be measured to make teacher easier while assess students.<sup>33</sup> In sum, learning objective should specific, connected each other and measurable.

### 2) Logical Learning Sequence

A well lesson planning contains of activities that follow a logical sequence, one activity leading to the next and all the activities are continuously to achieve goal of the lesson. Furthermore, logical sequences are one important thing in teaching and learning process because it is aimed to gain the objective of the study.<sup>34</sup> Additionally, logical sequence is created systematically,

<sup>29</sup> Anna Krulatz. *Teaching Norwegian to Beginners...* 3-11.

<sup>30</sup> PERMENDIKBUD No. 81A Th. 2013 Implementasi Kurikulum, LAMPIRAN IV: Pedoman Umum Pembelajaran.

<sup>31</sup> Arreola. *Guideline for Writing Learning Objectives*. (University of Florida: College of Agricultural and Science. 2002), 2.

<sup>32</sup> Anna Krulatz, *Teaching Norwegian to Beginners...* 4.

<sup>33</sup> Anna Krulatz, *Teaching Norwegian to Beginners...* 5.

<sup>34</sup> Toto Ruhimat. *Prosedur Pembelajaran*. (Bandung: Universitas Pendidikan Indonesia. 2014), 1.



connected and detailed to achieve learning objectives.<sup>35</sup> In 2013 Indonesian curriculum (K-13), teachers should create lesson plan based on step by step in the 2013 Indonesian curriculum (K-13). Generally, learning sequences on 2013 Indonesian curriculum (2013) are divided by three; opening activity, main activity, and closing activity. That is summarized below:

- a) Opening activity was usually used by teacher to make good condition in classroom. Furthermore, in this stage teachers create good attitude and interesting classroom condition. It is aimed in order to encourage students' motivation. Additionally, in this stage teachers should make apperception activity. It is aimed to measure students' knowledge about material that would be learnt.
- b) Main activity was the most stage to gain learning objective. It is usually contained by some activities that are systematically and connected. In 2013 Indonesian curriculum (K-13), It uses scientific approach that are contained some activities. Those are observing, asking, exploring, associating, and communicating.<sup>36</sup>
- c) Closing activity was used to assess and measure students' knowledge about material learnt. Teachers can conduct post-test, analyse students' result of post-test, and follow up the activity.

### 3) Media and Source Used

Media used is very useful tool for teacher to teach in the class although media is not a part of the curriculum.<sup>37</sup> In curriculum 2013, media included as part of lesson plan because it affected to the learning process. Moreover, Media also can act as facilitator in the teaching learning

<sup>35</sup> Toto Ruhimat. *Prosedur Pembelajaran ... 2.*

<sup>36</sup> PERMENDIKBUD No. 81A Th. 2013 Implementasi Kurikulum, LAMPIRAN IV: Pedoman Umum Pembelajaran.

<sup>37</sup> Bolla Mallikharjuna Rao. *Use of Media as an instructional tool in English Language Teaching (ELT) at Undergraduate Level.* (International Journal of English and Literature. 2014). 1.

process.<sup>38</sup> In other words, learning media can be considered as teacher assistant to make class more interactive and not monotonous. In addition, learning media used can motivate students to follow the learning process.<sup>39</sup> However, media cannot be separated to support learning process.

In 21<sup>st</sup> century learning media and source used has been improved. In addition to the text book, teachers also can use other media like video, picture and others. Krulatz mentioned that teacher can use visual media and source book. Visual media can be images, realia, video and audio.<sup>40</sup> For supporting those media, teacher can use speakers. The advantage of using media is to explain something abstract to be more clearly. Moreover, Krulatz states that body language or demonstration can be considered as learning media because it is used to help teacher as instruction.<sup>41</sup> While, source book is used as main media and as directive to reach objective of the study. Besides, some website of education also can be used as sources.

#### **4) Communicative Practice**

Communication practice is aimed for students to interact with other friends and teacher so that class can be more interactive. In this case, communicative practice is not just to listen to the teacher's instruction but also students ask some questions to teacher. As stated by Nyinondi et.al that communicative practice is primarily introduced to enable students apply the existing knowledge of English to particular skills.<sup>42</sup> It means communicative practice trains students to interact with teacher and others students with teacher's help to appear

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<sup>38</sup> Bolla Mallikharjuna Rao. *Use of Media ...* 2.

<sup>39</sup> Bolla Mallikharjuna Rao. *Use of Media ...* 9.

<sup>40</sup> Anna Krulatz, *Teaching Norwegian to Beginners...* 9.

<sup>41</sup> Anna Krulatz, *Teaching Norwegian to Beginners...* 9.

<sup>42</sup> Onesmo Simon Nyinondi – Abdulkarim Shaban Mhandeni – Hashim Isa Mohamed, *The Use of Communicative Language Teaching Approach in Teaching Communicative Skills courses in Tanzanian University*, (International Journal of Research Studies in Language Learning), Volume 6 Number 3, 89-99.

student's ability in communicative activity. Characteristic of communicative practice also mentioned by Richard that communication practice refers to activities where students ask to practice using language as a real communicative context as focus, where real information is exchanged and where the language used is not totally predictable.<sup>43</sup>

Communicative practices should provide more in student-student's interactions during teaching and learning process. it means that, all the activities should be focussed on students learning activity. As stated by Rao that communicative practices include activities characterized by student-student's interaction with little or no monitoring of student's output by the teachers.<sup>44</sup> In short, teacher had to reduce their presence in student's learning activity in order to make the students active to practice their skills in the class communicatively

### 5) Teaching Strategy Used

In creating lesson plan, teacher acquires to determine strategy and approach used in learning process. It is aimed for teacher to imagine the activities of learning process. Moreover, strategy used by teacher also effects to the teacher in creating logical sequence of lesson plan.

Nowadays, teacher should not use one strategy in one learning process, but teacher can use more than one strategy. The use of multiple strategies in language learning is more effective than one strategy used.<sup>45</sup> In this case, the teacher can develop the skills in providing teaching and learning process more creatively. In addition, strategy used by teacher should pay attention to the students' need.<sup>46</sup> If the teacher can provide some activities and develop the strategy used in teaching, the

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<sup>43</sup> Jack C. Richards. *Communicative Language Teaching Today*. (Cambridge: Cambridge University Press. 2006). 16.

<sup>44</sup> Rao, Z. *Chinese students' perceptions of communicative and non-communicative activities in EFL classroom*. System, 30(1), 85-105. doi:10.1016/S0346-251X(01)00050-1.

<sup>45</sup> Rebecca L. Oxford. *Language Learning Strategies in a Nutshell: Update and ESL Suggestion*. (Cambridge: Cambridge University Press. 2002), 130.

<sup>46</sup> Rebecca L. Oxford. *Language Learning ...* 130.

teacher will easily reach what student's need. So, both teachers and students will enjoy the teaching and learning process. According to Diane and Freeman, there are some strategies used in English language teaching, those are Grammar translation Method (GTM), Direct Method (DM), Audio-Lingual Method (ALM), Silent Way, Suggestopedia, Total Physical Response (TPR), Communicative Language Teaching (CLT), Task-Based, and Cooperative Learning.<sup>47</sup>

## 6) Assessment Rubric

Assessment is the last principle of guiding lesson plan. Actually, it is not important if it is in the lesson plan. In other hand, the aims of assessment are to assess students' knowledge. In addition, the main aim of assessing is to evaluate the strengthens and the weakness of students' performance. To assess students, teacher can use feedback and nominal score. Feedback used by teacher if students do mistake in performance. Besides, nominal score is used by to assess using score based on rubric used. Assessment rubric used by teacher should have some criteria, so it makes teacher clear to assess students. According to Steven and Levi, assessment rubric should have some parts, it includes task description, scale, dimension, and description of dimension.<sup>48</sup> From those all parts, scale is the most important because in this part teacher can measure students score. Scale can be used as evaluation of students' performance and knowledge to know the level of students.<sup>49</sup> Moreover, assessment rubric should have specific skill to be assess. It is stated by Steven and Levi that teacher should determine criterion of assessment rubric, so teacher have focus aspect to be assessed, it can

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<sup>47</sup> Diane Larsen and Freeman. *Techniques and Principles in Language Teaching*. (Oxford: Oxford University Press. 2003).

<sup>48</sup> Dannelle D. Steven and Antonia Levi. *Introduction to Rubrics: An Assessment Tool to save Grading, Convey Effective Feedback, and Promote Students Learning*. (Canada: Stylus Publishing, LLC. 2005), 5-6.

<sup>49</sup> Dannelle D. Steven and Antonia Levi. *Introduction...* 8.

be grammar, analysis or attitude.<sup>50</sup> Additionally, assessment rubric should be appropriate with the purpose and the learning objective.<sup>51</sup>

## **b. Classroom Management**

Classroom management is the way how teacher manage students' learning by organising and controlling what happen in the classroom.<sup>52</sup> Effective classroom management will make good atmosphere in the class so interaction between teacher and students are going well. In the learning activity, teacher has important roles in the classroom management. According to Marylin Lewis, teacher has two roles in managing classroom. It includes managing classroom layouts and managing teachers' role. The specified explanation will explain bellow.<sup>53</sup>

### **1) Managing Classroom Layouts.**

Managing classroom layout means determining seats arrangements and table arrangements. Many seating arrangements can be used by teacher, such as Semi-circle or U, tripped U, one large table, zones, full circle, rectangular, curved rows, arrowhead, diagonal, reverse, no tables, facing, islands and change focus.<sup>54</sup> From all of those types of seating arrangements, teacher should determine by activity used. According to Brown, determining seating arrangement has impacts on what teacher will do and how activity will be conducted.<sup>55</sup> It means determining seating arrangement should be based on specific classroom activity.

Setting seating arrangement for specific activities is aimed in order to create effective learning process. In addition, setting seating arrangement for specific activity is to facilitate and encourage communication some

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<sup>50</sup> Dannelle D. Steven and Antonia Levi. *Introduction*... 10.

<sup>51</sup> Dannelle D. Steven and Antonia Levi. *Introduction*... 30.

<sup>52</sup> Jim Scrivener. *Classroom Management*... 1.

<sup>53</sup> Marylin Lewis. *Classroom Management*. (Cambridge: Cambridge University Press. 2002), 40.

<sup>54</sup> Jim Scrivener. *Classroom Management Techniques*... 8-10.

<sup>55</sup> Jim Scrivener. *Classroom Management Techniques*... 7.

common activities.<sup>56</sup> Moreover, some seating arrangements can be used by teacher in some specific activities according to brown, such as houses of parliament for debates or discussions, facing for social interaction and conversational activities, separate concern for planning to design solution, boardroom for meetings, presentation or oral report backs, outline plan for role plays and stimulations and party space for mingling.<sup>57</sup> Moreover, to set effective seating arrangement, teacher can arrange based on alphabetical order of surname or first name, age or height, recent test score, gender, and attitude (good or naughty). In short, teacher can determine effective classroom layout for learning process based on activity used. Additionally, teacher should minimize their presence in teaching and learning process. As stated by Lowe that, determining sitting-arrangement is to establish student's learning skills and reduce teacher's dominance.<sup>58</sup> To sum up, sitting-arrangement helped teachers to evaluate the student's performances, skills, and attitudes in the class.

## **2) Managing Teachers' role.**

The main role of teacher in learning is focus in facilitating interaction, both whole-class work and group or pair work.<sup>59</sup> In facilitating whole-class work, teacher should stimulate students trying to speak. In many cases, students are hardly to open their mouth to speak English because they are frightened of making mistakes and not having something to say.<sup>60</sup> So that, the role of teacher in managing teachers' role is giving some activities that make students tried to speak. Some techniques to make students want trying to speak are using picture cues, stimulating students to ask about the material and giving time for

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<sup>56</sup> Jim Scrivener. *Classroom Management Techniques*... 11.

<sup>57</sup> Jim Scrivener. *Classroom Management Techniques*... 12-13.

<sup>58</sup> Lowe I, *The Role of The Teacher and Classroom Management*, <https://www.scientificlanguage.com/esp/classroom-management>, (accessed on 28 February, 2018) p. 11.

<sup>59</sup> Jim Scrivener. *Classroom Management Techniques*... 179.

<sup>60</sup> Jim Scrivener. *Classroom Management Techniques*... 179.

students to make a few notes.<sup>61</sup> Moreover, asking students trying to speak is giving motivation to the students, for example just let students' talk what they want to talk although it is incorrect grammar and pronunciation. In this case, teacher should always think positively.<sup>62</sup> In other hand, one thing that should be avoided is TTT or teacher talking time. TTT or teacher talking time will give less space for students to active to talk.

Besides, teachers' role in classroom is facilitating interaction in group or pair work. In a group, there must a quitter student who does not active in a group discussion. So that, one thing that should teachers to make student more active to talk is, ask quitter students about what have their teammates discuss.<sup>63</sup> It may quitter students to talk although in different phrase. In addition, teacher also can ask quitter student to present what they have discussed. The teacher let the students bring a few notes from the result of discussion.<sup>64</sup> In sum, the main goal of managing teachers' role in classroom management is to give motivation for quitter students to be more active in classroom activity, both whole-class work and group or pair work. As stated by Ibrahim, teacher had to build good rapport with their students first to create good atmosphere and facilitate the interaction in the class.<sup>65</sup> Even though teacher assessed student's mistakes during learning process, the students would not afraid of making mistakes because the teacher had built good rapport with them. If it was not reached by teacher who could not build good rapport with the students, teacher still had to try to create good atmosphere and build good rapport. In this case, teacher should always

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<sup>61</sup> Jim Scrivener. *Classroom Management Techniques*... 180.

<sup>62</sup> Jim Scrivener. *Classroom Management Techniques*... 181.

<sup>63</sup> Jim Scrivener. *Classroom Management Techniques*... 211

<sup>64</sup> Jim Scrivener. *Classroom Management Techniques*... 213.

<sup>65</sup> Mohammed Hassan Abdel Rahman Ibrahim, *Classroom Management the Effectiveness of Teacher's Roles*, (Education and Linguistic Research: Taibah University of Saudi Arabia), p.8.



think positively.<sup>66</sup> By thinking positively, both teachers and students would not embarrass when they did mistake.

### **3. Classroom Observation**

#### **a. Definition of Classroom Observation**

Classroom Observation is a technique for teaching development.<sup>67</sup> By doing classroom observation, teachers can improve the teaching quality and the effectiveness of teachers.<sup>68</sup> From the result of classroom observation, it is used to evaluate their teaching what the weakness of their teaching. Richard adds that classroom observation can be specific purpose like how teacher teaches, what procedure or strategy that is used by teacher in learning process and how teacher gives explanation and instruction.<sup>69</sup> In short, classroom observation is technique of teaching as developmental specific teaching skill.

Additionally, purpose of classroom observation should have been chosen before conducting it. Devos states that it is important that observer should make decision the focus of observation.<sup>70</sup> It means focus of observation is needed to know what observer will observe. Moreover, classroom observation has different pedagogical purposes in English as foreign language teacher education. According to Zacharias, classroom observation has some pedagogical purposes, those are observing to learn, observing to describe, and observing to evaluate.<sup>71</sup> It means, observer should have focused and what the purposed of classroom observation is.

#### **b. Types of Classroom Observation**

According to Wragg, there are two kinds of observation during classroom observation; participant and non-participant observation.<sup>72</sup>

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<sup>66</sup> Jim Scrivener. *Classroom Management Techniques...* 181.

<sup>67</sup> Ellen Taylor-Powell and Sara Steele, *Collecting Evaluation.... 1.*

<sup>68</sup> Lee Chi Shing. *Improving Teaching Through Classroom Observation*, 26.

<sup>69</sup> Jack C. Richard and Thomas S. C. Farrel, *Practice Teaching...* 90-92.

<sup>70</sup> Nathan J. Devos, *A Framework for classroom observations...* 18.

<sup>71</sup> N. T. Zacharias, *Qualitative research method for second language education*. (Newcastle Upon Tyre: Cambridge, 2012).

<sup>72</sup> E. C. Wragg. *An Introduction to Classroom Observation....* 7.



1) Participant observation

In this observation, the observer is a part of the phenomenon or group which observed and he acts as both an observer and a participant. It means, the observer can act as participator in the classroom to join in the classroom activities.

2) Non-participant observation

In this observation, the observer stands apart and does not participate in the phenomenon observed. It means, observer just observe, see and listen what teachers do or teach in the class. The non-participant observer cannot be participated in the learning activity.

Furthermore, Russell adds two types of classroom observation; direct observation and indirect observation.<sup>73</sup>

1) Direct Observation

In this observation, observer physically comes to the class to observe the teacher directly. Here, observer can use note to make a note the learning process directly.

2) Indirect observation

In this observation, observer physically did not come to the class to do observation. It means observer can observe in a different place that cannot be seen by observed teachers. It is usually use recording like mechanical, photographic or electronic devices.

In this study, pre-service English teachers are as non-participant observer to conduct direct observation. It means pre-service teachers are as real observer and just observe what happen in class. Furthermore, pre-service teachers observe directly in the class and take some notes as evaluation.

#### 4. Benefits of Classroom Observation for Observer

Classroom observation is a significant component for the professional growth of students' teacher training.<sup>74</sup> It means

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<sup>73</sup> Bernard. H. Russel Research Methods in Anthropology: Qualitative and Quantitative Approaches. (2011).

<sup>74</sup> Nathan J. Devos, *A Framework for classroom observations...* 17.

classroom observation is tool to development teaching skill. Devos also states that classroom observation has benefit effects to develop teaching skill.<sup>75</sup> According to Wragg, there are some benefit of classroom observation for observer. It is summarized below:<sup>76</sup>

**a. Learn new teaching strategy**

Some teachers may have different teaching strategy used in learning process. It is not possible for teacher to always use same strategy in every learning process. Unfortunately, it is not a problem in learning process but it is possible to make class monotonous and boring for students. So that, teachers should learn and master new teaching by conducting classroom observation to observe other experience teachers. It is an opportunity for observer to get information about how to use new teaching strategy in learning process.

**b. Learn new sources and media of teaching**

Conducting classroom observation may give observer to learn new source and media used in learning process. In this century, many media and source can be used in teaching like picture, video, realia and education website. Those media are affected of technology. The problem found is, many teachers are confused to use those media effectively. So that, classroom observation possible to give effect for teachers to use media effectively by learning to experience teachers.

**c. Get more insight to teaching strategy known**

Some teachers have had an insight to the teaching strategy, but every teacher has their own way to deliver those teaching strategies. It means, one teaching strategy can be used in many ways according to teacher's way. Sometimes, one teacher blames other teachers caused of the way to deliver strategy used. Classroom observation may give teacher to learn more insight about strategy used. Moreover,

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<sup>75</sup> Nathan J. Devos, *A Framework for classroom observations...* 17

<sup>76</sup> E. C. Wragg, *An Introduction to Classroom Observation...* 83-84.

classroom observation give observer to get more insight about strategy that had been known by observer to more explore in using those strategies.

**d. Learn new other knowledge of specific aspect teaching and learning**

Classroom observation usually is used to observe about learning process in generally. Besides, classroom observation can be used to observe in specific aspects of teaching and learning, it can be by observing teacher's document, teacher's role, classroom management, students' attitude and other specific teaching aspect. The aim is to know new knowledge about specific aspect of teaching and learning from observed teachers. It is beneficial for observer to learn new knowledge about teaching and learning process.

In other hand, classroom observation sometimes has no benefit effects to the observer. Engine and Priest claimed that classroom observation has no beneficial effect to observer if observed teachers do not give new experience and new knowledge, and the observer cannot evaluate the mistakes from observed teachers.<sup>77</sup>

**B. Previous Study**

The researcher found some similar topics in the previous study. The study also discusses about important classroom observation to develop and evaluate teaching skill. The first previous study is journal article research entitled "*The Role of Observation in Professional Development in Foreign Language Teacher Education*" by Stefka Barosci.<sup>78</sup> This study focussed on how observation helps teacher trainees to develop teaching skill and what makes observation meaningful for teacher trainees. This study discussed about technique of classroom observation process. In this case, Barosci limited the study about the effectiveness of planning observation. The result of this study indicated that observation played important role in this particular context of teacher education.

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<sup>77</sup> Mariano Engine and Barnaby Priest, *Observing teaching: A lens of self-reflection*. Journal of Perspective in Applied Academic Purpose. (2014).

<sup>78</sup> Stefka Barosci, *The Role of Observation in Professional Development in Foreign Language Teacher Education*. (WoPaLP, Vol. 1. 2007), 125-144.

Moreover, observation that is planned will be more effective than without any plan or any focus. The problem found in this result of study was, observers were difficulties to find appropriate observation sheet when they focus to observe in specific thing.

Another similar study found by researcher is journal article research entitled “The Role of Classroom Observation in Teaching Future Teachers: A Case Study” by Mihaela Badae.<sup>79</sup> Focus of this study was about how classroom observation develops future teacher ability in teaching. This study discussed about teachers’ perspective, learners’ perspective and observers’ perspective. In this case, Badae limited the study on three steps of classroom observation; those are pre-observation, during observation and post-observation. The result of the study indicated that classroom observation is important thing and very useful technique for future teachers’ development to improve their skill as teacher. For learners’ perspective, some learners or trainees thought that observed by mates is better than observed by real teacher. Learners felt nervous when real teachers observe them during classroom observation.

The next similar study has done by Masoumeh Zaree entitled “An Investigation into the effect of classroom observation on teaching methodology”.<sup>80</sup> This study focussed on the significance of classroom observation in assessing teaching procedure and suggested appropriate way for planning a lesson. This study discussed about the result of classroom observation that could be achieved in terms of developing the teachers and teachers’ capabilities effectively. Zaree limited her study on the effectiveness of classroom observation for teachers’ evaluation. The result of the study showed that by doing classroom observation, teachers learned much about how to teach by their experience during observing. The experience helped teachers to improve teachers’ awareness and it became a reflective for teacher to make effectiveness teaching.

The next similar study is entitled “The Role of Classroom Observation in Pre-service English Teachers’ Understanding of the

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<sup>79</sup> Mihaela Badae, *The Role of Classroom Observation in Teaching Future Teachers: A Case Study*.

<sup>80</sup> Masoumeh Zaree, *An Investigation into the Effect of Classroom Observation on Teaching Methodology*. (Procedia Social and Behavioral Science 70. 2013), 605-614.

Teaching Profession”.<sup>81</sup> Focus of this study was about classroom observation for pre-service English teachers to learn how to teach well. This study discussed about how to manage teacher’s role in teaching and learning process. Noguera limited his study in six aspects. Those were motivation induction, classroom management, EFL teaching methods, teaching beliefs, specific subject teaching approach, and procedural knowledge from experienced teachers. The result indicated that by conducting classroom observation, pre-service English teachers could learn how to motivate students in teaching and learning process. They also learnt how to manage students in big class. Furthermore, it gave them effect to learn how to use teaching methods and how to manage quitter students. Lastly, it also gave effects to pre-service English teachers about what appropriate material should be taught in class.

The last similar study is entitled “Improving Teaching Through Classroom Observation” by Lee Chi Shing”.<sup>82</sup> Focus of this study was about classroom observation as traditional tool to improve teaching skill. This study discussed about the effectiveness of action research-lesson as traditional observation. Shing limited his study on the process of action research-lesson observation as observation technique. The result of the study indicated that action research-lesson observation, as tool of observation technique, could be alternative way to improve teaching quality and effectiveness teacher. The result of action research-lesson observation could be used as teachers’ evaluation to make teaching better.

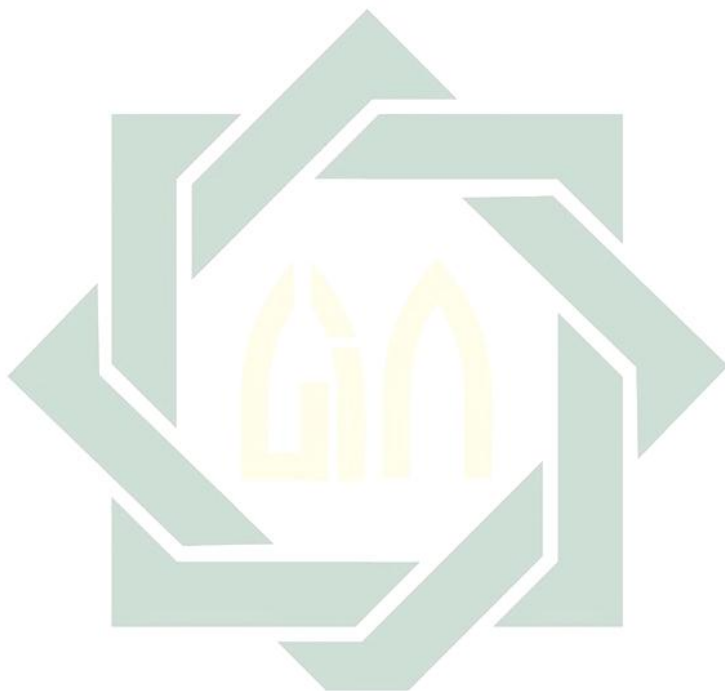
From all of the previous studies, it could be concluded that classroom observation is a process of seeing, watching and conducting teaching process to improve teaching skill. Classroom observation allows the teachers to improve their teaching skill by getting information from the observed teachers. In this study, classroom observation is a tool to improve pre-service English teachers’, as observer, in two aspects; lesson plan and classroom management. classroom management cover managing classroom layouts and managing classroom layouts. In other words, this study

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<sup>81</sup> Joana Salazar Noguera. *The role of Classroom Observation in Pre-service English Teachers’ Understanding of the Teaching Profession*. (Porta Liguarium. Juni 2018). 193-2016.

<sup>82</sup> Lee Chi Shing, *Improving...*

is to find the benefits of classroom observation for pre-service English teachers in creating lesson planning skill and classroom management skill.



## CHAPTER III

### RESEARCH METHOD

This chapter deals with research methodology which is designed as technique to collect and analyse the data. This part consists of research design, research present, research location and subject, data and source of data, data collection technique, research instrument, data analysis technique, checking validity findings, and research stage:

#### A. Research Approach and Design

This research used qualitative approach to find out the answer of research question. This approach was appropriate in describing the problem of the research since qualitative approach was a research for describing and analysing phenomenon, event, social activity, attitude and individual perception and group perception.<sup>83</sup> It was matched well with this study because it analysed the phenomenon of the benefits of classroom observation for pre-service English teachers. Moreover, qualitative research was method that is rely on linguistic than numerical and employs interpretation rather than statically form.<sup>84</sup> This study was expected to get more information about the benefits of classroom observation for pre-service English teachers in creating lesson plan and managing classroom.

#### B. Research Presence

In this research, the role of the researcher was as an interviewer. Interviewer is person who gives question to the interviewees and records the answer of interviewees.<sup>85</sup> In this case, researcher interviewed participants by giving some questions that have been prepared and consulted to the lecturer.

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<sup>83</sup> Sutopo and Arief, *Penelitian Kualitatif: Aplikasi Pada Penelitian Ilmu Kesehatan*. (2010).

<sup>84</sup> D. Polkinghorne, *Methodology for Human Sciences*. (New York: Human Scinces Press. 2001).

<sup>85</sup> LAPOP. *Interviewer Manual of Procedures, Regulations and Duties*. (Latin America: Vanderbilt University. 2010), 3.

### **C. Research Location and subject**

This study conducted in practice teaching class (PPL 1) of English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya. This location was chosen by researcher because pre-service English teachers had conducted classroom observation during teaching practice in practice teaching class. Pre-service English teachers conducted classroom observation in some schools to observe real teachers. It was aimed to develop their knowledge skill of teaching, especially in creating lesson plan and classroom management techniques, it wished for them to create lesson plan easily and knew some appropriate classroom management techniques used in the class before teaching practice in practice teaching class (PPL 1).

The subject of this study was the sixth semester students who took practice teaching class (PPL 1) of 2018 academic year in English Teacher Education Department at State University of Sunan Ampel Surabaya. Total students of Practice Teaching class were 123 students and it divided in 9 classes; A, B, C, D, E, F, G, H, I. Researcher used 12 participants of interviewee from pre-service English teacher who observed in some schools which had good accreditation. It was chosen because good school accreditation wished having good teacher to be observed.

### **D. Data and Source of Data**

The data and resource of the data were gained from pre-service English teachers who have chosen by the researcher. The data were gained from interviewing pre-service English teacher so that the researcher could analyse the data from their responses in the benefits of classroom observation for their teaching skills, especially in creating lesson plan and classroom management techniques. It also used pre-service English teachers' lesson plan to prove that the result of process interviewing was implemented in their lesson plan.

### **E. Data Collection Technique**

In this section, the researcher explained about the data collection technique. The data collection techniques that were used by the researcher was interview. This was used for answering the research question about the benefits of classroom observation based on pre-



service English teachers' response. They answered by their experiences as observer. There were three types of interview; structured interview, open interview and semi-structured interview.<sup>86</sup> In this study, research used semi-structured interview to gain the information about pre-service English teachers' opinion about the benefits of the classroom observation. This type of interview had a precisely of question which did not permit to direct.<sup>87</sup> It meant that semi-structured interview was open interview to get new ideas about what interviewee said. Furthermore, it was used to gain more specific data that can help the researcher easier to analyse and relate the data with the theory. In addition, the researcher strengthened the data using documentation to validate the findings of this research. It was used only to check the findings related to the benefit of classroom observation in creating good lesson planning and managing classroom as well. In other word, documentation here came from the pre-service English teachers' lesson plan which used to validate the findings to be more accurate. Furthermore, it was also used to prove the effect of creating lesson plan and managing classroom towards pre-service English teachers in conducting their teaching practices.

#### **F. Research Instrument**

For supporting the data collection techniques which was interview, the researcher used an instrument for it. The instrument was interview guideline. The interview guideline was used for gaining information about pre-service English teachers' opinion about the benefits of classroom observation as non-participant observer by doing interview. In interview guidelines, it consisted of 8 main questions and it was followed up by some questions related to the interviewees' answer. Researcher interviewed all of the subject of the study that had been determined by researcher.

#### **G. Data Analysis Technique**

Data analysis was an integral part of qualitative research and constitutes an essential stepping-stone toward both gathering data

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<sup>86</sup> Heigham and Robert, *Qualitative Research in Applied Research: A Parctical Introduction*. (London: Palgrave Macmillan, 2009), 184.

<sup>87</sup> Z. Dornyei, *Research method in applied linguistic*. (Oxford: Oxford University Press. 2007), 136.

and linking one's findings with higher order concept.<sup>88</sup> In qualitative data, there were many kinds of data analysis such as interview transcript, document analysis, field notes and visual data whether films, photographs or observational of internet occurrence. In this study, researcher gained the data through interview. The techniques of analysing data were described below:

### **1. Transcribing Data**

Researcher transcribed the audio recorded of interview to be written form. It made researcher easier to classify the data.

### **2. Coding the Data**

After the data had been described, researcher classified the data by coding based on pre-service English teachers' responses in interviewing process. It used initial name, like A1, A2, A3 and others.

### **3. Analysing Data**

After conducting the interview, researcher analysed the data. The audio recorder data that had been transcribed in written form was analysed by some categories. So that, researcher could classify the data needed from the result of the interviews.

### **4. Combined with pre-service English teachers' lesson plan**

After analysing the data from interview transcript, it was combined with pre-service English teachers' lesson plan. It was used to prove the result of interview was implemented in lesson plan.

### **5. Interrelating Data with Theory**

This step was process of connecting the result of analysing the data with theory used. After data had been analysed by classifying it, researcher connected the data with theory that have been discussed in previous chapter.

### **6. Interpreting the Findings**

The last step was interpreting findings. In this step, researcher made description and explanation about the information that were gained from the data.

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<sup>88</sup> Given M. L, *The SAGE Encyclopedia of Qualitative Research Methods Volumes 1&2*. (California: SAGE Publication. 2008), 186.

## H. Checking Validity Findings

After analyzing the data, the researcher needed to check the accuracy of the research. Hence, validating the findings was an important step in this research to prove that the findings is accurate. According to Creswell, there were three primary techniques that are typically used in qualitative research: triangulation, member checking, and auditing.<sup>89</sup> In this research, the researcher used triangulation in checking validity of findings. Triangulation was the process of corroborating evidence from different individuals, types of data, or method of data collection in descriptions and themes in qualitative research.<sup>90</sup> Based on Johnson, triangulation can be done in four ways; data, methods, investigatory, and theory triangulation.<sup>91</sup> On data triangulation, the researcher used data triangulation. The researcher obtained data not only from interview but also document. The result of interview elaborated with pre-service English teachers' lesson plan to prove that the effect of classroom observation not ambiguous. Additionally, the researcher asked for help from advisors and lectures that were expert in related issue of this study (lesson plan and classroom management).

## I. Research Stage

In this research stage, the researcher explained the process of conducting study. This research was structurally conducted as following:

### 1. Planning

Before conducting a research, researcher determined the topic of research and research question. Researcher determined the topic based on the phenomenon and case in UIN Sunan Ampel Surabaya. Then, the researcher found the phenomenon in practice teaching class (PPL 1), so that the researcher found topic about the benefits of classroom observation for pre-service English teachers' teaching practices.

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<sup>89</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th edition (Boston: Pearson Education, Inc., 2012), 259.

<sup>90</sup> John W. Creswell, *Educational Research...* 259.

<sup>91</sup> Mary Anne Lauri. *Triangulation of Data Analysis Techniques*". Papers on Social Representations. Vol 20, 2011. 34.2.

## 2. Decide Research Design

After determining the topic, the researcher wrote the topic and research question, then researcher described the phenomenon and limit of the study. Next, the researcher decided the research design. In this study, researcher used qualitative approach. Based on the approach used, the researcher used interview to get the data from this study.

## 3. Conduct the Research

### a. Interviewing

The researcher asked some questions to the interviewees using interview guidelines based on the instrument used by researcher. In this study, researcher used semi-structured interview. This was expected that the subjects could give clear explanation. Thus, researcher could get data that researcher needed.

### b. Transcribing Data

After the researcher collected data from the interview, researcher transcribed the audio recorded of interview in written form. It made researcher easier to classify the data.

### c. Analysing Data

After conducting interview, the researcher analysed data by doing transcribing data. The audio recorder data was transcribed to be written form, so that researcher could analyse data easily. Then the researcher analysed the data using coding to classify based on the interviewees' respond. It could use some initial names.

### d. Combining Transcribed Data with Pre-service English Teachers' lesson plan

After analysing data, the transcribed data of interview and pre-service English teachers' lesson plan were combined. It was to prove that the benefits of classroom observation were implemented by pre-service English teachers.

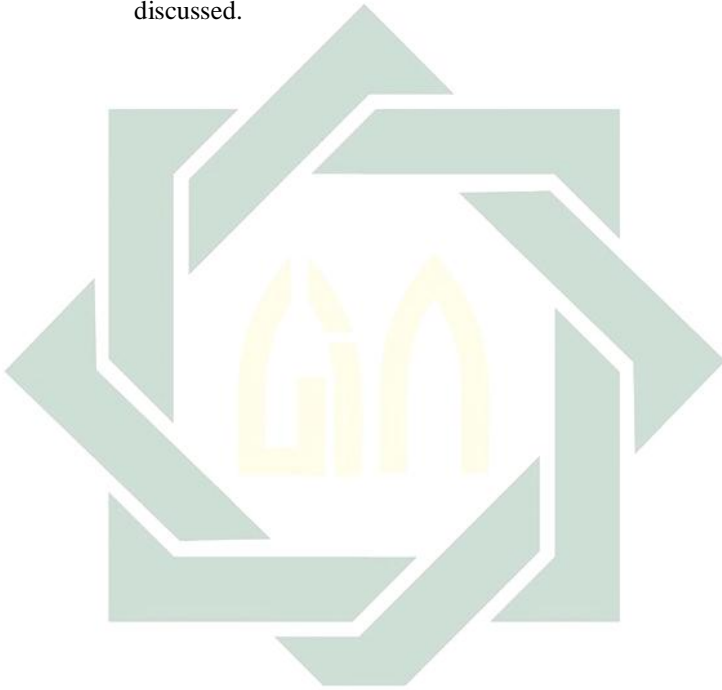
### e. Interrelating with Theory

After data had been analysed and combined with pre-service English teachers' lesson plan, the researcher interrelated the result of analysing with theory. The

researcher connected the data with the theory used that had been mentioned in previous chapter.

f. Concluding the Result of the Result

After all of the data and the theory had been combined and connected, researcher made the conclusion of the study based on the whole sections of this study that had been discussed.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the research findings and discussions dealing with the benefits of classroom observation for pre-service English teachers in teaching practice. It is intended to answer the research question in this study about “What are the benefits of classroom observation for pre-service English teachers?” The research findings are presented first, while is presented afterwards. The research findings are represented as follows:

#### A. Research findings

In this research findings, the researcher presents the result of this study related to the research question: What are the benefits of classroom observation for pre-service English teachers. To obtain the data, researcher used interview guidelines as the instrument. In conducting this research, the researcher collected the data from students of English Teacher Education Department of UIN Sunan Ampel Surabaya in academic year 2017/2018. In this step, the researcher needed 10 days started from 6<sup>th</sup> to 17<sup>th</sup> of August. In conducting the interview, the researcher made an appointment first with the participants.

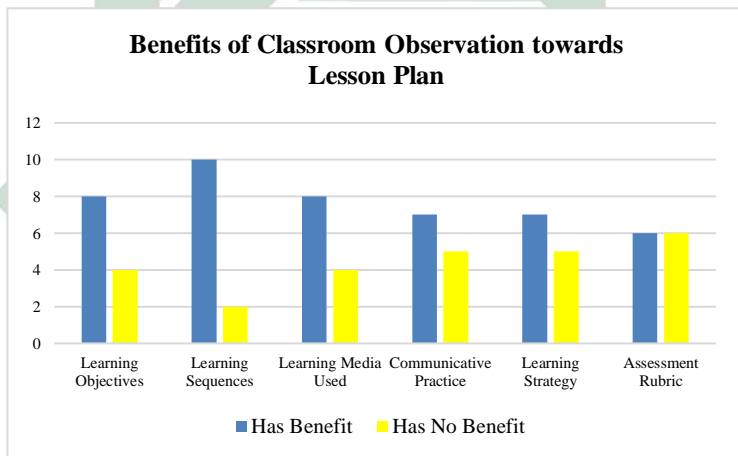
In Practice Teaching class, there were 9 classes consisting of 120 pre-service English teachers. In this study, the researcher chose 12 pre-service English teachers as participants. It was chosen based on reasons. Researcher chose pre-service English teachers who conducted in school which had good accreditation. Choosing school which had good accreditation will have more possibility to gain more competence teachers. Because of those reasons, the researcher wanted to conduct research related to this topic.

The result was presented in several parts with different categorization. The first was about the benefit of classroom observation towards lesson plan that included specified learning objectives, logical learning sequences, learning media used, communicative practices, learning strategy, and assessment rubric. The second was about classroom management that included classroom

layouts focussed on seating arrangement and teacher's role focussed on facilitating interaction in the class.

### 1. Benefits Classroom Observation towards Lesson Plan

In this section, researcher presented the result of the benefits classroom observation for pre-service English teachers towards lesson plan. In this study, the researcher classified the data analysis by using has benefit and has no benefit. As stated above, lesson plan included learning objectives, learning sequences, learning media used, communicative practice, learning strategy, and assessment rubric. The result of the findings could be seen as follow:



**Diagram 4.1 Benefits of Classroom Observation towards Lesson Plan**

From the diagram 4.1 above, it showed that classroom observation had benefit and had no benefit for pre-service English teachers for every aspects of lesson plan. Furthermore, every pre-service English teacher had different opinion of the benefits of classroom observation towards lesson plan for their teaching practices. For more detailed, the result is described below:

#### a) Benefit to Determine Learning Objectives

Based on the diagram 4.1, It showed that classroom observation gave benefits to 8 pre-service English teachers in

term determining learning objectives, while it had no benefit to 4 pre-service English teachers. The data was analysed from the result of interview related to the benefit classroom observation to determine learning objectives (*See Appendix 2*).

8 pre-service English teachers (A2, A3, A4, A6, A8, A9, A10, and A11) stated that classroom observation gave benefit to them to learn determining good learning objectives. 6 of 8 pre-service English teachers (A2, A3, A6, A9, A10, and A11) stated that they could determine connected learning objectives in their lesson plan of their teaching practices. This is example of connected learning objectives created by pre-service English teachers (A2) in her lesson plan:

#### C. TUJUAN PEMBELAJARAN

1. Setelah **mengamati dan mengidentifikasi** struktur teks, peserta didik mampu menyebutkan struktur ungkapan mengajak dan menaggapinya secara tepat dan mandiri.
2. Setelah **berdiskusi dan mengumpulkan informasi** struktur, peserta didik mampu mencontohkan struktur ungkapan mengajak dan menaggapinya secara tepat dan bertanggung jawab.
3. Setelah disajikan beberapa contoh, peserta didik mampu **menyusun** teks percakapan pendek mengenai ungkapan mengajak dan menaggapinnya secara akurat dan bertanggung jawab.
4. Melalui kerja kelompok, peserta didik mampu **mendemonstrasikan** teks percakapan pendek mengenai ungkapan mengajak dan menaggapinnya secara tepat dan mandiri.

**Figure 4.1.1 Connected Learning Objectives**

From figure 4.1.1 above, it showed that pre-service English teacher (A2) had created connected learning objective in her lesson plan. It started from observation and identify, collecting information, arraigning dialogue, and practicing dialogue. All those learning objectives were connected because each learning objective had relation with other learning objectives.



Additionally, classroom observation gave benefit for 2 pre-service English teachers (A4 and A8) to learn and determine appropriate learning objectives. Appropriate learning objectives meant that it was appropriate with basic competence (KD) and topic chosen. The following example showed appropriate learning objectives created pre-service English teachers (A4):

TOPIK	KOMPETENSI DASAR (KD)	TUJUAN PEMBELAJARAN
COMPARISON DEGREE	3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>degree of comparison</i> )	<ul style="list-style-type: none"> <li>• Peserta didik mampu menemukan makna ungkapan perbandingan sifat orang, binatang dan benda sesuai konteks secara baik dan benar</li> <li>• Peserta didik mampu mengidentifikasi ungkapan perbandingan sifat orang, binatang, benda dan buah sesuai konteks secara baik dan benar di dalam permainan</li> </ul>
	4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"> <li>• Peserta didik mampu mempraktekkan ungkapan perbandingan sifat orang, binatang dan benda sesuai konteks secara baik dan benar di dalam permainan</li> <li>• Peserta didik mampu menyusun dialog singkat mengenai ungkapan perbandingan sifat orang, binatang dan benda sesuai konteks secara baik dan benar</li> </ul>

**Figure 4.1.2 Appropriate Learning Objectives**

From figure 4.1.2, it showed that learning objectives determined was appropriate with basic competence (KD) and topic chosen. It could be seen that the basic competence (KD) was about comparison degree and it focussed in speaking and writing skills. So that, pre-service English teachers mentioned learning objectives in his lesson plan by creating and practicing text about comparison degree. It meant that learning objectives determined by pre-service English teacher (A4) was appropriate with basic competence (KD).

In the other hand, 4 pre-service English teachers (A1, A5, A7, and A12) stated that classroom observation did not give benefit to them in determining learning objectives. They stated that learning objectives of observed teachers were not specific enough, it was too general. Furthermore, learning objectives of

observed teachers were difficult to measure and it was not appropriate for teaching practice class (PPL 1). So that, they could not learn how to create good learning objectives.

## b) Benefit to Create Learning Sequences

Based on the diagram 4.1, It showed that classroom observation gave benefits to 10 pre-service English teachers in term creating learning sequences, while it had no benefit to 2 pre-service English teachers. The data was analysed from the result of interview related to the benefit classroom observation to creating learning sequences (*See Appendix 3*).

10 pre-service English teachers (A1, A2, A3, A4, A5, A6, A7, A9, A11, and A12) agreed that classroom observation gave benefits for them to learn how to create organized learning sequences in their lesson plan. Organized learning sequences meant that activities in learning sequences were connected and continuously. Furthermore, they learn how to create learning sequences consisting of 5M (*Mengamati, Menanya, Mencoba, Menalar, and Mengkomunikasikan*). This is following example of organized learning sequences created by pre-service English teachers (A1):

Kegiatan Inti	
Mengamati	<ul style="list-style-type: none"> <li>Guru menjelaskan slide powerpoint tentang materi pembelajaran kepada peserta didik</li> <li>Guru menampilkan video/ slide ppt tentang penggunaan present continuous tense</li> </ul>
Menanya	<ul style="list-style-type: none"> <li>setelah mengamati, guru menjawab pertanyaan peserta didik tentang materi atau kosa kata baru yang berhubungan dengan materi</li> </ul>
Mengeksplorasi	<ul style="list-style-type: none"> <li>guru meminta peserta didik melakukan tindakan sesuai dengan instruksi seperti mencari pasangan atau membuat kelompok kecil</li> <li>Guru menyuruh peserta didik untuk membuat contoh kalimat suatu kejadian yang sedang terjadi mengenai present continuous tense dalam kelompok</li> </ul>
Mengasosiasi	<ul style="list-style-type: none"> <li>Guru meminta peserta didik untuk menganalisis hasil kerja kelompok lainnya.</li> <li>Guru memberi feedback hasil kerja analisis peserta didik.</li> </ul>
Mengomunikasikan	<ul style="list-style-type: none"> <li>Setelah peserta didik membuat kalimat mengenai present continuous, guru meminta peserta didik mempresentasikan hasil kerja kelompoknya</li> <li>Guru memberi balikan (feedback) dari hasil presentasi peserta didik tentang setiap yang dia sampaikan dalam kerja kelompok</li> <li>Guru menyuruh peserta didik menerapkan contoh kalimat present continuous dalam permainan true dan false dalam game kelompok.</li> </ul>

Figure 4.2.1 Organized Learning Sequences

Figure 4.2.1 showed that activities in learning sequences was continuous from the first activity to the last activity. It also showed that 5M was implemented in that lesson plan. It started from observing (*mengamati*) to communicating (*mengkomunikasikan*). Furthermore, it arranged step by step which has relation in each activity.

Additionally, 2 pre-service English teachers (A6 and A9) said that classroom observation gave benefit to them in creating apperception activity. They learnt how to create apperception activity that made students more active and encouraged them to have more spirit in following teaching and learning process. For example, warming up activity created by pre-service English teachers (A6) as follow:

**Warming up :**  
*Contoh : Do you have an experiece ? Is it good or bad experience ? Can you tell us what is your good/bad experience?/*

**Figure 4.2.2 Apperception in Learning Sequences**

As presented on figure 4.2.2, warming up activity created by pre-service English teachers (A6) encouraged students to be more active to share their experience. It also built students' motivation to speak in front of class by sharing their experiences. Furthermore, it made students to more interested following the learning process.

Besides, there were 2 pre-service English teachers (A8 and A10) stated that classroom observation had no benefit for them how to create learning sequences. 1 pre-service English teacher (A8) stated that learning sequences of observed teacher was not detail or less detail. Furthermore, other pre-service English teacher (A10) stated that learning sequences of

observed teacher was old-style. It meant that they could not learn about good learning sequences in lesson plan.

**c) Benefit to Determine Learning Media Used**

Form diagram 4.1, It showed that classroom observation gave benefits to 8 pre-service English teachers in term determining learning media used, while it had no benefit to 4 pre-service English teachers. The data was analysed from the result of interview related to the benefit classroom observation to determining learning media used (*See Appendix 4*).

Classroom observation had benefit for 8 pre-service English teachers (A1, A2, A3, A6, A7, A9, A11, and A12) in term determining and using learning media. Pre-service English teachers (A1 and A3) learnt how to use video as learning media to give example of the materials. They also implemented video in their lesson plan for their teaching practices. This is following example of video as learning media in lesson plan:

<ul style="list-style-type: none"> <li>Guru memutarakan video tentang telling time kepada peserta didik</li> </ul>	<ul style="list-style-type: none"> <li>Peserta didik mengamati dan mendengarkan materi yang terdapat pada video</li> </ul>
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**Figure 4.3.1 Video as Learning Media Used**

Figure 4.3.1 showed that, learning media used by pre-service English teachers (A6) was video. It was about telling time to make students more understand to the material. Furthermore, it was also used to give example to the students about time from video.

Additionally, 3 pre-service English teachers (A2, A9, and A11) learnt how to use picture as learning media to encourage students more active. Furthermore, picture was interesting learning media if teachers can modify it. Some pre-service English teachers also implemented picture as learning media to

make students more active. for example, pre-service English teacher (A9) used picture as learning media in his lesson plan. The example could be seen as follow:



**Figure 4.3.2 Picture as Learning Media**

From figure 4.3.2, it showed that pre-service English teacher (A9) that he used picture to ask students to find and mention information related to the picture. It made students trying to find information about the picture. It could be by discussing with his friends or finding information from internet. It meant that, it could make students to be more active interact with his friends. Moreover, 3 pre-service English teachers (A6, A7, and A12) said that benefit classroom observation for them was, they learnt how to use learning media effectively. Although it was simple, teachers should be able to manage learning media effectively based on material taught in the class.

In the other hand, there were 4 pre-service English teachers (A4, A5, A8, and A10) argued that classroom observation had no benefit for them in determining learning

media. They said that learning media used by observed teachers was monotone, less creative and innovative, and not interesting. Pre-service English teacher (A4) said that pop card, as learning media, used by teacher was not effective and not interesting. So, he determined learning media by himself in teaching practice (PPL 1) by using power point slide (PPT). He stated that power point slide (PPT) was effective media in teaching and learning process. Additionally, 3 pre-service English teachers (A5, A8, and A10) stated that learning media used by observed teachers were monotone and old-style. Observed teachers used coursebook, marker, and board marker. Whereas in teaching practice class (PPL 1), pre-service English teachers were asked to create creative learning media and use it effectively.

#### **d) Benefits to Determine Communicative Practice Activity**

Based on diagram 4.1 above, it could be seen classroom observation had benefit for pre-service English teachers in determining communicative practice activity. There were 7 pre-service English teachers felt that classroom observation helped them to determine communicative practice activity in practice teaching class (PPL 1). Besides, 5 pre-service English teachers disagreed that classroom observation had benefit for them in determine communicative practice activity. The data above was analysed from the result of interview related to the benefit of classroom observation to determining communicative practice activity (*See Appendix 5*).

Classroom observation had benefit for 7 pre-service English teachers (A1, A2, A3, A4, A6, A7, and A8) to determine communicative practice activity. They stated that benefit of classroom observation gave more knowledge for them to determine communicative practice activity. It was stated by 4 pre-service English teachers (A1, A2, A4, and A7) that they learnt how to conduct communicative practice activity by using group discussion. This activity was an effective technique to make students speak and share information between students to students. So, they implemented this activity in their lesson plan of their teaching

practices. The following example is group discussion activity used by pre-service English teachers' (A7) lesson plan:

	Guru	Murid
Kegiatan pokok	<ul style="list-style-type: none"> <li>Guru <u>memberikan permainan tebak aku dan membagi siswa kedalam 3 grup besar.</u></li> </ul>	<ul style="list-style-type: none"> <li>Siswa <u>menebak nama bangunan bersejarah bersama kelompok yang telah di bagi.</u></li> </ul>
	<ul style="list-style-type: none"> <li>Dengan <u>kelompok yang sama,</u> guru <u>meminta siswa untuk menemukan materi mengenai pengertian, tujuan, struktur, ciri-ciri teks deskriptif dalam internet.</u></li> </ul>	<ul style="list-style-type: none"> <li>Bekerja dengan masing-masing group untuk <u>menemukan informasi seputar materi</u></li> </ul>

**Figure 4.4.1 Group Discussion as Communicative Practice Activity**

It showed in figure 4.4.1 that pre-service English teacher (A7) implemented group discussion activity to make students change and share information in a group. It made all of members in group interact each other to get information about material learnt. So, all of students would have time to communicate with others.

Additionally, other benefit of classroom observation was, it made pre-service English teachers to learn other communicative practice activity, like by question and answer activity. Pre-service English teachers (A3, A6, and A8) learnt how to use question and answer activity to make students wanted to speak. This technique was used by observed teachers to encourage students connected to the materials. So, they also implemented this activity in their lesson plan. This following

example was taken from pre-service English teacher' (A8) lesson plan, it could be seen as follow:

<ul style="list-style-type: none"> <li>• Guru meminta peserta didik untuk menanyakan materi atau kosa kata yang sulit yang berhubungan dengan materi.</li> <li>- <i>"Any questions so far about announcement or vocabulary in my explanation before?"</i></li> <li><i>"Do you get my point?"</i></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Peserta didik</u> menanyakan kosa kata yang sulit kepada guru terkait dengan materi yang telah diberikan.</li> </ul>
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**Figure 4.4.2 Question and Answer Activity as Communicative Practice Activity**

From figure 4.4.2 above, it could be seen that teachers asked students to give question to the teacher related to the material taught. It was also used to check students' understanding. So, this activity could make students try to speak, whether give question or answer question. Finally, it made students trying to communicate to the teacher.

In the other side, there were 5 pre-service English teachers (A5, A9, A10, A11, and A12) stated that there was no benefit of classroom observation for them in determining communicative practice. They said that communicative practice technique used by observed teachers, was not effective to be used in teaching practice class (PPL 1). They preferred to determine communicative practice by themselves.



**e) Benefit to Determine Learning Strategy Used**

Diagram 4.1 showed that classroom observation gave benefit to 7 pre-service English teachers in term determining learning strategy. It made them to learn new strategy used and help them to determine appropriate teaching strategy in practice teaching class (PPL 1). Besides, it had no benefit for 5 pre-service English teachers. It was because observed teachers did not conduct appropriate teaching strategy. It was analysed from the result of interview related to benefit of classroom observation to determining teaching strategy (*See Appendix 6*).

Benefit of classroom observation was, pre-service English teachers was possibly to learn how to use those learning strategies. It was like pre-service English teachers (A2, A7, A9, and A12) that they learnt how to use communicative language teaching (CLT) as teaching strategy used. They said that this teaching strategy was appropriate teaching strategy used in practice teaching class (PPL 1). Furthermore, this teaching strategy showed as communicative strategy. Moreover, pre-service English teachers were required to used communicative teaching strategy so students could be more active communicate. From the result of classroom observation, pre-service English teacher (A12) implemented communicative language teaching (CLT) strategy in his teaching practices. The example as follow:

<ul style="list-style-type: none"> <li>- Guru meminta peserta didik secara berkelompok untuk membuat percakapan singkat yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat</li> <li>- Guru meminta perwakilan kelompok untuk mempresentasikan percakapan singkat yang telah dibuat di depan kelas.</li> </ul>	<ul style="list-style-type: none"> <li>- Peserta didik berkelompok untuk membuat percakapan singkat yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat.</li> <li>- Peserta didik mempresentasikan percakapan singkat yang telah dibuat di depan kelas.</li> </ul>
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**Figure 4.5.1 Communicative Language Teaching as Teaching Strategy**

Figure 4.5.1 showed that pre-service English teacher (A12) used communicative language teaching (CLT) strategy by doing conversation and presentation activity. This strategy required students to more speak and communicate in the class. So that, this strategy was appropriate implemented in practice teaching class (PPL 1).

Another pre-service English teacher (A4) stated that she learnt how to use Direct Method (DM) strategy for communicative learning. But he did not apply it on her lesson plan. She preferred to use scientific approach in her lesson plan. Moreover, pre-service English teacher (A6) stated that she learnt how to use teacher-centred strategy as communicative learning. She stated that teacher-centred strategy could be used as communicative learning if the teacher was just as facilitator for students' interaction. But he did not apply it in his lesson plan. She preferred to use students-centred.

Lastly, pre-service English teacher (A5) said that they learnt how to use scientific approach as learning strategy as communicative strategy. This strategy could be used as communicative strategy by presenting the result of assignment in front of class. The following activity to represent the

example of scientific approach as teaching strategy to present students' assignment:

<p><u>Mengkomunikasi</u></p> <ul style="list-style-type: none"> <li>Mengarahkan siswa untuk <u>membuat teks</u> dialog terkait <u>materi tingkat perbandingan</u> <u>sifat orang, benda dan hewan</u> <u>berpasangan dengan teman</u> <u>sebangku dan di praktekkan</u> <u>di depan kelas.</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Membuat dialog</u> <u>seputar</u> <u>kehidupan sehari-hari yang</u> <u>terkait</u> <u>dengan</u> <u>perbandingan</u> <u>sifat orang</u> <u>benda dan hewan dalam</u> <u>sebuah teks dengan teman</u> <u>sebangku</u> <u>dan</u> <u>mempraktekkan di depan</u> <u>kelas.</u></li> </ul>
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**Figure 4.5.2 Scientific Approach as Teaching Strategy Used**

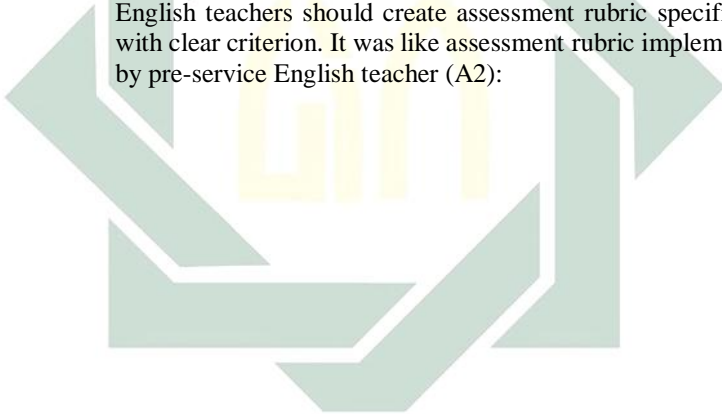
From figure 4.5.2, it could be seen that pre-service English teacher (A5) used scientific approach to present students' assignment. It was in communicating activity. From the activity, students were asked to create dialogue with his friend then presented it in front of class.

In the other side, there were 5 pre-service English teachers (A1, A3, A8, A10, and A11) said that classroom observation did not help them to determine teaching strategy. All of them said that teaching strategy used by observed teacher did not show a communicative learning. Pre-service English teacher (A1) stated that teacher-centred used by observed teacher was not effective for communicative learning, so that she preferred to use students-centred strategy. Pre-service English teachers (A3 and A8) stated that observed teachers just used one strategy, whereas in teaching and learning should use more than one strategy. Lastly, pre-service English teacher (A11) said that suggestopedia strategy used by observed teacher did not show as communicative learning strategy. He preferred to use other strategy as communicative learning, that was Communicative Language Teaching (CLT).

**f) Benefit to Create Assessment Rubric**

Diagram 4.1 above showed that classroom observation had benefit to fifty-fifty pre-service English teachers. It meant that 6 pre-service English teachers felt that classroom observation gave benefit them how to create good assessment rubric. Besides, 6 pre-service English teachers stated that it had no benefit for them. Furthermore, they were still difficult to create good assessment rubric. The data was analysed from the result of interview related to benefit of classroom observation to creating assessment rubric (*See Appendix 7*).

5 pre-service English teachers (A2, A8, A9, A11, and A12) said that classroom observation allowed them to learn creating assessment rubric which consisting of specific criterion. In practice teaching class (PPL 1), pre-service English teachers should create assessment rubric specifically with clear criterion. It was like assessment rubric implemented by pre-service English teacher (A2):



1. **Kemampuan Keterampilan**

a. Teknik Penilaian : Kinerja/ praktik

b. Bentuk Penilaian : Secara berpasangan peserta didik mampu membuat dan mempraktekan dialog menggunakan ungkapan mengajak seseorang ke event/ melakukan sesuatu

c. Instrumen :

**Pedoman Observasi Mini Role Play**

Kelompok : .....

Kelas : .....

Materi Pokok : .....

No	Aspek Pengamatan	Skor				Keterangan
		1	2	3	4	
1	Kosa kata (Vocabulary)					
2	Kelancaran (Fluency)					
3	Pengucaran (Pronunciation)					
4	Intonasi (Intonation)					
Jumlah Skor						

Petunjuk Penyelesaian :

Peserta didik memperoleh nilai :

Baik : apabila memperoleh skor 10 - 12

Cukup : apabila memperoleh skor 7 - 9

Kurang : apabila memperoleh skor 3 - 6

**Jumlah skor**

Nilai = ..... X 100 =

Skor Maksimal

**Figure 4.6.1 Assessment Rubric consisting of Specific Criterion**

From figure 4.6.1 above, it could be seen that pre-service English teacher (A2) made rubric assessment for assessing student's speaking skill. Furthermore, in this rubric, she provided criterion in what speaking aspects that she wanted to assess. Then, she counted the score for each student at the end.

Additionally, pre-service English teacher (A4) said that classroom observation had benefit to her to create good assessment rubric. She learnt how to create assessment that could be measured easily. It was required for pre-service English teachers to create measure assessment rubric in practice teaching class (PPL 1) to make teacher easy assessing students. Here the example:

d) Penilaian keterampilan (tulisan)

Instrument penilaian : menyusun dialog sederhana seputar *degree of comparison*

No	Aspek yang dinilai	Kriteria	Score
1.	Grammar	Grammar tersusun dengan sangat baik dan sesuai fungsinya	4
		Grammar tersusun dengan baik dan sesuai fungsinya	
		Grammar tersusun dengan kurang baik/kurang sesuai dengan fungsinya	3
		Grammar tidak tersusun dengan baik dan tidak sesuai fungsinya	2
		Tidak membuat hasil kerja	1

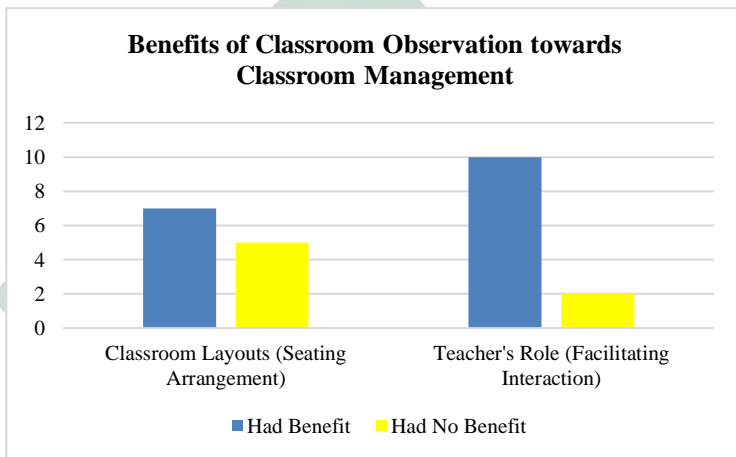
**Figure 4.6.2 Assessment Rubric with Measured Score**

From the example above, it showed that rubric assessment used by pre-service English teacher (A4) has each criterion to assess the student's writing skill. She also provided aspects that she wanted to assess include the criterion. Each criterion has their own score. It means that, rubric assessment made by pre-service English teacher (A4) was easy to measure for assessing the student's writing skill.

In the other sides, classroom observation had no benefit to 6 pre-service English teachers. 4 pre-service English teachers (A1, A3, A5, and A10) said that assessment rubric of observed teachers was not specific. It had no criterion of every skills to assess students. Furthermore, the scoring system used by observed teachers was not appropriate to use in teaching practice class. It used always, often, seldom, and never. There were no criteria to describe the score. In addition, 2 of 6 pre-service English teachers (A6 and A7) rubric assessment used by observed teachers was not appropriate to use in teaching practice class. They said that it was too complicate to use in teaching practice class (PPL). It was different from what was taught in teaching practice class (PPL 1).

## 2. Benefits Classroom Observation towards Classroom Management

In this section, researcher presented the result of the benefits classroom observation for pre-service English teachers towards classroom management. As stated above, classroom management focused on classroom layouts (seating arrangement) and teacher's role (facilitating interaction). The result of the findings could be seen as follow:



**Diagram 4.2 Benefits of Classroom Observation towards Classroom Management**

From the diagram 4.1 above, it showed that classroom observation had benefit and had no benefit for pre-service English teachers for every aspects of classroom management. Furthermore, every pre-service English teacher had different opinion of the benefits of classroom observation towards classroom management for their teaching practices. For more detailed, the result is described below:

### a) Benefit to Manage Classroom Layouts (Seating Arrangement)

Managing classroom layout meant determining seats and tables arrangement. Appropriate seating arrangement used by teacher impacted to the teaching and learning process. Based

on diagram 4.2 above, it could be seen that classroom observation gave benefit to the 5 pre-service English teachers, while 5 pre-service English teachers said that it had not benefit. The data was analysed from the result of interview related to the benefit in determining seating arrangement (*See Appendix 8*).

From 7 pre-service teachers (A1, A2, A3, A4, A6, A7, and A8) who got beneficial effect from the result of the classroom observation, 4 pre-service English teachers (A1, A3, A4, and A8) stated that they knew that traditional seating arrangement was effective for small class. It was caused of traditional seating arrangement was effective for explaining material in small class. Moreover, it made teachers easier to pair students with that seating arrangement. So that, they applied it in their teaching practice class (PPL 1).

Other 2 pre-service English teachers (A2 and A7) stated that they knew how to manage classroom layout by using group seating arrangement. They stated that by using group seating arrangement, it made students easier to interact each other. Moreover, teachers were easier to manage the students in the class. Another 1 pre-service English teacher (A6) stated that she knew that U-shape was effective seating arrangement in small class. She stated that U-shape was appropriate for small class because the teacher was able to handle the students easily. Moreover, teacher could see all of the students in the class. So that, they also applied this seating arrangement in teaching practice class (PPL 1).

Besides, there were 5 pre-service English teachers (A5, A9, A10, A11, and A12) who said that the result classroom observation did not help them in determining seating arrangement. 4 of 5 pre-service English teachers (A5, A10, A11 and A12) said that traditional seating arrangement used by observed teachers was not appropriate for teaching and learning process. Furthermore, using traditional seating arrangement made teachers difficult to interact with students and it made teacher difficult to control the students. They could not learn how to determine appropriate seating arrangement for small class. So that, they determined seating arrangement by their knowledge. They preferred to use U-shape seating



arrangement because it was appropriate for small class. They added that U-shaped seating arrangement was effective for communicative learning. Additionally, 1 pre-service English teacher (A5) also used U-shaped seating arrangement by her knowledge. It caused of observed teacher did not give knowledge how to use group seating arrangement effectively in teaching and learning process. It was model of seating arrangement used by pre-service English teachers in practice teaching class (PPL 1) after conducting classroom observation (*See Appendix 10*).

**b) Benefit to Teacher's Roles (Determining Facilitating Interaction Activity)**

Facilitating interaction is one of teacher's role in teaching and learning process. Facilitating interaction means teachers give students opportunities to interact both teacher to students and students to students. There are so many activities to facilitate interaction. Based on diagram 4.2 above, it showed that most of pre-service English teachers said that classroom inspire them to determine activities to facilitate interaction (*See Appendix 9*).

10 pre-service English teachers (A1, A2, A3, A4, A6, A7, A8, A10, A11, and A12) said that they could determine appropriate activity in facilitating interaction both teacher to students and students to students. For example, pre-service English teacher (A4) analysed how the observed teachers conducted activity to facilitate interaction. Observed teachers used question and answer as activity to facilitate interaction teacher to students and used discussion activity to facilitate students to students' interaction. She said that those activity were effective to be used to facilitate interaction in the class, so she implemented it in her teaching practice. For instance, in her lesson plan:

<p><b>Mengkomunikasi</b></p> <ul style="list-style-type: none"> <li>Mengarahkan siswa untuk membuat teks dialog terkait materi tingkat perbandingan sifat orang, benda dan hewan berpasangan dengan teman sebangku dan di praktekan di depan kelas.</li> </ul>	<ul style="list-style-type: none"> <li>Membuat dialog seputar kehidupan sehari-hari yang terkait dengan perbandingan sifat orang benda dan hewan dalam sebuah teks dengan teman sebangku dan mempraktekan di depan kelas.</li> </ul>
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**Figure 4.7.1 Teacher Facilitates Interactions for Students**

It showed from figure 4.7.1 above that, she used activity to facilitate the student-student's interactions in her teaching practices. She asked the students to work with their friends to make short conversation.

Other pre-service English teachers conducted the same activity with observed teachers used in their class. It was some activities of facilitating interaction used by pre-service English teachers after conducting classroom observation. (*See Appendix 11*).

Besides, 2 pre-service English teachers (A5 and A9) stated that they did not see observed teachers conducting activity to facilitate interaction. It was just interaction between teacher to students by question and answer. So that, they determined activity to facilitate interaction by their knowledge.

## **B. Research Discussion**

To avoid same interpretation related to those findings both reader and researcher, this part will discuss those findings by reflecting on some theories. Theories have already stated in chapter 2 of this study. This discussion was based on the research questions of this study: What are the benefits of classroom observation towards pre-service English teachers' in teaching practices.

Conducting classroom observations had many benefits for pre-service English teachers in their teaching practices. They said that during classroom observation, they had analysed about observed teacher's lesson plan and classroom management. The result of the finding, classroom observation had many benefits for pre-service English teachers in creating lesson plan and classroom management technique. It was like the result of previous study done by Mihaela Badea that classroom observation was a very useful technique for teacher trainers as future teachers to improve their teaching skills.<sup>92</sup>

The result showed that 8 pre-service English teachers could determine connected learning objectives, while 10 pre-service English teachers could create organized learning sequences. Furthermore, 8 pre-service English teachers could create learning media used, while 7 pre-service English teachers could determine communicative practice. Then, 7 pre-service English teachers got effect to determine teaching strategy in teaching practice class. Lastly, 6 pre-service English teachers stated that through classroom observation they could learn how to make good rubric assessment. Additionally, 7 pre-service English teachers stated that classroom observation helped them to determine sitting-arrangement appropriately for small class. Moreover, 10 pre-service English teachers stated that classroom observation influenced them to determine activities to facilitate interactions. The result of findings would be discussed below:

### **1. Benefit Classroom Observation towards Lesson Plan**

This part, researcher presented the benefit of classroom observation towards lesson plan. As stated above, it was divided in six principle of lesson plan. They are benefit to specified learning objective, benefit to logical learning sequences, benefit to learning media used, benefit to communicative practice, benefit to teaching strategy, and benefit to assessment rubric. The result would be discussed below:

#### **a) Benefit to Determine Learning Objectives**

Based on the finding above, classroom observation had benefit to pre-service English teachers to determine good learning objectives. It was because observed teachers gave examples to pre-service English teachers how to create good

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<sup>92</sup> Mihaela Badea. *The Role of Classroom Observation in Teaching Future Teachers: A Case Study*.

learning objective. It was stated by Lee, Lim, and Kim that by analysing teacher's lesson planning, it was possibility for pre-service teachers to evaluate and learn how to create learning objectives in lesson plan.<sup>93</sup> Furthermore, they could determine connected learning objectives and appropriately. Specific learning objectives meant that each objective had connection with others learning objectives. According to Krulatz, connected learning objectives should have relation of one learning objective to other learning objectives, so it would make communicative learning.<sup>94</sup> Furthermore, appropriate learning objectives meant that it was created based on basic competence (KD) and material topic chosen. It was written in PERMENDIKBUD that creating learning objective should be determined based on main competence (KI) and basic competence (KD).<sup>95</sup> It meant that classroom observation gave effect to pre-service English teachers to determine good learning objective.

In the other side, classroom observation had no benefit for pre-service English teachers because observed teachers did not give example of good learning objectives. It was stated by Engine and Priest that classroom observation had no benefit to observer because observed teachers do not give new experience and new knowledge to the observer.<sup>96</sup> In this case, learning objectives of observed teachers were too general and difficult to measure. Whereas, in determining learning objectives, it should be able to be measured so it made teachers to assess students easily.<sup>97</sup> It meant that classroom observation had no benefit to pre-service English teachers in determining learning objective because observed teachers did not give new knowledge how to determine good learning objectives.

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<sup>93</sup> Ji Eun Lee, Woong Lim, and Hee Jeong Kim. *Lesson Planning: How do Pre-service Teachers Benefit from examining Lesson Plans with Mathematics Teaching Practices as an Analytical Lens?* (Education of Primary Schools Mathematics).

<sup>94</sup> Anna Krulatz. *Teaching Norwegian to Beginners...* 4.

<sup>95</sup> PERMENDIKBUD No. 81A Th. 2013 Implementasi Kurikulum, LAMPIRAN IV: Pedoman Umum Pembelajaran.

<sup>96</sup> Mariano Engine and Barnaby Priest, *Observing teaching...*

<sup>97</sup> Anna Krulatz. *Teaching Norwegian to Beginners...* 3.

### b) Benefit to Create Learning Sequences

Based on the findings, after conducting classroom observation, pre-service English teachers learnt how to create organized learning sequences. Moreover, they could create learning sequences well. In this case, organized meant connected, continuously, systematically, and flexible. It meant that the benefit of classroom observation in term creating learning sequences was, pre-service English teachers could learn and creating good learning sequence. It was like the result of previous study done by Lee, Lim, and Kim that by analysing teachers' lesson plan, it was possible for pre-service teachers learn how to create connected activities in learning sequences.<sup>98</sup> Furthermore, other benefit of classroom observation was, pre-service English teachers could learn and create learning consisting of 5M (Mengamati, Menanya, Mencoba, Menalar, dan Mengkomunikasikan), High Order Thinking Skills (HOTS), and Literation aspect. In PERMENDIKBUD, Indonesia Curriculum (K-13) used scientific approach that concluded some activities, they are observing, asking, exploring, associating, and communicating.<sup>99</sup>

Additionally, classroom observation had benefit for pre-service English teachers in term of learning sequences specifically. They learnt how to create creative apperception activity to encourage students to have more spirit in learning. Furthermore, apperception activity was aimed to measure students' knowledge about material that would be learnt.<sup>100</sup>

In the other sides, classroom observation had no benefit for pre-service English teachers. It was because observed teachers create learning sequences less detail and old-style or used 2006 curriculum (KTSP). Whereas, in teaching practice class, pre-service asked to create learning sequences in detail,

<sup>98</sup> Ji Eun Lee, Woong Lim, and Hee Jeong Kim. *Lesson Planning: How do Pre-service Teachers Benefit from examining Lesson Plans with Mathematics Teaching Practices as an Analytical Lens?* (Education of Primary Schools Mathematics).

<sup>99</sup> PERMENDIKBUD No. 81A Th. 2013 Implementasi Kurikulum, LAMPIRAN IV: Pedoman Umum Pembelajaran.

<sup>100</sup> Toto Ruhimat. *Prosedur Pembelajaran... 2*.

variative, and clear. Moreover, it should be up-to-date learning sequences based on Indonesian curriculum (K-13) used.

From those statements above, it could be concluded that classroom observation had benefit for pre-service English teachers in creating learning sequences well. Besides, it had no benefit for other pre-service English teachers caused of observed teacher did not give example of good learning sequences. Furthermore, learning sequences created should be appropriate for teaching practice class (PPL 1).

### c) **Benefit to Determine Learning Media Used**

Learning media could be acted as facilitator in the teaching and learning process.<sup>101</sup> In other words, learning media could be as assistant of teachers to make class more interactive and not monotone. So that, teachers should determine appropriate learning media used in teaching and learning process. Based on the findings above, classroom observation had benefit for pre-service English teachers to determine learning media used. From the result of classroom observation, most of pre-service English teachers learn how to determine and use learning media effectively. It like stated by Wragg that the benefit of classroom observation for observer is able to learn new sources and media of teaching.<sup>102</sup> In this case, they learnt how to use video and picture as effective learning media. It could be used as giving example for students and encouraging students to be more active. Furthermore, they learnt how to use learning media effectively although it was simple.

In the other hand, classroom observation also had no benefit to pre-service English teachers in determining learning media used. It was caused of learning media used by observed teachers was monotone. Furthermore, media used by observed teachers was less creative and innovative, and not interesting. It meant that observed teachers still difficult

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<sup>101</sup> Bolla Mallikharjuna Rao. *Use of Media as an instructional tool in English Language Teaching (ELT) at Undergraduate Level*. (International Journal of English and Literature. 2014). 1.

<sup>102</sup> E. C. Wragg. *An Introduction* ... 38.

to determine and used learning media effectively. It was stated by Wragg that the problem of ineffectively learning media used was, many teachers were confused to use those media effectively.<sup>103</sup> It meant that observed teacher could not give example how to determine and use media effectively in teaching and learning process.

As stated above, classroom observation had benefit for pre-service English teachers to determine and use learning media effectively. Furthermore, they learn how to utilize simple learning media. Besides, it also had no benefit to pre-service to determine learning media used because observed teacher could not give example of effective learning media. Moreover, observed teachers still got problem to determine and use effective learning media.

#### **d) Benefit to Determine Communicative Practice**

Communication practice is aimed for students to interact with other friends and teacher so it made class more interactive.<sup>104</sup> It meant that in lesson plan should have communication practice activity. Furthermore, communicative practice is primarily introduced to enable students apply the existing knowledge of English to particular skills.<sup>105</sup> From the result of findings above, the result of classroom observation done by pre-service English teachers gave benefit to pre-service English teachers in determining communicative practice activity. They learnt how to use group discussion activity and question-answer activity communicative practice activity. By conducting group discussion activity, it was possible for pre-service English teachers to change information between students to students. It was suitable with Richard that group discussion may students to share opinion and transfer information.<sup>106</sup>

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<sup>103</sup> E. C. Wragg. *An Introduction ...* 38.

<sup>104</sup> Anna Krulatz. *Teaching Norwegian to Beginners...* 9.

<sup>105</sup> Onesmo Simon Nyinondi – Abdulkarim Shaban Mhandeni – Hashim Isa Mohamed, *The Use of Communicative Language Teaching Approach in Teaching Communicative Skills courses in Tanzanian University*, (International Journal of Research Studies in Language Learning), Volume 6 Number 3. 89-99.

<sup>106</sup> Jack C. Richards. *Communicative ...* 19.



Furthermore, question answer activity could be used as communicative practice to encourage students and check students' understanding. Thalheimer stated that question-answer activity may encourage students' motivation and it can be used to check students' understanding about the material learnt.<sup>107</sup> It meant that the result of classroom observation gave effect to pre-service English teachers to determine communicative practice activity by using group discussion and question-answer activity.

In the other sides, classroom observation had no benefit to pre-service English teachers because they could not learn from observed teachers how to determine appropriate communicative practice. Interview activity used by observed teachers would waste much time if it was implemented in teaching practice class (PPL 1). Furthermore, classroom observation did not give beneficial effects to other pre-service English teachers because observed teachers did not show communicative practice activity.

#### **e) Benefit to Determine Teaching Strategy Used**

In designing lesson plan, teachers are required to determine teaching strategy used. It was aimed for teachers to imagine the activity of the learning process.<sup>108</sup> From those statement, determining teaching strategy was important for teachers to conduct teaching and learning process. Furthermore, appropriate teaching strategy used should pay attention to the students' needs.<sup>109</sup> From the result of findings, classroom observation done by pre-service English teachers had benefit for pre-service English teachers in determining teaching strategy. They could determine teaching strategy used appropriately. According to Wragg, one of the beneficial effects of classroom observation for observers is, they could learn new teaching strategy.<sup>110</sup>

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<sup>107</sup> Will Thalheimer. *The Learning Benefits of Questions*. (A Work-Learning Research Publication. 2003), 7.

<sup>108</sup> Anna Krulatz. *Teaching Norwegian to Beginners...* 11.

<sup>109</sup> Rebecca L. Oxford. *Language Learning Strategies in a Nutshell: Update and ESL Suggestion*. (Cambridge: Cambridge University Press. 2002). 130.

<sup>110</sup> E. C. Wragg. *An Introduction...* 38.



Furthermore, pre-service English teachers learn how to use appropriate learning strategy. For examples, pre-service English teachers (A2, A7, A9, and A12) could determine and use Communicative Language Teaching (CLT). This strategy was appropriate to be implemented in teaching practice class (PPL 1) because they should conduct communicative learning in the classroom. Communicative Language Teaching (CLT) was the strategy used to create communicative competence.<sup>111</sup> Furthermore, the other benefits of classroom observation for observers was, they got more insight to teaching strategy know.<sup>112</sup> It was like pre-service English teacher (A6) that he learnt how to use Direct Method (DM) to conduct learning communicatively. It meant that, classroom observation gave opportunity for pre-service English to determine appropriate learning strategy in teaching practice class (PPL 1).

Besides, several pre-service English teachers did not agree that classroom observation help them to determine teaching strategy. Furthermore, learning strategy used by observed teachers did not show as communicative learning. They preferred to determine learning strategy by themselves which was appropriate for their practice teaching class (PPL 1). It was stated by Engine and Priest that classroom observation did not give effects to observer if observed teachers did not give new experience and new knowledge.<sup>113</sup> In this case, pre-service English teachers did not get new experience and new knowledge how to determine teaching strategy which was conducted as communicative learning.

From all of the statements above, it could be concluded that the benefit of classroom observation in term determining strategy used was, they could determine appropriate teaching strategy used. Furthermore, it gave opportunity for pre-service English teachers to get more insight about learning strategy known. In the other hand, it did not give beneficial effects to determine learning strategy when observed

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<sup>111</sup> Jack C. Richards. *Communicative Language ...* 2.

<sup>112</sup> E. C. Wragg. *An Introduction ...* 38.

<sup>113</sup> Mariano Engine and Barnaby Priest, *Observing teaching...*

teachers did not show appropriate teaching strategy. Moreover, in teaching practice class, pre-service English teachers should use appropriate teaching strategy to teach communicatively.

**f) Benefit to Create Assessment Rubric**

Assessment rubric was used to assess the students' knowledge, attitude, and performance.<sup>114</sup> It meant that assessment rubric was tool to help teacher to measure students' skills. Moreover, it was used to evaluate the strengths and weakness of students' performance.<sup>115</sup> So that, teachers should create appropriate assessment rubric to assess the students. From the findings above, classroom observation had benefit to fifty-fifty pre-service English teachers in creating appropriate assessment rubric. It was stated by Devos that classroom observation could develop teaching skills.<sup>116</sup> In this case, pre-service English teachers could develop their skills in creating assessment rubric. Furthermore, they could create appropriate rubric assessment which was consisting of specific criterion. According to Steven and Levi, assessment rubric should have some parts, it includes task description, scale, dimension, and description of dimension.<sup>117</sup> Furthermore, pre-service English teachers could create assessment rubric that could be measured. Assessment rubric should have scale to be used as evaluation of students' performance and knowledge to know the level of students.<sup>118</sup> It meant that by conducting classroom observation, it was benefit for pre-service English to know how to create good assessment rubric which was consisting of specific criterion and could be measured.

In the other sides, classroom observation had no benefit for pre-service English teachers. It was caused of assessment rubric created by observed teachers was not good enough. There was no specific criterion of every skill to assess

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<sup>114</sup> Anna Krulatz. *Teaching Norwegian to Beginners...* 9.

<sup>115</sup> Anna Krulatz. *Teaching Norwegian to Beginners...* 12.

<sup>116</sup> Nathan J. Devos. *A Framework for classroom...* 18.

<sup>117</sup> Dannelle D. Steven and Antonia Levi. *Introduction...* 5-6.

<sup>118</sup> Dannelle D. Steven and Antonia Levi. *Introduction...* 8.

students. It was contrast with Steven and Levi that assessment rubric should have description of dimension to make teachers easily to assess the students.<sup>119</sup> In many cases, teachers were still difficult to create good assessment rubric. It was like the result of study done by Metin that 17 of 25 teachers was difficult to create appropriate assessment rubric to assess students' skills.<sup>120</sup> It meant that classroom observation did not give pre-service teachers to create good assessment rubric because observed teachers had difficulties to create good assessment rubric to assess their students.

In short, benefit of classroom observation in term creating assessment rubric is, pre-service English teachers could learn and create specific and measured assessment rubric. Besides, it had no benefit for pre-service English teachers because they could not learn how to create good assessment rubric from observed teachers.

## **2. Benefits classroom observation towards Classroom Management**

In this part, researcher presented the benefit of classroom observation towards classroom management. As stated above, classroom management focussed on managing classroom layouts and teacher's roles.<sup>121</sup> Moreover, managing classroom layouts focused on seating arrangement, while teacher's role focused on teacher's way in facilitating interaction. The result would be discussed below:

### **a) Benefit to Manage Classroom Layouts (Seating Arrangement)**

Managing classroom layouts means determining seating and table arrangement.<sup>122</sup> Determining seating arrangement was important in teaching in learning process because it had correlation with learning activity. Furthermore, determining seating arrangement would impact to what teachers will do and how activity will be

<sup>119</sup> Dannelle D. Steven and Antonia Levi. *Introduction...* 12

<sup>120</sup> Mustafa Metin. *Teachers' Difficulties in Preparation and Implementation of Performance Task*. (Bozok Univesity. 2013).

<sup>121</sup> Marylin Lewis. *Classroom Management...* 40.

<sup>122</sup> Marylin Lewis. *Classroom Management...* 40.

conducted.<sup>123</sup> Based on the findings above, the result of classroom observation, it helped pre-service English teachers to determine seating arrangement for teaching practice class (PPL 1).

Observing seating arrangement was possible for teachers to learnt and know how to determine appropriate seating arrangement for teaching and learning process. From the result of classroom observation, pre-service English teachers could determine appropriate seating arrangement for small class. Moreover, they knew the advantages of seating arrangement used. It was like the result of previous study done by Hilal that observing different seating arrangement was possible for teachers understand more to determine appropriate seating arrangement based on class condition.<sup>124</sup> It meant that classroom observation could make pre-service English teachers to determine appropriate seating arrangement based on activity used.

In the other hand, classroom observation had no benefit to pre-service English teachers because they cannot evaluate seating arrangement used by observed teachers. It stated by Engine and Priest that classroom observation has no beneficial effect to observers if they cannot evaluate the mistakes of observed teachers.<sup>125</sup> Whereas, seating arrangement used by observed teachers, traditional seating arrangement, was not appropriate for teaching and learning process. It made teachers difficult to interact and control with students. It was contrast with Silberman that the advantages of using traditional seating arrangement is, teachers can see all of the students and make teachers easier to control students.<sup>126</sup> It meant that pre-service English teachers just saw the observed teachers' mistake but could not evaluate whether the seating arrangement was effective or not at the time.

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<sup>123</sup> Jim Scrivener. *Classroom Management* ... 66.

<sup>124</sup> Selin Hilal. *Effects of Different Seating Arrangement on Learning Experience: The Case of Medium Sized Lecture in Bilkent University*. (Bilkent University. 2014).

<sup>125</sup> Mariano Engine and Barnaby Priest, *Observing teaching...*

<sup>126</sup> Silberman. *Teaching Actively: Eight Steps and 32 Strategies to Spark Learning in Any Classroom*. (New York City: Pearson. 2005).

**b) Benefit to Teacher's Role (Determining Facilitating Interaction Activity)**

The main role of teachers' role in classroom is facilitating interaction, both whole-class work and group or pair work.<sup>127</sup> It meant that teachers are required to facilitate interaction both teacher to students and students to students. It was aimed in order to make students speak. Based on the result of findings above, classroom observation had benefit for pre-service English teachers to determine activity to facilitate interaction, both teacher to students and students to students.

Classroom observation gave beneficial effects for pre-service English teachers to determine activity to facilitate interaction, both teacher to students and students to students. Most of them adapted activity that used by observed teachers. Those were question-answer activity for interaction teacher to students and group discussion for interaction students to students. They assumed that question-answer activity might make students to speak for answering the question. It was to solve problem when the students did not to speak. It was like Scrivener argument that some students may hardly to open their mouth to speak English because they are frightened of making mistakes and not having something to say.<sup>128</sup> It meant that in giving question to students, it was possible to make them to speak, although it was incorrect content.

Additionally, for facilitating interaction students to students, they assumed that group discussion was more effective than others. Furthermore, this activity was conducted by observed teachers. Group discussion activity was possible to make students to speak with other students in group to share information. It was stated by Richard that group discussion makes students to share opinion and transfer information.<sup>129</sup> Furthermore, the main aim of group discussion was to encourage silent students to want to speak

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<sup>127</sup> Jim Scrivener. *Classroom Management...* 179.

<sup>128</sup> Jim Scrivener. *Classroom Management...* 179.

<sup>129</sup> Jack C. Richards. *Communicative Language...* 19.

the result of group discussion. Scrivener stated that teachers should made quitter students to speak what have their teammates discussed.<sup>130</sup> It meant that by using group discussion activity, it might all of the students to interact and share opinion.

In the other sides, classroom observation did not give beneficial effects for pre-service English teachers because they did not see observed teachers conducting activity to facilitate interaction. Moreover, it was just interaction between teacher to students. It meant that observed teachers did not conduct activity to facilitate interaction students to students. So that, they preferred to determine activity to facilitate interaction by themselves.

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<sup>130</sup> Jim Scrivener. *Classroom Management* ... 211.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This Chapter was divided into two parts, namely conclusion and discussion. Based on the findings and discussion in previous chapter, the researcher make conclusion towards the benefits of classroom observation for pre-service English teachers. The conclusion and suggestion are presented as follow:

#### **A. Conclusion**

In this part, the researcher drew the conclusion about benefits of classroom observation for pre-service English teachers in creating good lesson plan and managing the class as follow:

##### **1. Benefits Classroom Observation towards Creating Good Lesson Plan**

Classroom observation had many benefits for pre-service English teachers in creating good lesson plan. The result showed that 8 of 12 pre-service English teachers could determine connected learning objectives, while 10 of 12 of them could create organized learning sequences. Furthermore, 8 of 12 pre-service English teachers could create learning media used, while 7 of 12 pre-service English teachers could determine communicative practice. Then, 7 of 12 pre-service English teachers got effect to determine teaching strategy in teaching practice class. Lastly, 6 of 12 pre-service English teachers stated that through classroom observation they could learn how to make good rubric assessment.

##### **2. Benefits Classroom Observation towards Classroom Management**

Classroom observation also had many benefits for pre-service English teachers in term determining seating-arrangement and determine activity to facilitate interaction. The result showed that, 7 of 12 stated that classroom observation helped them to determine sitting-arrangement appropriately for small class. Moreover, 10 of 12 pre-service English teachers

stated that classroom observation influenced them to determine activities to facilitate interactions.

## **B. Suggestion**

### **1. Pre-service English Teachers**

This study indicated that classroom observation had significant positive effects for pre-service English teachers in creating lesson plan and managing classroom. Furthermore, it can be information for pre-service English teachers about the important of classroom observation for pre-service English teachers to develop their teaching skills.

### **2. Future Researcher**

For the future researcher, they can conduct similar research with the topic of classroom observation. In this study, researcher focusses on two aspects, they are lesson plan and classroom management. They can conduct in different focus of classroom observation. It can focus on other aspects of teaching. Furthermore, classroom observation can be as specific purpose like observing teachers' gesture, teachers' language, and teachers' expression while teaching



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