

## Research Article

# Improving the Students' Practice Achievement Quality of Giving Explanation Skill in Teaching Practicum by Using Clinical Supervision Model

*Zakiah Tasnim<sup>2</sup> ; M. Sulthon Masyhud<sup>1</sup>*

<sup>1</sup>Department of Elementary School Teacher Education, University of Jember, Indonesia

<sup>2</sup>Department of English Language Education, University of Jember, Indonesia

**Abstract:** This classroom action research aimed to investigate whether the use of clinical supervision in teaching practicum could improve the practice achievement quality of giving explanation skill in teaching practicum of the students of the Faculty of Teacher Training and Education of the University of Jember. There were two cycles used in the research by using clinical supervision in groups, and in individuals. The data were collected by using observation. Descriptive qualitative, descriptive quantitative, descriptive statistics, and degree of relative effectiveness analyses were applied to analyse the collected data. Based on the data analyses and discussion, it was found that the application of clinical supervision in teaching practicum could improve the students' practice achievement quality of giving explanation skill.

**Key Words:** practice achievement quality, giving explanation skill, and clinical supervision model

## INTRODUCTION

Professional Competence Based Teacher Education (CBTE), which is currently applied to all educational institutions for teacher education is a teacher education model that emphasizes performance as the main target (Elam, 2011; Masyhud and Zakiah Tasnim, 2009). In relation to that practice teaching skills have a very important role. Therefore the practice of teaching should receive serious attention. The teaching practice is not only a formal demand that teachers must fulfill in order to that graduate to be professional, but more than that, teaching practice is a target and a benchmark for the educational success of teacher candidates (Waskito, 2009; Brown, 2008; Sulthon, 2011; Masyhud and Zakiah Tasnim, 2016a; Sulthon, 2016).

Handling such the teaching practice needs to get serious attention so that the expected performance can be performed well. Performing these teaching practice skills well should be started from a limited practice on campus which is called as microteaching practice (Brown, 1985; Sulthon & Zakiah Tasnim, 2009; Rasnim, 2016).

In an effort to improve the quality of teaching practice, the process of supervision plays an important role. Therefore it is necessary to apply an appropriate supervision model to meet the requirement. Theoretically, a suitable model for improving the quality of teacher training is clinical supervision model (Loughtin & Moulton, 1995; Acheson & Gall, 2010; Eliot, 2011; Sulthon, 2009). The model is due to its democratic nature, thus providing an opportunity for the students, as teacher candidates, to develop their creativity (Krajewski, 2009; Acheson, 2010; Eliot, 2011; Sulthon, 2010).

Although theoretically the model is considered good for the development of teacher candidates' teaching skills, the extent to which the effectiveness of the clinical supervision model to

improve the students' practice achievement quality of giving explanation skill in teaching practicum needs to be studied further. Therefore, a classroom action research with the theme of Improving the Quality of Teaching Practice Achievement of the Students of Faculty of Teacher Training and Education, The University of Jember through the use of Clinical Supervision Model is necessary (Krajewski, 2009; Masyhud & Zakiah Tasnim, 2008; Teaching Practicum and Microteaching Unit, 2010; Microteaching Laboratory Faculty of Teacher Training and Education, The University of Jember, 2010).

Based on the background of the problems raised in the previous part, this classroom action research problem can be formulated as follows: Is the application of clinical supervision model in teaching practicum can improve the practice achievement quality of giving explanation skill of the students of Faculty of teacher Training and Education, Jember University?

To solve the research problems, the action hypothesis is formulated as a guide for the action as follows: The application of the clinical supervision model in the teaching practicum can improve the practice achievement quality of giving explanation skill of the students of Faculty of teacher Training and Education, The University of Jember

Attempts to solve the problem above is the aim of this research. It is expected the results of this study can serve as an effective model of supervision in the teaching practicum in Faculty of teacher Training and Education, Jember University.

## RESEARCH METHODS

To solve the research problem, a classroom action research

design using participant-researcher model was applied in the research (; Arikunto, 2009; Eliot, 1991; Masyhud and Zakiyah Tasnim, 2016). In this study, the researchers at the same time acted as the participant to be investigated.

The research location was Public Junior High School 6 Jember. The main reason for choosing the study sites was in accordance with the research objectives, ie for the development of teaching skills, especially in explaining skills. In addition, to improve partnership with Faculty of Teacher Training and Education The University of Jember which has been running well.

The subjects of the research were all students of English Program of FKIP-Jember University who were taking teaching practicum in the even semester of 2014/2015 academy year. The number of research subjects were 10 students. An observation assessment sheet about giving explanation skill was used to collect the data needed.

The procedure of classroom action research conducted in this study covered the stages of activities as follows.

- 1) Diagnostic stage. At this stage, identification of problems, supporting data collection, problem formulation, problem analysis, and formulation of action hypotheses.
- 2) The therapeutic stage. At this stage, a series of activities with the following activities were performed: 1) planning of activities / actions. 2) applying action. 3) monitoring and evaluation. 4) reflecting, that was to contemplate and think deeply the results of observation and assessment of action.
- 3) Re-diagnostic stage. This stage was performed when the action in the previous stage had not shown satisfactory results or expected results.
- 4) The reapeapital stage. This step was also done when it was necessary. That was the results of action I had not satisfied yet (PGSM Trainer Team, 1999, Masyhud and Zakiyah Tasnim, 2016).
- 5) This classroom action research followed two cycles, ie the cycle before applying clinical supervision, and the cycle by using clinical supervision model (PGSM Trainer Project Team, 1999, Masyhud and Zakiyah Tasnim, 2016b).

After all the required data were collected completely, they were analyzed by four simple data analysis, namely: (1) descriptive-qualitative analysis, and (2) statistical-descriptive data analysis, and (3) descriptive statistics, and (4) ) Analysis of relative effectiveness (Tuckman, 1998; PGSM Trainer Project Team, 1999; 2009; Masyhud, 2015).

**RESEARCH RESULT**

From the collected data in cycle I about the quality of giving explanation skill in teaching practicum, it could be reported that the students' highest score in giving explanation skills before they wre given clinical supervision was 71 (1 person); and the lowest score was 62. The total score of the 10 students was 659, with an average score of 65.9. In Cycle II, almost all

the research subjects' scores increased evenly. The highest score in the second cycle reached 86 and the lowest reached 77. The total score in Cycle II was 809 with an average score of 80.9. The increase of students' achievement around 15 points from cycle I to cycle II is 15.

The improvement of those scores could also be used as the indicator of the effectiveness level of clinical supervision model applied in giving explanation skill in teaching practicum. In addition, the action in cycle II, that was clinical supervision model, improved more effectively the practice achievement quality of giving explanation skill in teaching practicum than without applying clinical supervision.

The complete comparison of the effectiveness of the action in Cycle I and Cycle II can be read in the following tables 1 and 2.

Table 1: The Comparison of the Effectiveness of the Action on Giving Explanation in Cycle I and II

Cycle	N	Max	Min	Total	Mean	Range	SD
I	15	71	62	659	65,9	9	3,18
II	15	88	77	809	80,9	9	2,60

Based on the data in table 1 above, it could be seen that the action in Cycle II had a relative effectiveness level of 22.762% compared with the action in cycle I. The increase was quite significant, because the results of t-test analysis to see whether the mean scores were significant or not showed t empirical value of 11.549 and it was far greater than the value of critical table of 2,100 (db = 18). The increase in achievement ranged from 6 to 21 points.

If the achievement of giving explanation skill in teaching practicum in cycle I and II was compared by using 5 rating classification, it can be seen in table 2 as follows.

Table 2: Comparison of Giving explanation skill in teaching practicum in cycle I and II Based on 5 Rating Classification

No	Category	Creterion	Cycle I		Cycle II	
			F	%	F	%
1.	Very good	80 – 100	0	0,00	6	60,00
2.	Good	70 – 79	2	20,00	4	40,00
3.	Fair	60 – 69	8	80,00	0	0,00
4.	Bad	40 – 59	0	0,00	0	0,00
5.	Very Bad	0 – 39	0	0,00	0	0,00
TOTAL			10	100	10	100

From the table above, it can be seen that in cycle I, the students' scores in the practice of giving explanation skill in teaching practicum without clinical supervision were in the

category between fair (20.00%) to good, with most of them (80.00%). While on the cycle II, the students' scores in the practice of giving explanation skill in teaching practicum with clinical supervision were in both good and excellent category, with the frequency of 40.00% and 60.00% respectively, and none of which belong to the category fair and less.

Another finding was related to the components of the practice of giving explanation skill in teaching practicum. Of the 4 main components of the practice of giving explanation skill in teaching practicum in Cycle I, almost all the components were applied in a low frequency. Each student performed between 0-2 skill components. While in Cycle II, the frequency of the skill components done by the students were more often, that was between 2-4 components types. The complete data about the components of giving explanation skill Practice in teaching practicum done all the research subjects (10 people) can be seen in the table 3 as follows.

Table 3: The Component Frequency of Giving Explanation Skill Practice in Teaching Practicum Done by the Students in Cycle I and II

No	Skill Components	Cycle 1		Cycle II		Levels of Increase
		F	%	F	%	
1.	Analyzing and Planning	3	30	10	100	70,00%
2.	Presenting an interesting explanation	2	20	9	90	70,00%
3.	Giving emphasis on the important things	3	30	9	90	60,00%
4.	Giving students feedback	4	40	10	100	60,00%
Average of increase level per component						65,00%

From the results of the above analysis it can be concluded that the use of clinical supervision in teaching practicum could improve the practice achievement quality of giving explanation skill in teaching practicum compared with without using clinical supervision model.

**CONCLUSIONS AND RECOMMENDATIONS**

From the data analysis and discussion in the previous section, it could concluded that the application of clinical supervision in teaching practicum could improve the practice achievement quality of giving explanation skill of the students of English education program, Faculty of Teacher Training Education, the University of Jember. Such achievement can be used as an indicator of the effectiveness of clinical supervision model for the guidance of teaching practicum, especially in the practice achievement quality of giving explanation skill.

Based on the conclusions of the research presented above, some suggestions are given to the following people. Firstly, based on the result that the effectiveness of supervision model

application on the practice achievement quality of giving explanation skill was high, it is suggested to investigate the effectiveness of clinical supervision model application on students' practice achievement of other teaching skills, such as giving reinforcement, in teaching practicum. Secondly, it is necessary to apply a policy to socialize broadly the use of clinical supervision model to lecturers (as the supervisors), the mentors and the students (as teacher candidate), in order to achieve optimally the establishment quality of the students' teaching skill competency.

**ACKNOWLEDGEMENT**

We gratefully acknowledge the support from FKIP – University of Jember of year 2017.

**REFERENCES**

Acheson, Keith A & Meridith D Gall, 2010. *Technques in The Clinical Supervision of Teacher, Preservice and Inservice Application*. New York : Logman, Inc.

Arikunto. Suharsimi, 2009. *Research Procedure: A Practice Approachsedur Penelitian*;. Jakarta : Literacy Establishment.

Brown, George, 2007. *Microteaching A Programme of Teaching Skills*. London : Methuen.

Elam, S., 2011. *Performance-Based teacher Education : What is the State of The Art?* Washington DC.: American Association of College For Teacher Education.

Elliot, John, 2011. *Action Research for Educational Change*. Milton Keynes, Philadelphia : Open University Press.

Krajewski, Robert J., 2009. Cincial Supervision : A Conceptual Framework; In Journal of Research and Development in Edocation; Vo.15; No.2; pp 38 - 43.

Laughlin & J. Moulton, 1995. *Evaluation of Performance Training Methods : A Manual of Teaching Trainer*. New York : UNESCO.

Masyhud, M. Sulthon & Zakiyah Tasnim, 2009. *Microteaching Management*. Yogyakarta: Laksbang Press.

Masyhud, M. Sulthon & Zakiyah Tasnim, 2016a. *Education Profession Management*. Yogyakarta: The Gift of the Univer.

Masyhud, M. Sulthon, 2015. *Statistical Data Analysis for Educational Research* . Jember: The Institution of Management Development and Educational Profession Development.

Masyhud, M. Sulthon, Zakiyah Tasnim, 2016b. *Educational Research Methodology for Teacher Candidate and Educational Practicant: Theory and Practice*. Jember: The Institution of Management Development and Educational Profession Developmnet.

Microteaching Laboratory Faculty of Teacher Training and Education, The University of Jember, 2010. *The*

- Guide-line of Microteaching Implementation for the Students of Faculty of Teacher Training and Education, the University of Jember. Jember: Microteaching Laboratory Faculty of Teacher Training and Education –The University of Jember.*
- PGSM Trainer Project Team, 1999. *Classroom Action Research; Training Materials For Lecturers of Teacher Training And Education, and High School Teachers.* Jakarta : General Directorate of Higher Education
- Sulthon, M., 2009. *The Correlation between Teacher Candidates' Expectation for being Teacher and Their Teaching Practicum Achievement penelitian.* Jember : Research Centre of The University of Jember.
- Sulthon, M., 2010. *The Effect of Treatment in Microteaching Practice on Microteaching Practice Achievement of the students of Faculty of Teacher Training and Education, the University of Jember.* Jember : Research Centre of The University of.
- Sulthon, M., 2011. *Microteaching Concept and the Implementation Procedure.* Jember : Faculty of Teacher Training and Education, the University of Jember.
- Tasnim, Zakiyah. 2016. *Motivation for Being An English Teacher of the Diploma III Students of Faculty of Teacher Training and Education, the University of Jember.* Jember: the University of Jember
- Teaching Practicum dan Microteaching Unit of Faculty of Teacher Training and Education, the University of Jember, 2010. *Teaching Practicum Guide-book For Students Faculty of Teacher Training and Education, the University of Jember.* Jember : the University of Jember.
- Tuckman, Bruce, W., 1998. *Conducting Educational Research.* New York : Harcourt BaseJavanovich, Inc.
- Waskito Tjiptosasmito, 2009. *Microteaching Technique as one of Learning Strategies Emphasizing on Performance.* Jakarta : General Directorate of Higher Education, Higher Education