ABSTRACT

Sari, Risna Asita. (2016). Feedback Implementation on Teaching Practice by Student Teachers at Practice Teaching Class. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University Sunan Ampel Surabaya. Advisor: Dra. Irma Soraya, M.Pd

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Feedback becomes the basis of the assessment for teaching and learning. The existence of feedback is also found in practice teaching class where lecturer is the figure providing feedback for student teachers. By gaining practice teaching feedback, especially from the lecturer, student teachers will be lead to think and to reflect on how well their previous teaching practice, what needs to improve and to keep, what strategies that they should use for the next chance and others. The purposes of this study are to know what feedback dealing with 5 selected teaching skills given by the lecturer, to know whether student teachers have applied the feedback given for their teaching practice on second cycle or not, and to find out the factors influencing them in implementing lecturer's feedback. This study is included into descriptive qualitative study using narratological study as the approach. The subject of this study was 13 student teachers at English Education Department at 'C' practice teaching class. The data was taken from classroom observation, documentation and interview. The results show that not all components covered on five selected teaching skills were given feedback by the lecturer. There were only some components becoming lecturer's focus. Besides, from 13 student teachers, 38, 5% of them could apply all lecturer's feedback, 38, 5% of them could implement some feedback although this was still less suitable with what the lecturer actually wanted to and could not implement yet some of them. While 23, 1% of them could apply some lecturer's feedback appropriately even though there were also several feedback that they had not implemented yet. Then, there were only 5 main factors potentially influencing them before applying lecturer's feedback. Those factors are student teachers' motivation (100%), the quality (69%) and the usefulness of feedback given (92%), understandable feedback (77%), and time allocation for practicing to teach (77%). In conclusion, all student teachers actually had tried to implement lecturer's feedback although some of them could not implemented it well as what the lecturer had suggested and although sometime there were still feedback that they missed to implement.