CHAPTER I

INTRODUCTION

A. Research Background

As known feedback is considered as the core of the assessment for teaching and learning. Some preceding researches reveal that the existence of feedback, whether oral or written feedback, potentially provides benefits. This can improve the enthusiasm of the students for presenting the better performance in the next day, let them to assess their previous performance and their own learning, support them to discover the better or even the best step, strategy, and method for the next performance and learning. This happens since in the feedback, there will be positive or negative evaluations, recommendations and proposals to use for the future. Consequently, students may know where their weaknesses that need to be alleviated and where their strengths which require to be kept up. Thus, they will not be in constant performance or will not do the same mistakes in the next works or performances. As a result, students can show better written-works or performance in the next day.

¹ K. Smith, "Assessing the practicum in teacher education-Do we want candidates and mentors to agree?" *Studies in Educational Evaluation Journal*. Vol. 36, 2010, 36-41

² S. White, "Investigating effective feedback practices for pre-service teacher education students on practicum". *Journal of Teacher Education*. Vol. 18, No. 4, 2007, 299-311

³ F. Copland, "Negotiating face in feedback conferences: A linguistic ethnographic analysis". *Journal of Pragmatics*. Vol. 43, 2011, 3832-3843

There are several kinds of feedback based on the subject who provides feedback, those are like teacher's feedback, peer feedback, self-feedback, and computer mediated feedback.⁴ From those kinds of feedback, it is found that teacher's feedback has strong influence on students' learning process, especially for making their ability to be better. As stated by Lee that teacher's feedback plays the greatest role in enhancing students' written works or performance in the next day.⁵ Not only the teachers who believe that teacher's feedback is the most important, but so do the students. They believe that by gaining feedback from the teacher, they can know which part that they need to improve and which part that they need to keep. As a result, they can show such progress when they should perform or do the next task.

This is also supported by the other previous studies finding that students appreciate more on the teacher's feedback rather than the other forms of feedback, just like audio feedback, peer evaluation, and self-evaluation. This students' perception may rise since they think that for all time, teachers have higher competence in any aspect and they are the only authoritative person in class. As said by Zacharias in his study that the majority of students always believe that teachers may have higher linguistic competence than students themselves, teachers are source of knowledge, and teachers typically control

⁴ Roger Gower, Diane Phillips, Steve Walters, *Teaching Practice Handbook* (Macmilan: Heinemann, 1995), 167

⁵ Nugrahencny T. Zacharias, "Teacher and Student Attitude toward Teacher Feedback". *RELC Journal*. Vol. 38 No. 2, February 2007. 39

⁶ I. Lee, "Student Reactions to Teacher Feedback in Two Hong Kong Secondary Classrooms". *Journal of Second Language Writing*, Vol. 17, 2008, 145

students' grade.⁷ Those students' perceptions become the main reason why students prefer to gain feedback from the teacher rather than from the other sources. Considering those reasons, the current study was focused on teacher's feedback only.

The existence of teacher's feedback is also found in practice teaching class. In this case, teacher who provides feedback for student teachers at practice teaching class is lecturer. Practice teaching is a technique targeting to prepare student teachers to the real classroom setting. In line with Brent and Thomson, Med states that practice teaching is a technique of teacher training to learn skills of teaching. This practice teaching provides real teaching situation for developing skills and helps student teachers to gain deeper knowledge concerning the art of teaching. In this case, practice teaching class is also existed in Faculty of Education and Teacher Training at UIN Sunan Ampel Surabaya. This practice teaching class has particular purpose to train student teachers become real teacher who has good competence in any aspect, such as in pedagogic, professional, social and personal in the future. Since practice teaching has great function to produce new teacher who has good competences in any aspect as mentioned before, this means that the provision

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⁷ Nugrahencny T. Zacharias, "Teacher and Student Attitude". *RELC Journal*. Vol. 38 No. 2, February 2007. 41-43

⁸ R. Brent., & W.S. Thomson,"Videotaped microteaching: Bridging the gap between the university to the classroom". *The Teacher Educator*. Vol. 31, 1996, 238-247.

⁹ J. Res Med Sci," Microteaching, an efficient technique for learning effective teaching". *Journal of Research in Medical Sciences. Vol.* 18, No. 2, February 2013, 158–159

Tim Penyusun, Pedoman Praktik Pengalaman Lapangan II (PPL II) Tahun 2014 (Surabaya: Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, 2014), iii

of feedback inside the implementation of that practice teaching class is also considered as an important thing.

The provision of lecturer's feedback at practice teaching class will help to enhance the quality of student teachers' teaching competence and their teaching skills. By gaining lecturer's feedback, student teachers may know where their weaknesses and their strengths. Hence, they can avoid performing the same thing that need to be omitted and can keep things that they do well for the next teaching practice. Because of that reason, student teachers teaching competence and their teaching skills can potentially be improved.

Moreover, as known that the aim of teacher education in practice teaching class is to form and to build up the basic techniques when teaching and to provide feedback.¹² This means that providing feedback during teaching-learning process in practice teaching class becomes a must for every lecturer. It happens since practice teaching feedback considerably helps language student teachers in classroom performance.¹³ By gaining practice teaching feedback, especially from the lecturer, student teachers will be leaded to think and to reflect on how well their previous teaching performance, what needs to improve and to keep, what strategies that they should use for the next chance

¹¹ Vibha Chawla, "Effects of Student Feedback on Teaching Competence of Student Teachers: A Microteaching Experiment". *Contemporary Educational Technology*. Vol. 2 No. 1, January 2011, 77 ¹² Vibha Chawla, "Effects of Student Feedback......". *Contemporary Educational Technology*. Vol. 2 No. 1, January 2011, 77

¹³ Z. N. Purohit, "An Experimental Study of the Effect of Microteaching Skills and Interaction Analysis Feedback on Classroom Performance and General Teaching Competence of Pre-Service Language Teachers". In M. B. Buch (Ed.). *Fourth Survey of Research in Education*. (New Delhi: NCERT, 1987)

and others. As a result, student teachers will show better teaching performance in the next teaching cycle.

Concerning the benefits of feedback mentioned above, it can be assumed that to apply lecturer's feedback for student teachers' next teaching performance on second cycle is really important. However, the fact found by the researcher through her own experience when she joined D and E practice teaching classes academic year 2013/2014 that had been handled by the same lecturer, shows that there were 6 until 7 student teachers at those practice teaching classes who were still less successful in realizing lecturer's feedback. At that time, 6 until 7 student teachers seemed not to use the feedback that had been given by their lecturer in the first cycle for their teaching practice on second cycle. This case was proven by the same mistakes that student teachers academic year 2013/2014 did when they were practicing to teach in the second cycle and lecturer's statement as the feedback given to them stating that they did not give any significant improvement on their teaching practice. Consequently, the lecturer attempted to question whether student teachers at her classes had applied her feedback for helping them to improve their second cycle teaching practice or not.

The above problem should not happen since student teachers at practice teaching class ideally should have been well-mastered the ways to teach. As known that in the seventh semester, they will face internship program (PPL II) conducted by the Faculty of Education and Teacher Training where each of

them will do observation and practice teaching in front of real students for about two months in selected school.¹⁴

Nevertheless, it is surprising when the researcher found that most of student teachers academic year 2013/2014 actually agreed that the feedback given by their lecturer was explicit, specific, useful, qualified, accurate, trustworthy, valid, and offered specific suggestion. This result was gained after the researcher attempted to overspread a questionnaire for them questioning about the characteristic of feedback given by their practice teaching lecturer.

Regarding the above case, this study was intended to find out whether one of the situations experienced by student teachers academic year 2013/2014 as described above also happens on student teachers academic year 2014/2015 or not. For this reason, the current study was focused to know whether student teachers academic year 2014/2015 had applied the feedback given by the lecturer in the first teaching cycle for their second teaching cycle or not, also which feedback that they had implemented and they had not implemented yet. However, since there are many feedback that were covered by the lecturer for each student teacher, this study only focused on the feedback dealing with 5 selected teaching skills done by student teachers when they were practice teaching. Those five selected teaching skills are skill of introducing a lesson,

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probing questions, explaining, illustrating with examples, and using teaching aids. Each of those teaching skills has their own components¹⁵ that should be covered in order to achieve the maximum result. In the skill of introducing the lesson, there are six components that should be done. Furthermore, in the skill of explaining and using teaching aids, there are seven components that student teachers should cover. Moreover, there are five components for probing questions and illustrating with examples that should be covered when student teachers attempt to practice those skills.

The main reason for choosing those five specific teaching skills as the focal point to be examined in this study was since those five selected teaching skills mainly appear when student teachers practice to teach. Those five selected teaching skills will not be missed by student teachers when practicing to teach since those are the core of teaching skills. ¹⁶ Besides, since there are many teaching skills that should be covered by student teachers when teaching, this means that there will be too broad focused feedback given by teacher as well. Therefore, it is better if the researcher only takes some of the feedback on student teachers' teaching skills in order to gain more focused data. As a result, the finding of the current study can be focused on specific discussion.

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teaching-skills-37998522, accessed on April 20, 2015)

Angel Rathnabai, "Microteaching skills" *Slideshare*, (http://www.slideshare.net/drangelrathnabai/micro-teaching-skills, accessed on April 20, 2015)

Deepty Gupta, "Microteaching Skills" *Slideshare*, (http://www.slideshare.net/deepati1/micro-teaching-skills

In addition, to minimize the subject of the study coming from student teachers at practice teaching class academic year 2014/2015, the researcher only focused on student teachers at 'C' practice teaching class at English Teacher Education Department. One of the main reasons for choosing student teachers at C practice teaching class as the subject of this study are since the lecturer at 'C' practice teaching class was the lecturer who handled previous practice teaching class academic year 2013/2014 where the case was found. Moreover, after conducting preliminary study, it was found that 11 of 13 student teachers at 'C' class tended to feel confused in understanding and in implementing the feedback from the lecturer even though they had followed to listen feedback aimed at them themselves and at their friends for several times.

The above result was gained after overspreading questionnaire containing two checklist and two open-ended questions to all student teachers at A, B, and C class who are handled by the same practice teaching lecturer. In this case, there were 76, 9% of student teachers at 'C' class who still feel confused to understand and to implement the feedback from the lecturer. Whereas, there were only 70% and 54, 5% student teachers from A and B class who experienced those two situations. Accordingly, most of them were also confused how to implement lecturer's feedback for their second teaching practice well although most of them had the same opinion like their senior, student teachers academic year 2013/2014 who took the same lecturer like

them, that lecturer's feedback had been explicit and detailed. For that reason, the researcher decided to choose student teachers at 'C' class as the subject of this study.

There are some preceding studies related with the current study. The first study is a study conducted by Chawla which entitled, "Effects of Student Feedback on Teaching Competence of Student Teachers: A Microteaching Experiment". In his study, Chawla found that the feedback given by students, or in other word it can be said as peer feedback, on student teachers' teaching performance can be effective for increasing their level of performance especially in general teaching competence. The second similar research is a research entitled "An Analysis of Feedback on Student's Lesson Planning at Microteaching Class of English Teacher Education Department UIN Sunan Ampel Surabaya Academic Year 2013/2014" that was done by Yuanita. In her study, Yuanita attempted to find out the characteristics of feedbacks provided in practice teaching class and forms of feedback given by the lecturer.

Similarly, Lee researched about "Student Reactions to Teacher Feedback in Two Hong Kong Secondary Classroom", In his study, Lee focused to find

¹⁷ Vibha Chawla, "Effects of Student Feedback on Teaching Competence of Student Teachers: A Microteaching Experiment". *Contemporary Educational Technology*. Vol. 2 No. 1, January 2011, 77

Alice Rahma Yuanita, Thesis:" An Analysis of Feedback on Student's Lesson Planning at Microteaching Class of English Teacher Education Department UIN Sunan Ampel Surabaya Academic Year 2013/2014" (Surabaya: UIN Sunan Ampel Surabaya, 2014), 121

¹⁹ Icy Lee, "Student Reactions to Teacher Feedback in Two Hong Kong Secondary Classroom". *Journal of Second Language Writing*. Vol. 17, 2008, 155-157

out the factors affecting student's reactions to teacher's feedback. In the same manner, Wijayanto attempted to study about "Teacher Feedback as an Evaluation for Improving Students' Speech Performance (A case study of English Presentation Subject for Accounting Computerization Students at Telkom Polytechnic Bandung)". The main aim of his study was to advance students' speech performance through providing feedback from the teacher as an evaluation. The next previous study having similarity with the current study is a study accomplished by Antonis. In his study entitled "Walk-Throughs: Teacher's Perception on Feedback and How Feedback is Used to Improve Instruction". Antonis attempted to find out how teachers use the feedback given by the administrators for improving their instruction.

Unlike the previous studies, this study showed dissimilarities. The current study attempted to investigate whether student teachers had used lecturer's feedback or not, which feedback that they had implemented and they had not implemented yet. In this case, the feedback becoming focal point of the current study comes from lecturer. Lecturer's feedback given in the first student teachers' teaching performance were used as the main reference for determining whether student teachers at practice teaching class had applied lecturer's feedback or not for improving their teaching performance in the

Pikir Wisnu Wijayanto, "Teacher Feedback as an Evaluation for Improving Students' Speech Performance (A case study of English Presentation Subject for Accounting Computerization Students at Telkom Polytechnic Bandung)". Department of Information and Technology. 186

²¹ Krista M. Antonis, Doctoral Disertation:" Walk-Throughs: Teacher's Perception on Feedback and How Feedback is Used to Improve Instruction" (Africa: Widener University, 2014),

second cycle. Furthermore, the current study also attempted to find out the factors influencing student teachers in implementing feedback, especially the feedback relating to 5 selected teaching skills. Thus, this study did not attempt to examine all the implementation of the feedback given by the lecturer to the student teachers who has performed to practice teaching in the previous meeting.

Because of the above reasons, it is important to conduct this research since this study provides information for the lecturer and lets student teachers at 'C' practice teaching class to be more aware on whether they had used the feedback addressed to them or not, also which feedback that they had attempted to implement and they had not yet. Furthermore, the present study also gives contribution for further reference dealing with the factors that usually influence student teachers to apply the feedback from their lecturer. Therefore, this study was conducted to know what feedback given by the lecturer to student teachers at practice teaching class, to identify which feedback that student teachers have applied and have not applied yet, and to find out the factors affecting student teachers to use the feedback given by the lecturer, particularly feedback dealing with 5 selected teaching skills that have been mentioned above for their second cycle of teaching practice.

B. Research Question

Based on the research background explained above, the current study has two research problems, those are:

- 1. What feedbacks do student teachers receive from the lecturer, particularly feedback dealing with how to improve 5 selected teaching skills?
- 2. How do student teachers implement the feedback given for their teaching practice on second cycle?
- 3. What are the factors influencing student teachers to implement lecturer's feedback, mainly feedback dealing with 5 selected teaching skills, for their teaching practice on second cycle?

C. Objectives and Significant of the Research

1. Objective of the Research

Considering the statement of the problems questioned in this study, this study has three objectives, those are:

- a. To know what feedback that are received by student teachers from their lecturer at practice teaching class, especially feedback dealing with how to improve 5 selected teaching skills.
- b. To know whether student teachers had applied the feedback given for their teaching practice on second cycle or not, and to identify what feedback that they had implemented and they had not implemented yet.
- c. To find out the factors influencing student teachers to implement lecturer's feedback, especially feedback dealing with 5 selected teaching skills, for their second cycle of teaching practice.

2. Significances of the Study

Regarding the objectives of the study stated above, this study is expected to have contribution for the lecturer, student teachers, and also the next researchers, as follows:

a. For the Lecturer

The result of this study is aimed to let the lecturers, especially those who are teaching in practice teaching class at English Teacher Education Department, know whether actually student teachers have attempted to apply the feedback given or not for their next teaching practice. Moreover, the lecturers can know what feedback that has been implemented by student teachers and has not been yet. Moreover, this study also provides lecturers with useful information of some factors affecting student teachers to implement lecturer's feedback for their next teaching performance, especially feedback focusing on how to improve five selected teaching skills. By understanding the factors becoming student teachers' consideration before implementing lecturer's feedback, lecturer will know what actually makes his or her student teachers apply the feedback that have been provided. As a result, teacher will attempt to give more effective feedback for his or her next student teachers in order they can apply it well.

b. For the Student

Besides expecting to give beneficial information for the lecturer teaching at practice teaching class, the current study is also expected to give benefit for the students, especially student teachers who are in practice teaching class. By conducting the present study, student teachers will be more aware on the factors that usually become their friends' consideration before applying teacher's feedback for their next teaching performance. Furthermore, this study will also make them more aware on the importance of implementing feedback from the teacher to help them improving their teaching skills in the second cycle.

c. For the Researcher

The existence of this study is also awaited to give contribution theoretically for the next researcher. Theoretically, this study is desired to have contribution for further reference dealing with the factors influencing student teachers in applying feedback given by teacher for improving their next teaching practice, whether student teachers actually have tried to implement lecturer's feedback or not, and which feedback that they have attempted to use and they have not. Generally, the current study will enrich the reference about the study of feedback, especially feedback implementation by student teachers at practice teaching class.

D. Scope and Limitation of the Research

Since there are many types of feedback, like teacher's feedback, peer feedback, computer feedback, self-feedback, and others, the current study only focused on the feedback given by the lecturer at practice teaching class. Thus, the researcher did not discuss about peer feedback, computer feedback, self-feedback, and others. Furthermore, because of the term of the discussion, the researcher also attempted to limit the study on the feedback dealing with 5 selected teaching skills given by lecturer to the student-teachers at 'C' practice teaching class, whether they have attempted to apply that feedback or not, which feedback that they have used and which one has not, also the factors leading them in implementing lecturer's feedback in the first teaching cycle for the second teaching cycle, especially the feedback dealing with how to improve the 5 selected teaching skills. Those 5 selected teaching skills are skill of introducing a lesson, probing questions, explaining, illustrating with examples, and using teaching aids.

E. Definition of Key Terms

1. Practice Teaching Class

Practice teaching class is a class where student teachers will learn to develop and acquire such pedagogical skills and where the class size only consists of 5-9 students, and 5-10 minutes for the lesson length.²² In this study, practice teaching class means first pre-service teacher training class, *Praktek Pengalaman Lapangan I* (PPL I), where students at English Teacher Education Department of UIN Sunan Ampel Surabaya, specially student teachers at 'C' practice teaching class academic year 2014/2015, will practice to teach in front of their friends who are in same class with them. In other word, it is not a real teaching conducted on the real school and real students.²³

2. Feedback

Feedback is any comment, whether positive or negative, dealing with the teaching practice that has been done by student teachers at practice teaching class. The provision of feedback functions to help them improving their classroom performance.²⁴ In this case, the current study only focus on feedback given by lecturer at practice teaching class dealing with 5 selected teaching skills that have been performed by them. Those 5 selected teaching skills are skill of introducing a lesson, probing

²² Jubraj Kamari, P. Hanspal, S,N. Mahapatra, N. Guru, U.P. Kadhenga, "A research on the Problem of Pupil Teacher (B.Ed.) in Acquiring the Skill of Introducing a Lesson during Microteaching". *IOSR Journal of Research and Method in Education*. Vol. 2, No. 1, July-August 2013, 32

Vibha Chawla, "Effects of Student Feedback....." Contemporary Educational Technology. Vol. 2 No. 1, January 2011, 77

questions, explaining, illustrating with examples, and using teaching aids²⁵.

3. Lecturer's Feedback

Lecturer's feedback means any comment whether positive or negative that is given to student teachers as a response to their written work (lesson plan) or performance (teaching practice). In this study, Lecturer's feedback refers to the comments dealing with 5 selected teaching skills for student teachers at 'C' practice teaching class who have performed to teach.

4. Student-Teacher's Teaching Performance

Student teacher's teaching performance means a practice where preservice teachers attempt to teach as a real teacher in front of real students or in front of their friends pretending to be a student. Since this study focus on student teachers at practice teaching class, thus, the teaching practice will only be performed in front of student teacher's friends who are in the same class, 'C' class.

5. Five Selected Teaching Skills

Teaching skills are defined as the activities and behaviors facilitating students' learning; or, these are known as Instructional techniques and

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²⁵Vibha Chawla, "Effects of Student Feedback....." *Contemporary Educational Technology*. Vol. 2 No. 1, January 2011, 146-147.

procedures applied by the teacher in classroom.²⁶ There are too many teaching skills that should be well mastered by student teachers at practice teaching class. However, the current study will only focus on five selected teaching skills becoming the core of teaching skills²⁷, those are skill of introducing a lesson, probing questions, explaining, illustrating with

examples, and using teaching aids. 28

Deepty Gupta, "Microteaching Skills" Slideshare, (http://www.slideshare.net/deepati1/micro-

Deepty Gupta, "Microteaching Skills" Slideshare, (http://www.slideshare.net/deepati1/microteaching-skills-37998522, accessed on April 20, 2015)

teaching-skills-37998522, accessed on April 20, 2015) ²⁸*ibid*, 146-147.