

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

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.

¹⁵ Angel Rathnabai, "Microteaching skills" *Slideshare*, (<http://www.slideshare.net/drangelrathnabai/micro-teaching-skills>, accessed on April 20, 2015)

¹⁶ Deepty Gupta, "Microteaching Skills" *Slideshare*, (<http://www.slideshare.net/deepati1/micro-teaching-skills-37998522>, accessed on April 20, 2015)

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

