CHAPTER II

Review of Related Literature

A. Practice Teaching Class

1. Definition of Practice Teaching (PPL 1)

Practice teaching is a technique targeting to prepare student teachers to the real classroom setting. In this study, the term of practice teaching also refers to the term of microteaching. Although having different term, both of them have the same meaning. Since the term used by English Teacher Education Department at UIN Sunan Ampel Surabaya to define PPL 1 is practice teaching, the researcher will often use the term practice teaching rather than microteaching.

Practice teaching can also be defined as a teaching technique which is especially applied by student teachers for systematically guiding them by allowing them to experiment main teacher behaviors. By providing practice teaching class, student teachers can attempt and learn each of the teaching skills by breaking them into smaller parts without encountering chaotic environment of the crowded classes.² According to Med, practice teaching is a technique of teacher training to learn skills of teaching. This provides real teaching situation for developing skills and also helps

¹ R. Brent., & W.S. Thomson,"Videotaped microteaching: Bridging the gap between the university to the classroom". *The Teacher Educator*. Vol. 31, 1996, 238-247.

² Naim Uzun,"A sample of microteaching in environmental education and its effect on pre-service teachers' presenting effective lessons". *Asia-Pacific Forum on Science Learning and Teaching*. Vol. 13, No. 1, Article 9, June 2012,

student teachers to gain deeper knowledge concerning the art of teaching.³ Moreover, he adds that practice teaching, a teacher training technique presently practiced worldwide, provides teachers an opportunity to wake up their teaching skills by developing the several simple tasks that are commonly called by teaching skills. Hence, he can state that practice teaching benefits to promote real-time teaching experiences. This has been proven with the success gained among the beginner and seniors. This happens since practice teaching helps student teachers to analyze their present teaching performance in order to discover their strengths and weaknesses by engaging in reflective practice.⁴

Meanwhile, Heyroth describes practice teaching as a "scaled-down teaching encounter designed to develop new skills and refine old ones".
In line with Heyroth, N.K. Jangira and Ajit Singh also define practice teaching as a training setting for the student teachers where the complexities of the normal classroom teaching are reduced by practicing one component of skills at a time, limiting the content to a particular concept, reducing the size of learners to 5 up to 10 learners, and reducing

³ 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

⁴ Muhlise Cosgun Ogeyik, "Attitudes of Student Teachers in English Language Teaching Programs toward Microteaching Techniques". *English Language Teaching*. Vol. 2, No. 3, September 2009, 205-206

⁵ R. Heyorth, "Microteaching: A bilingual approach". *CUHK Education Journal*. September 1981, 45–56

the duration of the lesson to 5 up to 10 minutes. Same as N.K. Jangira and Ajit, L.C. Singh also states that practice teaching or microteaching is a scaled down teaching encounter in which a student teacher teaches a small unit to a group of 5 learners for a small period of 5 to 20 minutes. In this case, he states that such situation will offer a useful setting for student teachers for gaining new teaching skills and for refining old ones. Furthermore, practice teaching is agreed as one of the most recent innovations in teacher education programs having purpose to modify teacher's behavior that agrees with the specified objectives.

Besides practicing to teach, student teachers will also be trained to be an observer which provides such feedback to the student teacher who is performing to teach. In this case, they are trained to learn and practice giving feedback. Moreover, student teachers will be asked to play a role as real student based on the level of competence prepared by student teacher who teaches as well.

⁶ Senthil Kumar, "Get Complete Information on Micro-Teaching" Publish Your Articles,(http://www.publishyourarticles.net/knowledge-hub/education/get-complete-information-on-micro teaching.html, accessed on April 20, 2015)

⁷ Senthil Kumar, "Get Complete Information....." Publish Your Articles,(http://www.publishyourarticles.net/knowledge-hub/education/get-complete-information-on-micro teaching.html, accessed on April 20, 2015)

⁸ Senthil Kumar, "Get Complete Information......" Publish Your Articles,(http://www.publishyourarticles.net/knowledge-hub/education/get-complete-information-on-micro teaching.html, accessed on April 20, 2015)

⁹ 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), 14

2. Student Teachers' Role at Practice Teaching Class

Student teachers have multiple roles when they are entering at their practice teaching class. Not only playing a role as a real teacher when they have to practice teaching, but also playing a role as real student and as an observer.

a. Role Playing As a Teacher

The main purpose for having practice teaching class is for providing student teachers with opportunities to explore and to reflect on their own or others' teaching styles and to acquire new teaching techniques and strategies. Regarding to that purpose, this means that the major role of student teachers at practice teaching class is to be a teacher that will practice to teach. When student teachers are practicing to teach, there will be various teaching skills that require to be mastered well. As stated by Med that practice teaching or microteaching is a technique of teacher training to learn skills of teaching. According to B.K. Passi, there are 13 teaching skills that need to be mastered by student teachers in order to be better teacher. These teaching skills gray

Those teaching skills are:

1. Writing instructional objectives

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Muhlise Cosgun Ogeyik, "Attitudes of Student Teachers in English Language Teaching Programs toward Microteaching Techniques". *English Language Teaching*. Vol. 2, No. 3, September 2009, 205 ¹¹ Bimla Rani, "Classification of the Teaching Skills Based on Q-Methodology Using the Perception of Secondary School Teacher". *International Journal of Educational Planning and Administration*. Vol. 1, No. 2, February 2011, 146-147.

- 2. Introducing a lesson
- 3. Fluency in questioning
- 4. Probing questioning
- 5. Explaining
- 6. Illustrating with examples
- 7. Stimulus variation
- 8. Silence and non-verbal cues
- 9. Reinforcement
- 10. Increasing pupil participation
- 11. Using blackboard
- 12. Achieving closure
- 13. Recognizing attending behavior

Meanwhile, there are 21 classification of teaching skills based on

Q-methodology that need to be mastered by student teachers before

performing to teach, those are:

- 1. Skill of writing instructional objectives
- 2. Skill of introducing the lesson
- 3. Skill of fluency in questioning
- 4. Skill of explaining
- 5. Skill of probing questions
- 6. Skill of illustrating with examples
- 7. Skill of stimulus variation
- 8. Skill of silence and non-verbal ones
- 9. Skill of reinforcement
- 10. Skill of increasing pupil participation
- 11. Skill of using black board
- 12. Skill of achieving closure
- 13. Skill of recognizing attending behavior
- 14. Skill of experimentation
- 15. Skill of diagnosing difficulties of students related to subject matter
- 16. Skill of using teaching aids
- 17. Skill of maintaining science laboratory
- 18. Skill of giving assignment
- 19. Skill of developing critical and independent thinking among the students
- 20. Skill of maintaining discipline

21. And skill of pacing lesson plan. 12

Different skills classification are applied for different purposes in teaching learning process. One of the benefits that will be gained by teacher when using different skills while teaching, is to make the teaching becomes effective. Moreover, teacher will also gain improvement in the style of teaching. By applying different teaching skills, students are assumed not to feel bored when learning process is going on. Hence, it is considered to be really important for student teachers to learn how to master those teaching skills through practice teaching in order they can become real teacher in the future and in real class who have good teaching skills.

b. Role Playing As a Real Student

Besides playing role as a real teacher, the other roles of student teachers at practice teaching class is to be a student. In this case, student teachers who are not performing to teach will mainly be students, while a student teacher or two of them will take a role as an observer. They will pretend as a student in the level decided by student teacher who practices teaching. Derek Bok Center for Teaching and Learning, Harvard University, explains that while one person, a student teacher, takes his or her turn as a teacher, everyone else will

¹² Bimla Rani, "Classification of the Teaching Skills......". *International Journal of Educational Planning and Administration*. Vol. 1, No. 2, February 2011, 146-147.

play a role as students. These pretend students have duties to ask and to answer questions realistically. In addition, student teachers who are pretending to be students also have to be actively involved into the class activities.¹³ This means that they have to do the tasks given by pretend teacher during his or her teaching practice as well. In short, pretend students performed by the other student teachers who are not teaching, to be pretend teacher, and not observing the teaching practice performed by pretend teacher, should pretend as real students.

c. Role Playing As an Observer

In practice teaching class, when several student teachers will pretend to be real students, and a student teacher will pretend as real teacher, there are also student teachers who will pretend as observers. Sometimes, student teachers becoming an observer can gain a duty to observe a particular aspect of pretend teacher's lesson. In this case, they may follow to do one of the tasks given by pretend teacher to the pretend students in order to gain good observation result. ¹⁴ Furthermore, observers can be expected to observe the general area relating to the topics that are currently dealt with the course: for instance, observing the classroom management, aims, correction, and

¹³ Harvard University, "What Is Microteaching?" *Derek Bok Center for Teaching and Learning, Harvard University*, (http://isites.harvard.edu/fs/html/icb.topic58474/microteaching.html, accessed on April 20, 2015)

¹⁴ Roger Gower, Diane Philips, Steve Walters, *Teaching Practice: A handbook for Teachers in Training* (Macmillan Books for Teacher), 6.

interaction between students. Furthermore, observers may be asked to concern on the specific problems that they already know, like instruction-giving, eye contact, concept checking, and others.¹⁵

Besides, they may be enquired to observe the teaching skills of pretend teacher, it can be the skill Introducing a lesson, fluency in questioning, probing questioning, explaining, illustrating with examples, stimulus variation, and others. Moreover, student teachers becoming an observer may concentrate on the problems or errors done by pretend teacher, student teacher who teaches; or, they may discuss the special things or parts that they liked from pretend teacher's teaching performance as well. Additionally, they, student teachers becoming an observer, may also provide numerous suggestions for student teacher who practices teaching in order he or she can try doing differently in the future. ¹⁶

Regarding the statements above, it can be concluded that the main role of student teachers becoming an observer is to observe what is going on during teaching practice of a student teacher. Since the result of their observation will be presented as feedback for pretend teacher, they are typically asked to make notes as directly as possible when a

15 Roger Gower, Diane Philips, Steve Walters, *Teaching Practice:*(Macmillan Books for Teacher), 6.

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¹⁶ Harvard University, "What Is?" *Derek Bok Center for Teaching and Learning, Harvard University*, (http://isites.harvard.edu/fs/html/icb.topic58474/microteaching.html, accessed on April 20, 2015)

student teacher is performing to teach in order they can deliver detail and specific information as feedback for him or her. To observe what is going on, observers, will sit apart and perhaps will not take part in the lesson. They will attempt to focus in observing what is happening.¹⁷

3. Teaching Practice

As discussed in the explanation presented above, the main role of student teachers in practice teaching class is to play role as a teacher since the main aim for joining practice teaching class is to gain and to learn skills of teaching. Since the main role of student teachers is to be pretend teacher, thi means that each student teacher at practice teaching class will definitely attempt to practice teaching. Teaching practice at practice teaching class takes the second order after planning. After planning a short lesson becoming the basis of the skill that will be taught, commonly a student teacher will concern to perform his or her teaching practice to a small group of learners where in this situation is the other student teachers who will pretend as real students. Typically, there will be two chances

¹⁷ Roger Gower, Diane Philips, Steve Walters, *Teaching Practice: A handbook for Teachers in Training* (Macmillan Books for Teacher), 2.

¹⁹ Microteaching", (http://chs.uonbi.ac.ke/sites/default/files/chs/Microteaching%20-%20%28PACE%29.pdf, accessed on April 20, 2015)

²⁰ Senthil Selvan, "Introduction To Micro-Teaching And Its Need" Academia.edu, (http://www.academia.edu/7953471/unit-1 introduction to microteaching and its need accessed on April 20, 2015)

provided by the institution for each student teacher to perform his or her practice teaching. This means that there are two cycles of teaching practice provided at microteaching. Student teachers will re-teach when they have received feedback dealing with their teaching practice in the first cycle. From the feedback received, they will re-plan a shot different lesson which then it will be performed in next cycle.

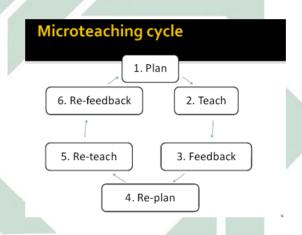


Figure 2.1 PACE PowerPoint slides²¹

Regarding the cycles represented on above pictures, teaching practice places the second cycle that is also considered as the essential part in conducting practice teaching class after planning the lesson. This happens since teaching practice is the real form or the implementation of lesson planned beforehand. In other words, teaching practice can be stated as the actions of such planning designed in the lesson plan beforehand.

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²¹ Partnership for Advanced Clinical Education, "Microteaching" *University of Nairobi*, (http://chs.uonbi.ac.ke/sites/default/files/chs/Microteaching%20-%20%28PACE%29.pdf, accessed on April 21, 2015)

a. Definition of Teaching Practice

Teaching practice is the name of student teachers' preparation for teaching by practical training.²² Teaching practice is an essential part to be a teacher. This allows student teachers experience in the actual teaching and learning environment.²³ Perry points out that whatever form of teaching practice is done, it is aimed to introduce student teachers more completely into the professional work of teachers.²⁴ According to Kasanda, during teaching practice, student teachers is given opportunity to try the art of teaching before they actually get into real world of teaching profession.²⁵ Student teachers also accept as true that the existence of teaching practice is considered as the fundamental student teachers' preparation before they come into the real teaching profession. This happens since teaching practice provides for the real interface between student-hood and the membership of the profession.²⁶ Hence, teaching practice generates a combination of

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²² Aijaz Ahmed Gujjar, Bushra Naoreen, Saifullah Saifi, and Muhammad Jamil Bajwa, "Teaching Practice: Problems and Issues in Pakistan". *International Online Journal of Educational Sciences*. Vol. 2, No. 2, February 2010, 339

^{2,} No. 2, February 2010, 339

Rosemary Perry, "Teaching Practice for Early Childhood: A Guide for Students" *Questia: Trusted Online Research*, (https://www.questia.com/library/103054484/teaching-practice-a-guide-for-early-childhood-students, Accessed on April 20, 2015)

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²⁴ Rosemary Perry, "Teaching Practice for Early Childhood......" *Questia: Trusted Online Research*, (https://www.questia.com/library/103054484/teaching-practice-a-guide-for-early-childhood-students, Accessed on April 20, 2015)

²⁵ Edith Kiggundu, Samuel Nayimuli, "Teaching Practice: A Make or Break Phase for Student Teachers". *South African Journal of Education*. Vol. 29, 2009, 345

²⁶ Edith Kiggundu, Samuel Nayimuli, "Teaching Practice: A Make or....". *South African Journal of Education*. Vol. 29, 2009, 345

anticipation, anxiety, excitement, apprehension on student teachers when they begin their teaching practice.²⁷

Furthermore, Marais and Meimer state that teaching practice is an appreciated and a very essential part of teacher education for students to become competent teacher.²⁸ This forms a fundamental part of teacher training. They also argue that teaching practice is a challenging and important part of teacher training, especially in developing countries like South Africa where the effectiveness of the teaching practice can be reduced by a range of challenges, such as geographical distance, low and uneven levels of teachers expertise, an extensive lack of resources and lack of discipline both educators and learners.²⁹ Besides, they perceive that teaching practice represents the series of experiences to which student teachers are exposed when they work in classroom and schools.

In addition, in line with Marais and Meimer, Gujjar also asserts that teaching practice is the most important part of teacher training

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²⁷ Rosemary Perry, "Teaching Practice for Early Childhood......" *Questia: Trusted Online Research*, (https://www.questia.com/library/103054484/teaching-practice-a-guide-for-early-childhood-students, Accessed on April 20, 2015)

Petro Marais, Corinne Meimer, "Hear Our Voices: Students Teacher's Experience During Practical Teaching". *Africa Education Review*. Vol. 1, No. 2, February 2004, 220

²⁹ Petro Marais, Corinne Meimer, "Hear Our Voices: Students Teacher's Experience.....". *Africa Education Review.* Vol. 1, No. 2, February 2004, 221

program.³⁰ He assumes that it should be the central pivot of the professional training. Good and effective teaching is an achievable art where hard work, patience and struggle are required for these. Therefore, to achieve good and effective teaching, teaching practice is considered as important thing to be done by student teachers before getting into real teaching profession. In this case, Gujjar also says that teaching practice is the practical aspect of teacher training. During teaching practice, student teachers will find an opportunity to apply the acquired knowledge, particularly in the ranges of psychology, methods, principles, skills and techniques of teaching. Moreover, he argues that teaching practice is a valuable opportunity where student teachers can enlarge their knowledge, act experiments on the basis of acquired knowledge and solve the problems relating to teaching.

Regarding to the above discussions, it can be concluded that in teaching practice, student teachers will attempt to use the knowledge that they have been acquired, just like what have been mentioned above. As known that in teaching practice, teaching skills will be applied as well when student teachers perform to teach. Since the abilities of teaching also play important role on the success of student

³⁰ Aijaz Ahmed Gujjar, Bushra Naoreen, Saifullah Saifi, and Muhammad Jamil Bajwa, "Teaching Practice: Problems and Issues in Pakistan". *International Online Journal of Educational Sciences*. Vol. 2, No. 2, February 2010, 339

teachers' teaching practice, the following sub unit will attempt to explore more on the skills of teaching practice that are ideally had by a student teacher.

b. Skills of Teaching Practice at Practice Teaching Class

As known that one of the objectives of teaching practice is to develop skills in the use of major procedures, techniques, and methods of teaching. Besides, Akbar states that the existence of teaching practice at practice teaching also functions to develop skills in the future teachers connected to teaching, just like skill of using blackboard, skill of fluency in questioning, skill of providing meaningful reading, and other teaching material. Again, According to Ogeyik, practice teaching was found to provide students not only with opportunities to practice and learn pedagogical strategies but also to develop language skills. From those perspectives, it can be defined that teaching skills are the activities and behaviors facilitating students' learning; or, these are known as Instructional techniques and

³¹ Aijaz Ahmed Gujjar, Bushra Naoreen, Saifullah Saifi, and Muhammad Jamil Bajwa, "Teaching Practice: Problems and......". *International Online Journal of Educational Sciences*. Vol. 2, No. 2, February 2010, 341

³² Aijaz Ahmed Gujjar, Bushra Naoreen, Saifullah Saifi, and Muhammad Jamil Bajwa, "Teaching Practice: Problems and.....". *International Online Journal of Educational Sciences*. Vol. 2, No. 2, February 2010, 341

³³ Muhlise Cosgun Ogeyik, Edirne, "attitudes of the student teachers in English Language Teaching Programs Toward Microteaching Technique". *English Language Teaching*. Vol. 2, No. 3, September 2009, 205

procedures applied by the teacher in classroom.³⁴ Furthermore, Wragg sees teaching skills as strategies that are used by teachers facilitating students' learning. He also argues that the skill should be capable of being repeated.³⁵

Regarding those perspectives and definitions, it is known that there are several classification of teaching skills coming from some different experts. B.K. Passi in his book entitled "Becoming Better Teacher: Micro-teaching Approach" has given numerous list of teaching skills that should be had by student teachers at practice teaching or microteaching class, those are:³⁶

- 1. Writing instructional objectives
- 2. Introducing a lesson
- 3. Fluency in questioning
- 4. Probing questioning
- 5. Explaining
- 6. Illustrating with examples
- 7. Stimulus variation
- 8. Silence and non-verbal cues
- 9. Reinforcement
- 10. Increasing pupil participation
- 11. Using blackboard
- 12. Achieving closure
- 13. Recognizing attending behavior

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

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³⁵ Chris Kyriacou, *Essential Teaching Skills* (United Kingdom: 1010 International Printing Ltd., 2007),

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³⁶ Bimla Rani, "Classification of the Teaching Skills Based on Q-Methodology Using the Perception of Secondary School Teacher". *International Journal of Educational Planning and Administration*. Vol. 1, No. 2, February 2011, 146-147

Moreover, based on Q-methodology, there are 21 classification of teaching skills that need to be mastered by student teachers before performing to teach, those are: ³⁷

- 1. Skill of writing instructional objectives
- 2. Skill of introducing the lesson
- 3. Skill of fluency in questioning
- 4. Skill of explaining
- 5. Skill of probing questions
- 6. Skill of illustrating with examples
- 7. Skill of stimulus variation
- 8. Skill of silence and non-verbal ones
- 9. Skill of reinforcement
- 10. Skill of increasing pupil participation
- 11. Skill of using black board
- 12. Skill of achieving closure
- 13. Skill of recognizing attending behavior
- 14. Skill of experimentation
- 15. Skill of diagnosing difficulties of students related to subject matter
- 16. Skill of using teaching aids
- 17. Skill of maintaining science laboratory
- 18. Skill of giving assignment
- 19. Skill of developing critical and independent thinking among the students
- 20. Skill of maintaining discipline
- 21. And skill of pacing lesson plan

 The next classification of teaching skills is gained from Allen and

Ryan. They list the teaching skills at Stanford University U.S.A, those

are:38

1. Stimulus variation

- 2. Set introduction
- 3. Closure
- 4. Teacher silence and non-verbal cues

³⁷ Bimla Rani, "Classification of the Teaching Skills......". *International Journal of Educational Planning and Administration*. Vol. 1, No. 2, February 2011, 146-147.

³⁸ Bimla Rani, "Classification of the Teaching Skills......". *International Journal of Educational Planning and Administration*. Vol. 1, No. 2, February 2011, 145

- 5. Reinforcing pupil participation
- 6. Fluency in questioning
- 7. Probing question
- 8. Use of higher questions
- 9. Divergent questions
- 10. Recognizing and attending behavior
- 11. Illustrating and use of examples
- 12. Lecturing
- 13. Planned repetition
- 14. Completeness of communication

Meanwhile, NCERT (National Council of Education Research and

Training) in its publication Core Teaching Skills has placed emphasis on the following teaching abilities:³⁹

- 1. Writing instructional objectives
- 2. Organizing the content
- 3. Creating set for introduction the lesson
- 4. Introducing a lesson
- 5. Structuring classroom questions
- 6. Question delivery and its distribution
- 7. Response management
- 8. Explaining
- 9. Illustrating with examples
- 10. Using teaching aids
- 11. Stimulus variation
- 12. Pacing of the lesson
- 13. Promoting pupil participation
- 14. Use of backboard
- 15. Achieving closure of the lesson
- 16. Giving assignments
- 17. Evaluating the pupils' progress
- 18. Diagnosis pupil learning difficulties and taking remedial measures
- 19. Management of the class

Different teachers have different ways of teaching different skills

classification that are used for different purposes in teaching learning

³⁹ Bimla Rani, "Classification of the Teaching Skills.....". *International Journal of Educational Planning and Administration*. Vol. 1, No. 2, February 2011, 146

process. One of the benefits that will be acquired by student teachers when using different skills while teaching, is to make the teaching becomes effective. Moreover, student teachers will also gain improvement in the style of teaching. By applying different teaching skills, students are assumed not to feel bored when learning process is going on. Hence, it is considered to be really important for student teachers to learn how to master those teaching skills through practice teaching in order they can be good teacher in their next real teaching profession.

c. 5 Selected Teaching Skills

Since there are too many teaching skills that should be well-mastered by a student teacher when performing to teach, the current study will only focus on 5 selected teaching skills since these are the core of teaching skills⁴⁰, those are skill of introducing a lesson, probing question, explaining, illustrating with examples, and using teaching aids. The present study only focused on how student teachers implement those teaching skills before gaining feedback and after gaining feedback. Thus, this study did not discuss about the other

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⁴⁰ Deepty Gupta, "Microteaching Skills" *Slideshare*, (http://www.slideshare.net/deepati1/microteaching-skills-37998522, accessed on April 20, 2015)

teaching skills that are out of those 5 selected teaching skills. Here are the more explanation of the 5 teaching skills that were chosen:⁴¹

i. Skill of Introducing a Lesson

The skill of introducing includes establishing rapport with the students, stimulating their attention, and exposing them to important content. ⁴² In this case, learning a new lesson is affected by the process in which the lesson is introduced. In the introduction skill, student teachers will attempt to prepare students' mind for gaining new knowledge. Furthermore, student teachers will also try to integrate the new knowledge with students' previous knowledge. Moreover, in introduction stage, student teachers will start to make sure students' readiness to learn.

There are six components contained in the skill of introduction. Those six components are *maximum utilization of students' previous knowledge* (including the subject, general awareness, devices and techniques of exploring, link between previous and new knowledge, creating situations), *using appropriate devices* (including examples, questioning, lecturing, audio-visual aids, demonstration, role playing, according to maturity level),

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

maintenance of continuity (involving sequence of ideas, logical, related to students response, linked with teachers statement), relevancy of verbal or non-verbal behavior (by testing previous knowledge, utilizing past experiences, establishing rapport, pin point aim of lesson, need and importance of lesson), arouse interest (introducing a surprise, telling a story, showing enthusiasm), and Effectiveness.

ii. Skill of Probing Question

Probing refers to deeply see through the problem in hand. Probing is utilized when the students' answer is correct but inadequate since students' answer does not really complete or is not very depth. It is known that sometimes when a teacher asks questions to his or her students, it is possibly to gain no response, wrong response, partially correct response, incomplete response, or correct response. Therefore, skill of probing question is considered as the important skill that should be well-mastered by student teachers when they are practicing to teach since this skill attempts to deeply seeing into the learners' responses by asking a number of questions which lead the learners towards the correct response or higher level of understanding to the first question. In other words, it can be said that some techniques dealing with learners'

responses to student teachers' question are involved in the skill of probing question.

There are five component existing in skill of probing question, those are:

1. Prompting technique

This means giving clues to students. In prompting technique, student teachers should lead their students from incorrect or no response to correct response, provide series of questions helping students to develop correct response, be able to assist students for self-confidence, long memory, encouragement and clear understanding.

2. Seeking further information technique

This is used when incomplete response is given by students. This technique has purpose to elicit more information until students can give desired response.

3. Refocusing technique

This is utilized when students can answer correctly in order to strengthen that correct answer. In this case, teacher attempt to compare one situation to other, to more complex or new situations.

4. Redirecting technique

This technique will be used when there is no response, or there is response from student but it is incorrect and incomplete. In this case, teacher will give the same question to some other students for desired response.

5. Increasing critical awareness technique

This technique is applied when learner can answer completely and correctly. The use of this technique is aimed to enlarge critical awareness of learners. In this case, the learners will justify his or her response logically.

iii. Skill of Explaining

Explaining involves giving understanding to another. This is an activity showing the connections among several concepts, ideas, events or phenomenon. During teaching in a classroom, an explanation is a set of interrelated statements made by teacher related to a concept being taught or learnt in order to create or develop students' understanding about it. In this case, the skill of explaining is concerned with answering the question 'why'. This also bridges the gap between students' experience or students' knowledge and the new one.

There are seven component of explaining skill, ⁴³ those are:

- Use of explaining links (certain linking words and phrases, bring continuity in statements, generally conjunctions or prepositions, just like as a result of, because, hence, therefore, and others)
- 2. *Use of introductory statements* (to draw and maintain students attention, give clue for the explanation, gives overall picture of explanation Introductory statement)
- 3. *Use of concluding statements* (towards the end to summarize, present consolidate picture, to draw logical inference)
- 4. Covering essential points
- 5. Use of visual teaching technique (like blackboard, charts, model, picture, and others)
- 6. Testing learners' understanding by asking questions (asking appropriate questions, few simple questions)
- 7. Interesting to learners (by giving examples from daily life, using simple sentences, and using different media of communication)

Those seven components are included into desirable behavior that is completed by student teachers. However, there also

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⁴³ Vibha Chawla, "Effects of Student Feedback on Teaching Competence of Student Teachers: A Microteaching Experiment". *Contemporary Educational Technology*. Vol. 2 No. 1, January 2011, 80

undesirable behavior that may happen when student teachers perform their explaining skill, they are irrelevant statement, lack of continuity, lack of fluency, and unclear or ambiguous words and phrases.

iv. Skill of Illustrating with Examples

Skill of illustrating with examples is defined as the talent of wise selection and proper presentation in providing appropriate examples in order to simplify a concept, idea or principle. This skill involves describing an idea, concept, principle or generalizations by using various types of examples. In this case, student teachers should be able to rightly explain a concept, idea or principle with simple, relevant, and interesting examples to develop learners' understanding.⁴⁴ For achieving the aim to make the learners understand to a concept, idea or principle, student teachers should comply with the components underlying the implementation of the skill in illustrating with examples, those are:

1. Formulating relevant examples

In this component, Student teachers should provide examples that are relevant to topic since irrelevant examples will create confusion.

⁴⁴ J. Res Med Sci," Microteaching, an efficient technique......". *Journal of Research in Medical Sciences. Vol.* 18, No. 2, February 2013, 161

2. Formulating Simple examples

To achieve the purpose of this component, student teachers should base the examples on students' previous knowledge.

3. Formulating interesting examples

This component demand student teachers to provide examples that can attract students' attention and curiosity, also agrees with students' age and maturity.

4. Using appropriate media for examples

This component asks student teachers to use non-verbal media of presentation just like concrete materials, models, maps, charts, graphs, diagrams on blackboard, and pictures, also to use verbal media of presentation such as telling stories, anecdotes, or analogies.

5. Using examples of inductive-deductive approach

Using examples of inductive approach means that student teachers will give examples to draw inferences. Meanwhile, using examples of deductive approach means that student teachers will provide concept, idea or principle to generate examples.

v. Skill of Using Teaching Aids

Teaching aids not only help in attracting students' attention, but also they make such concept or principles become clearer and generate self-explanatory.⁴⁵ The skill of using teaching aids can be stated good and effective when student teachers can apply teaching aids that are meaningful and purposeful, motivates the learners to learn, are accurate in every aspect, simple and cheap, engage students in learning process, is provided in large size, and up-to-date.⁴⁶

Those are the components existing in each teaching skills selected. Those components contained in each teaching skills will be the achievement standard of each teaching skill. The accomplishment to those components will determine whether student teachers have mastered the 5 teaching skills selected or not and also decide whether they have done right teaching skill or not. Therefore, to know whether student teachers have accomplished and applied the right teaching skills when practicing to teach, especially to the 5 selected teaching skills, the provision of feedback is required. Feedback provision will lead student teachers to think and reflect on what needs to be improved and what should

⁴⁵Anupama Bhargava, "Comparative Study of Teaching Skills of In-Service Teachers Trained through Regular and Distance Mode" *International Journal of Instructional Technology and Distance Learning*, (http://www.itdl.org/Journal/Aug_09/article02.htm, accessed on April 21, 2015)

⁴⁶ Neha Gupta, "How to make effective use of Teaching Aids?" *Slideshare*, (http://www.slideshare.net/writenehagupta/how-to-make-effective-use-of-teaching-aids?qid=8c11325a-a948-464f-b165-c4acb7b6b9f7&v=qf1&b=&from search=3, accessed on April 21, 2015)

be done in the next chance.⁴⁷ Regarding that case, more explanation about feedback at practice teaching class will be discussed in the following sub unit.

4. Feedback

a. Definition of Feedback

Feedback is a method applied in the languages teaching for developing performance via sharing observations, concerns and suggestions dealing with written work or oral presentation. Feedback may contain not only correcting learners, but also assessing them. Both correction and assessment depend on mistakes being made, reasons for mistakes, and class activities. Besides, feedback can also mean any comment dealing with the teaching-learning process, whether positive or negative, given by teacher or another student. This can be in written form or oral form. This typically functions to evaluate works that have been done beforehand, tends to be specific by using concrete example, and to give beneficial information or way on how to improve the next performance. From those definitions, it can be summarized that feedbacks provision tends to exist in the midst of

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⁴⁷ Holi Ibrahim Holi Ali, Hameed Ahmed Al-Adawi, "Providing Effective Feedback to......". *Higher Education Studies*. Vol. 3, No. 3, 2013, 21

⁴⁸ G. Kavaliauskienė, L. Anusienė, "Case Study: Learner Attitudes towards......". *Social Technologies*. Vol. 2, No. 1, January 2012, 88–101.

⁴⁹ G. Kavaliauskienė, L. Anusienė, "Case Study: Learner Attitudes towards......". *Social Technologies*. Vol. 2, No. 1, January 2012, 90

daily teaching-learning process. This can be given by the teacher him or herself, or the other students as peer correction.

In line with Kavaliauskienė and Anusienė, Smith perceives that feedback is considered as the core of the assessment for teaching and learning.⁵⁰ Some preceding researches reveal that the existence of feedback, whether oral or written feedback, potentially increases learners motivation to present the better performance in the next day, allows them to assess their previous performance and own learning, assist them to discover the better or even the best step, strategy, and method for the next.⁵¹ This happens since in the feedback, there will be positive or negative evaluation, recommendation and proposals to use for the future.⁵² 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.

⁵⁰ 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

⁵¹S. White, "Investigating effective feedback practices for pre-service teacher education students on practicum". *Journal of Teacher Education*. Vol. 18, No. 4, 2007, 299-311

⁵² F. Copland, "Negotiating face in feedback conferences: A linguistic ethnographic analysis". *Journal of Pragmatics*. Vol. 43, 2011, 3832-3843

In addition, according to Brookhart, feedback is considered as an important element in the process of formative assessment.⁵³ She states that formative assessment provides information to teachers and students about how students are doing such relation to the goals of the classroom. From the students' opinion, the script of formative assessment will be stated like this: "what knowledge or skills do I am to develop? How close am I now? What do I need to do next?" Regarding that case, it can be known that feedback provision can be very influential if it is done well. Brookhart adds that feedback provision on students' performance or works, can benefit on their cognitive and motivational factors simultaneously. Good feedback lets students know and understand where they are in their learning and what should they do next (cognitive factor). As soon as they feel that they understand what they should do and why they should do that, most students develop a feeling that they have to manage their own learning (motivational factor).

In line with Brookhart, Reigeluh affirms that feedback is a method that potentially foster cognitive learning on students.⁵⁴ He argues that informative feedback should be existed within learning process just

⁵³ Susan M. Brookhart, *How to Give Effective Feedback to Your Students* (United States of America: ASCD Publication , 2008), 2

⁵⁴ Pupung Purnawarman, Doctoral Dissertation: "Impacts of Different Types of Corrective Feedback in Reducing Grammatical Errors on ESL/ EFL Students' Writing" (Blacksburg: Virginia Polytechnic Institute and State University, 2011), 9

like the other teaching methods such as strong motivation, clear information, and thoughtful practice. Concerning the above perspective dealing with feedback provision and its importance, it can be concluded that feedback properly exists within teaching and learning process in the classroom since from those feedback, students may get a confirmation on what they should improve and maintain for their next performance. This consideration is apparently applicable for practice teaching class as well. The provision of feedback for student teachers who are performing to practice teaching is also essential for improving their classroom performance. Hence, it is important to consider that the existence of practice teaching feedback for assessing the performance of student teachers' teaching practice is very valuable.

b. Feedback on Practice Teaching

As known that based on practice teaching cycle taken from Dr. S. Thangarajathi's notes about practice teaching, Assistant Professor of Department of Educational Technology at Bharathiar University Coimbatore, ⁵⁵ feedback places the third order after planning the lesson and teaching the lesson. This appears twice in each student teacher's teaching performance. The first feedback is given when a student

Thangarajathi, "Microteaching" Academic Staff College, (www.academicstaffcollege.com/ppts/general/MICRO%20TEACHING, accessed on April 21, 2015)

teacher has performed to practice teaching in the first cycle and the second feedback will be gained by a student teacher after performing to teach in the second cycle.

He also asserts that practice teaching feedback is normally given by the lecturer as class supervisor and by the other student teachers as an observer. In this case, there will be one lecturer as class supervisor and two student teachers as an observer who will observe what is going on a student teacher during his or her teaching practice.

Typically, the feedback provided by the lecturer and the observers at practice teaching class deals with the problems or errors done by student teacher who is performing to teach. It may also deal with parts that student teacher can do or master well. Besides, lecturer and student teachers becoming an observer may also provide numerous suggestions for student teacher who practices teaching in order he or she can try doing differently in the future. ⁵⁶

Furthermore, Ping assumes that feedback in practice teaching class is crucial for student teachers' progress.⁵⁷ This can happen since feedback provides the information for a student teacher concerning his or her attempts in copying certain patterns of teaching. Feedback

⁵⁷ Wang Ping, "Micro-teaching: A Powerful Tool to Embedding the English Teacher Certification Testing in the Development of English Teaching Methodologies". *International Journal of English Language and Literature Studies*. Vol. 2, No. 3, 2013, 166

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⁵⁶ Harvard University, "What Is?" *Derek Bok Center for Teaching and Learning, Harvard University*, (http://isites.harvard.edu/fs/html/icb.topic58474/microteaching.html, accessed on April 20, 2015)

providing in microteaching informs the student teacher with the success of his or her performance and allows him or her to assess and to develop his or her teaching performance.

In line with Ping, Purohit finds that practice teaching feedback considerably helps in the classroom performance of language teachers.⁵⁸ The existence of feedback can develop student teachers' teaching skills and make them to be competent teacher candidate through improving their teaching competence. By gaining practice teaching feedback, student teachers will be lead to think and reflect on what needs to be improved and what should be done in the next chance.⁵⁹ As a result, student teachers will show better classroom performance in the next teaching practice.

Regarding the above case, it is believed that the provision of practice teaching feedback is extremely important in helping student teachers to evaluate all components in their teaching practice, especially the provision of practice teaching feedback coming from the lecturer. Previous studies reveals that students appreciate more on the lecturer's feedback rather than the other forms of feedback.

⁵⁸ Vibha Chawla, "Effects of Student Feedback....." *Contemporary Educational Technology*. Vol. 2 No. 1, January 2011, 77

⁵⁹ Holi Ibrahim Holi Ali, Hameed Ahmed Al-Adawi, "Providing Effective Feedback to EFL Students' Teacher". *Higher Education Studies*. Vol. 3, No. 3, 2013, 21

Concerning that case, further information on lecturer's feedback in practice teaching class, will be discussed more below.

c. Lecturer's Feedback on Practice Teaching

Copland states that feedback and teaching practice is the main element in pre-service teacher training.⁶⁰ Based on the subjects who provide feedback, there are some kinds of feedback that can be given to the learners, those are like teacher's feedback, peer feedback, self-feedback, and computer mediated feedback.⁶¹ From those kinds of feedback, it is found that teacher's feedback, included lecturer as one of teacher kinds, plays the greatest role in enhancing students' written works or performance in the next day.⁶²

Not only the teachers who believe that teacher's feedback is the most important, but so do the students. This is also supported by the other previous studies which find 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 teachers have higher competence in any

⁶⁰ F. Copland, "Causes of tension in post-observation feedback in pre-service teacher training: An alternative view". *Teacher and Teacher Education Journal*, Vol. 26, 2010, 466.

⁶¹ Roger Gower, Diane Phillips, Steve Walters, Teaching Practice Handbook (Macmilan: Heinemann, 1995), 167

⁶² Nugrahencny T. Zacharias, "Teacher and Student Attitude toward......". *RELC Journal*. Vol. 38 No. 2, February 2007. 39

⁶³ I. Lee, "Student Reactions to Teacher Feedback.....". *Journal of Second Language Writing*, Vol. 17, 2008, 145.

aspect and authoritative.⁶⁴ Most students always believe that teachers may have higher linguistic competence than students themselves, teachers are source of knowledge, and teachers typically control students' grade.⁶⁵ Those students' perceptions becoming the main reason why students prefer to gain feedback from teacher rather than from the other sources.

From those perceptions, it can be concluded that teacher's feedbacks provision, included a lecturer in university, are thought to be really needed since he or she has better competence, higher knowledge, and grade determinant in class. Consequently, students prefer to follow teachers' feedback rather than students' feedbacks. Meanwhile, as a person who has better competence and higher knowledge, they believe that teacher's feedback may give them such images on how to correct their mistakes in previous performance, on how to maintain the good points that they have done, and on how to improve their skill and performance to be the better one.

The existence of teacher's feedback is also found in practice teaching class. In this case, lecturer is the form of teacher who provides feedback. The provision of lecturer's feedback at practice

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⁶⁴ Nugrahencny T. Zacharias, "Teacher and Student Attitude". *RELC Journal*. Vol. 38 No. 2, February 2007. 39

⁶⁵ Nugrahencny T. Zacharias, "Teacher and Student Attitude". RELC Journal. Vol. 38 No. 2, February 2007. 41-43

teaching class will help to enhance the quality of student teachers' teaching competence and the teaching skills. ⁶⁶ As known that the aim of teacher education in practice teaching class is to form and build up the basic techniques when teaching and provide feedback. ⁶⁷ Moreover, practice teaching feedback also considerably helps language teachers in classroom performance. ⁶⁸ By gaining practice teaching feedback from the lecturer or the instructor, student teachers will be lead to think and reflect on what needs to be improved and what should be done in the next chance. ⁶⁹ As a result, student teachers will show better performance in the next day.

B. Lecturer's Feedback on 5 Selected Teaching Skills at Practice Teaching

Lecturer's feedback on student teachers' teaching performance at practice teaching class may include feedback on teaching skills performed by student teachers, especially on 5 selected teaching skills, such as skill of introducing a lesson, probing questions, explaining, illustrating with examples, and using teaching aids. Teacher mainly tries to assess those teaching skills when

⁶⁶ Vibha Chawla, "Effects of Student Feedback......". *Contemporary Educational Technology.* Vol. 2 No. 1, January 2011, 77

⁶⁷ Vibha Chawla, "Effects of Student Feedback......". *Contemporary Educational Technology*. Vol. 2 No. 1, January 2011, 77

⁶⁸ 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)

⁶⁹ Holi Ibrahim Holi Ali, Hameed Ahmed Al-Adawi, "Providing Effective Feedback to EFL Students' Teacher". *Higher Education Studies*. Vol. 3, No. 3, 2013, 21

student teachers are performing to teach since those are the core of teaching skills. 70

The evaluation of those teaching skills may cover the things that student teachers should improve and things that they should leave when they reteach in the next teaching cycle. That evaluation may also be based on the components underlying each teaching skill that should be mastered in order to achieve good teaching practice. Furthermore, lecturer may also provide suggestion on how student teachers can fulfill the components of each skill in order to perform better teaching practice.

Concerning the above case, it is considered that the implementation of feedback given by lecturer for student teachers to improve their teaching skills, especially the 5 selected teaching skills, in the next teaching practice, is really important. By implementing lecturer's feedback, student teachers can perform different performance which leads them to perform better practice teaching in the next teaching cycle.

C. Factors Influencing Student Teachers to Implement Lecturer's Feedback on 5 Selected Teaching Skills

In implementing lecturer's feedback, each student teacher may have such consideration based on their point of view. This means that there will be

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

different factors influencing student teachers to use lecturer's feedback. Those consideration factors may come from inside and beyond themselves.

1. Internal Factors

There are three factors that probably influence student teachers to apply the feedback given by the lecturer, especially feedback dealing with 5 selected teaching skills. Those three factors are student teacher's motivation, their comprehension, and unpredictable factor.

a. Student Teacher's Motivation

As discussed before, that motivational factor may appear when the feedback is given. According to Hattie and Timperley, teacher's feedback, included feedback provided by lecturer, has a powerful influence on student learning, motivation, and achievement. Different kinds of feedback may also provide different motivational factor. Some kinds of teachers' feedback may have a positive influence on students' learning and motivation, while the others may influence the learning process in negative way. In this case, positive influence typically focuses on students' success, while negative influence emphasizes on the failures made by students.

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⁷¹ Susan M. Brookhart, *How to Give Effective Feedback*(United States of America: ASCD Publication , 2008), 2

⁷² Megan K. Thomas, Ellen Usher, Natasha Mamaril, "Investigating the Relationship Between Teacher Feedback and Student Self-Efficacy" *P20 Motivation and Learning Lab*, (http://sites.education.uky.edu/motivation/files/2013/08/ThomasUsherMamaril.pdf, accessed on April 21, 2015)

⁷³ Lindy Wijsman, Bachelor thesis: "Relation between Self-Efficacy and Feedback Perception and between Feedback and Intrinsic Motivation" (Utrecht: University of Utrecht, 2010), 7

Furthermore, Boggiano and Ruble also find that positive feedback potentially increases students' intrinsic motivation in comparison to no feedback. While Deci and Cascio find that negative feedback potentially decrease students' intrinsic motivation in comparison to no feedback. From that finding, they concluded that the result of negative feedback is unpredictable. Sometimes the response is opposite from the desired one. Instead of improving students' performance, negative feedback then decrease students' performance. Therefore, since different kinds of feedback will also provide different impact on students' motivation, it is important to consider motivational aspect as one of factors influencing student teachers for implementing lecturer's feedback.

b. Student Teacher's Comprehension

Besides motivation, student teachers' understanding on the feedback that has been delivered, can also be the factor influencing them for implementing lecturer's feedback. As found by Zacharias that 91% students typically gain difficulties in understanding the feedback given by teacher, especially if the feedback is still quite general or not specific.⁷⁵ He affirms that general feedback will not work well,

Lindy Wijsman, Bachelor thesis: "Relation between Self-Efficacy and Feedback Perception....." (Utrecht: University of Utrecht, 2010), 8

⁷⁵ Nugrahencny T. Zacharias, "Teacher and Student Attitude toward Teacher Feedback". *RELC Journal*. Vol. 38 No. 2, February 2007. 46-47

especially for poor students. As a result, students do not show any significant improvement in doing the next task.

Regarding that case, student teachers' comprehension on the purpose of the feedback given is also deliberated as one of the factors underlying student teachers' consideration in implementing the feedback gained.

c. Unpredictable Factor

Not only those two internal factors that may influence student teachers' in implementing lecturer's feedback, but also the other internal factors that may be unpredictable since each student teacher may have their own opinion which cannot be limited on the factors influencing them in applying lecturer's feedback.

2. External Factors

Besides internal factors, student teachers may also have external factors affecting them to implement the feedback that has been given by lecturer. Those external factors may come from lecturer and the feedback given, time allocation for practice teaching, and unpredictable factor as well.

a. Lecturer and Feedback Given

Perhaps, lecturer and the feedback given is the first external factor that may influence student teachers in implementing lecturer's feedback. External factor coming from lecturer and the feedback given can be based on the quantity of feedback given, its quality, usefulness, clarity and specificity, whether lecturer offers specific suggestion or not, whether the feedback corresponds to student teachers' though or not, and whether the feedback is understandable or not. ⁷⁶ Those criteria may lead student teachers to decide whether they want to implement lecturer's feedback or not.

As stated by Holden Leadership Center that feedback can be said effective when it is specific rather than general, focuses on performance rather than the person, agrees with students' need, is firstly asked by students then teacher responds, is well-time, it provides useful suggestion that can be used by students, concerns on what and how it has been said or done, not on asking 'why', corresponds to students' idea, provides time for student who receives feedback for asking such questions to gain better understanding.⁷⁷

Regarding those criteria, when a lecturer accomplishes or does not accomplish one of the criteria for achieving effective feedback as explained above, it may appear as the factor why student teachers want to or do not want to apply his or her feedback. Therefore, the criteria coming from lecturer and the feedback given are included into one of

⁷⁶ Nugrahencny T. Zacharias, "Teacher and Student Attitude toward Teacher Feedback". *RELC Journal*. Vol. 38 No. 2, February 2007. 46-50

Holden Leadership Center, "Giving Effective Feedback" University of Oregon, (http://leadership.uoregon.edu/resources/exercises tips/skills/giving effective feedback, accessed on April 21, 2015)

the factors influencing student teachers in implementing feedback coming from lecturer.

b. Time Allocation for Practice Teaching

The time provided for each student teacher to practice teaching may also be deliberated by student teachers in implementing lecturer's feedback. That factor may influence student teachers on how they can implement the feedback well and appropriately based on what the lecturer has suggested in the first teaching cycle.

This may happen since sometimes lecturer can provide more than one feedback to each student teacher. The more feedback given by the lecturer, the more time required by a student teacher to implement it appropriately based on what the lecturer wants to. Limited time may prevent student teachers to implement the activities that they have arranged beforehand. Thus, they seem to lose practices that actually they should perform in the second cycle. Consequently, they seem not to implement lecturer's feedback given to them in the previous teaching cycle.

As found by Fielding and friends in their research that time is the biggest obstacle for student teachers to realize the suggestion that has been given by the instructor in the classroom. They state that student teachers seem not to have time for adapting and developing new practices as what their instructor has suggested in the previous teaching practice because of lack of the time. Hence, they assume that understanding time ideally should be realized. There should be time to create what student teachers think as good teaching practices, time to learn and to transfer those practices, and time to learn and to adapt new practices. Therefore, the time allocation for practice teaching probably becomes one of the factors affecting student teachers for using lecturer's feedback.

c. Unpredictable Factor

Unpredictable Factor may also rise from external aspect. This may influence student teachers' consideration in implementing lecturer's feedback as well. As stated in the previous explanation on unpredictable factor coming from internal aspect, each student teacher may have their own opinion which cannot be limited about the factors affecting student teachers for applying lecturer's feedback.

D. Previous 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

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⁷⁸ Michael Fielding – Sara Bragg – John Craig – Ian Cunningham – Michael Eraut – Sarah Gilinson – Matthew Horne – Carol Robinson – Jo Thorp, Research Report: " *Factors Influencing the Transfer of Good Practice*" (Nottingham: University of Sussex and Demo, 2005), 25-27

Feedback on Teaching Competence of Student Teachers: A Microteaching Experiment"⁷⁹. 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. Furthermore, he also found that students' feedback potentially develop student teachers' teaching skill, especially the five skills selected by him, they are the ability to introduce the lesson, to explain, to provide question, to apply variations, and to make use of the blackboard provided. Unlike the first previous study, the current study shows dissimilarity. The current study focused on lecturer's feedback (instructor feedback) given on student teachers' teaching performance, whereas the foregoing study attempted to focus on students' feedback (peer feedback). Moreover, the methodology chosen for this current study was qualitative method, whereas the previous study applied quantitative method. Furthermore, the current study took subjects that are from Indonesia country, whereas the foregoing study attempted to take subjects from India even though both of the study take students as the subjects of the study from university.

The second similar research is a research entitling "An Analysis of Feedback on Student's Lesson Planning at Microteaching Class of English

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⁷⁹ 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

Teacher Education Department UIN Sunan Ampel Surabaya Academic Year 2013/2014⁸⁰ that was done by Yuanita. In her study, Yuanita found that 80% students had addressed the lecturer's feedback for improving their lesson planning writing in the next cycle. In detail, she found that 60% students appeared to have improvement and 20% students appeared to have small progress in writing the next lesson plan. Meanwhile, the rest of the students appeared not to have such progress though the majority of students felt that they had addressed lecturer's feedback for developing the ability to write the next lesson plan. In her study, Yuanita also found the characteristics of feedbacks provided in microteaching and forms of feedback given by the lecturer. The difference between the previous study and the current study is the focus of the study. The previous study attempted to focus on the feedback given by lecturer for developing lesson plan, whereas this present study attempted to focus on the lecturer's feedback on students' teaching practice in microteaching class.

Similarly, Lee researched about "Student Reactions to Teacher Feedback in Two Hong Kong Secondary Classroom"⁸¹. In his study, Lee focused to find what factors affecting student's reactions to teacher's feedback. The result says that factors having an effect on student's reactions to teacher's feedback

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⁸⁰ 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

⁸¹ Icy Lee, "Student Reactions to Teacher Feedback in Two Hong Kong Secondary Classroom". *Journal of Second Language Writing*. Vol. 17, 2008, 155-157

involve instructional context in which feedback is positioned, teacher factors such as personality, teacher's beliefs, practices, pedagogical approach, activities and his or her interactions with the students, also student factors as students' expectation, proficiency level, and motivation. Lee states that those factors will interplay one each other. Therefore, Lee states that it was difficult to pick out one factor as the major basis of influence. He also adds that those factors potentially impacted on students' attitude toward teacher's feedback. Unlike the foregoing study, the current study try to find out the factors influencing students in implementing lecturer's feedback. Furthermore, the present study took subjects only from one class and it was kind of descriptive qualitative study, while the earlier study took subjects form two classes who had different level of English proficiency and it was kind of comparative study.

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 Studentsat Telkom Polytechnic Bandung)" The main aim of his study was to advance students' speech performance through providing feedback from the teacher as an evaluation. Regarding that aim, Wijayanto attempted to study the students' speaking performance in the first cycle and the second cycle where in the first

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⁸² 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

cycle students would gain feedback from the teacher as an evaluation for their foregoing performance. While in the second cycle, Wijayanto attempted to examine whether students showed an improvement or not in the next opportunity. The result findings of his study showed that teacher's feedback can provide progress evaluation which potentially make great improvement for students' speech performance in the next opportunity. Those improvements include students' understanding, accuracy and fluency in speaking or pronunciation, appropriateness in applying some expressions, self-confidence in using good eye-contact, in interacting with the audience, and exploring students' ideas based on the topic they delivered. The difference between the current study and the previous study are the focus of the study also the subjects of the study. The current study focused on student teachers' teaching performance, whereas the foregoing study focused on performance. Moreover, the current study took students' speech microteaching students in English Teacher Education Department as the subject of the study, while the prior research took students at Department of Information and Technology. Furthermore, the past research conducted by Wijayanto applied quantitative method as the research design, in the meantime, the recent study applied qualitative method as chosen research design.

The next previous study having similarity with the current study is a study accomplished by Antonis. In his study entitling "Walk-Throughs: Teacher's

Perception on Feedback and How Feedback is Used to Improve Instruction"⁸³, Antonis attempted to find out how teachers use the feedback given by the administrators for improving their instruction. In this case, Antonis attempted to focus his research on teachers who value the feedback that they received from their administrators during Walk-Throughs, informal classroom observation that is unscheduled and followed by some form of feedback to the individual teacher. Antonis states that the main way to use the feedback given in order teachers can increase their instruction is by correlating the feedback given into Danielson Framework, a framework for teaching that consists of four areas of teaching duties, such as planning and preparation, classroom environment, instruction, professional responsibilities. That approach enables the teacher to find in which component the feedback is really suitable. The difference of the current study with the foregoing study is the present study took student teachers as the subject of the study that gain feedback from the teacher at microteaching class, whereas the previous study took teachers as the subject of the study that received feedback from administrators during Walk-Throughs. Moreover, the present study used descriptive qualitative study as the main research design, while the previous study applied mix method as the chosen research design. Additionally, the present study used lecturer's feedback given in first student teachers' teaching performance as

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⁸³ Krista M. Antonis, Doctoral Disertation:" Walk-Throughs: Teacher's Perception on Feedback and How Feedback is Used to Improve Instruction" (Africa: Widener University, 2014),

the main reference for determining whether student teachers at microteaching class have applied lecturer's feedback or not for improving their teaching performance in the next cycle, however, the prior study attempted to use Danielson's Framework as the main reference in proving whether teachers have made use of the feedback given by the administrators or not for developing teachers' instruction.