

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

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

⁴⁵ Anupama 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)

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

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)"⁸² 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

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 students' speech performance. Moreover, the current study took 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

