















did not follow to take part in the activities being observed.<sup>7</sup> In other word, the researcher only became an observer who focused on how to observe, to record, to study, and to take notes on the behavior or the phenomena being observed.<sup>8</sup> This observation technique was applied for answering the first research question, **“What feedbacks do student teachers receive from the lecturer, particularly feedback dealing with how to improve 5 selected teaching skills?”**, and the second research question, **” To what extent do student teachers implement the feedback given for their next teaching practice on second cycle?”**. Moreover, the observation done had been known by the subjects studied.<sup>9</sup>

Observation procedure was chosen since the researcher could directly know on things happening in the class. In this case, the researcher could directly know how student teachers conducted their teaching practice, recognize what feedback given by the lecturer for each student teacher, be aware of feedback that had and had not been applied by student teachers for their next teaching performance in the second cycle. Moreover, classroom observation let the researcher to gain in-depth understanding on the situations

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<sup>7</sup> Liu, F., & Maitlis, S., “Non-Participant Observation”. (<http://srmo.sagepub.com/view/encyc-of-case-study-research/n229.xml>, accessed on December 23, 2014)

<sup>8</sup> Dunia Penelitian, “Pengertian dan Penggunaan Teknik Observasi Partisipan”. (<http://dunia-penelitian.blogspot.com/2011/11/pengertian-dan-penggunaan-teknik.html>, accessed on December 23, 2014)

<sup>9</sup> C. Narbuko, A. Achmadi, *Metodologi* ..... (Jakarta: Bumi Aksara, 1997), 72







The main reason for conducting interview was since the researcher needed to directly know the idea and opinion of student teachers who had been practicing to teach on the factors influencing them to implement the feedback given, especially which deals with five selected teaching skills, for the next teaching practice.

By conducting interview process, the meaning of what the interviewees state, will be easily understood.<sup>12</sup> Moreover, interview process also helps the interviewer to gain in-depth information around the topic.<sup>13</sup> From the interview process, the researcher did not only know what was happening but also why something happened in the class. This is intended to confirm the interpretation of the researcher with the real reason from student teachers who experienced the teaching practice. Thus, the selection of interview procedure for collecting the next data was considered as the most suitable one.

The targeted data gotten from the interview technique that has been explained above, was the information dealing with the factors influencing student teachers at 'C' class in implementing feedback given by lecturer, especially the feedback dealing with five selected teaching skills, for the second teaching performance.

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<sup>12</sup> D. Valenzuela, P, Shrivastava, "Interview as a Method for Interview.....". ([www.public.asu.edu/~kroel/.../Interview%20Fri.p](http://www.public.asu.edu/~kroel/.../Interview%20Fri.p), accessed on December 25, 2014)

<sup>13</sup> D. Valenzuela, P, Shrivastava, "Interview as a Method for Interview.....". ([www.public.asu.edu/~kroel/.../Interview%20Fri.p](http://www.public.asu.edu/~kroel/.../Interview%20Fri.p), accessed on December 25, 2014)



















