CHAPTER IV

FINDINGS AND DICUSSION

This chapter presents with the research findings and the discussion of the study. The researcher attempted to describe the result of the analysis in the findings part. While in the discussion part, the researcher attempted to deduce the finding about feedback implementation on teaching practice by student teachers at practice teaching class.

A. Research Findings

This study had been conducted from March 26th- June 11th, 2015 by using the techniques as mentioned in the chapter III describing about research methodology. The data collected were analyzed to answer the three research questions as stated in the chapter I. Those three research questions are what feedback received by student teachers from the lecturer, particularly feedback dealing with how to improve 5 selected teaching skills, to what extent student teachers implement the feedback given for their teaching practice on second cycle, and what factors influencing student teachers to implement lecturer's feedback, mainly feedback dealing with 5 selected teaching skills, for their teaching practice on second cycle. To show the results of the study clearly and completely, the researcher attempted to categorize the findings based on the research questions of the study:

1. Feedback of 5 Selected Teaching Skills Received by Student Teachers from the Lecturer

In case of what feedback of 5 selected teaching skills received by student teachers at 'C' practice teaching class from their lecturer, the researcher had collected the data concerning with the feedback given by the practice teaching lecturer at 'C' class. Based on the classroom observation that had been done, the researcher attempted to tabulate the data gained from observation sheet of lecturer's feedback by firstly categorizing each feedback gained on each detail component existed in each skill (*see appendix VI*).

From the process of categorization, secondly it was known what 5 selected teaching skills feedback provided by the lecturer that existed (*see appendix V).* Thirdly, the researcher attempted to tabulate 5 selected teaching skills feedback received by each student teacher (*see appendix VII).* Afterward, the researcher attempted to display the data of 5 selected teaching skills feedback provided by the lecturer by using percentage recorded in the following table and chart in order to make the reader easier in understanding and interpreting the data.

Table 4.1 The Percentage of Student Teachers Gaining Feedback on Five Selected Teaching Skills

No	5 Selected teaching skills	Percentage of student teachers gaining feedback on this skill
1	Skill of introducing lesson	92, 3%

2	Skill of probing question	30, 8%
3	Skill of explaining	61, 5%
4	Skill of illustrating with examples	30, 8%
5	Skill of using teaching aids	61, 5%

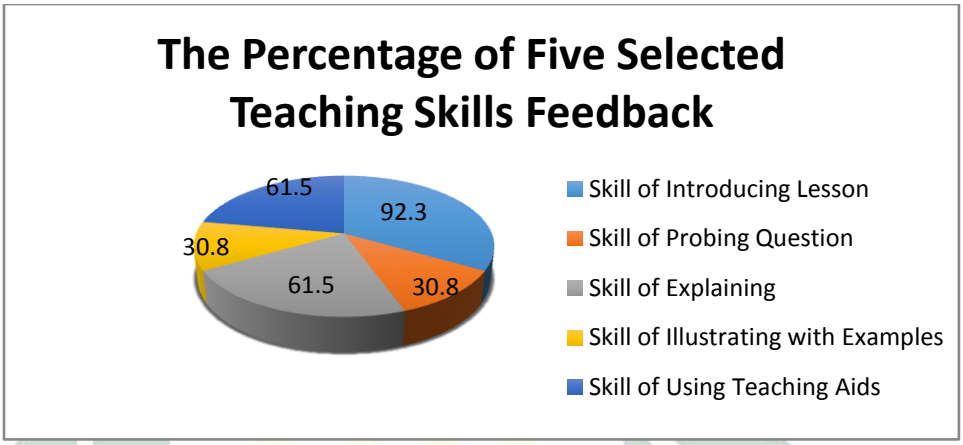

Chart 4.1 Feedback of 5 Selected Teaching Skills

As seen in chart 4.1, the percentage of each teaching skill was different. The biggest percentage was achieved by the skill of introducing lesson where there were 92, 3% or 12 of 13 student teachers that gained feedback on this skill. Whereas, the same percentage was gained by skill of explaining and skill of using teaching aids and also by the skill of probing question and skill of illustrating with examples. Both skills of explaining and using teaching aids had 61, 5% or 8 of 13 student teachers receiving the feedback on these skills. Furthermore, there were 30, 8% or 4 of 13 student teachers gaining the feedback about skill of probing question and skill of illustrating with examples. For detail information about the findings of each teaching skill, the researcher attempted to describe it below:

a. Skill of Introducing Lesson

In the skill of introducing lesson, there were five components that were covered in lecturer's feedback. Those five components were *maximum utilization of students' previous knowledge, using appropriate devices, maintenance of continuity, relevancy of verbal or non-verbal behavior, and arouse interest*.

The percentage gained from those five components was different. The biggest percentage was in the *maximum utilization of students' previous knowledge* where 76, 9% or 10 of 13 student teachers obtained the feedback about this component. The second component that placed the biggest percentage was achieved by *using appropriate devices.* In this component, there were 38, 5% or 5 of 13 student teachers who acquired feedback dealing with this component. While the same percentage was in the *maintenance of continuity* and *arouse interest.* There were 7, 7 % or only 1 of 13 student teachers who gained feedback concerning these two components. Then, in the *relevancy of verbal or non-verbal behavior*, there were 15, 4% or 2 of 13 student teachers gaining lecturer's feedback concentrated on this component.

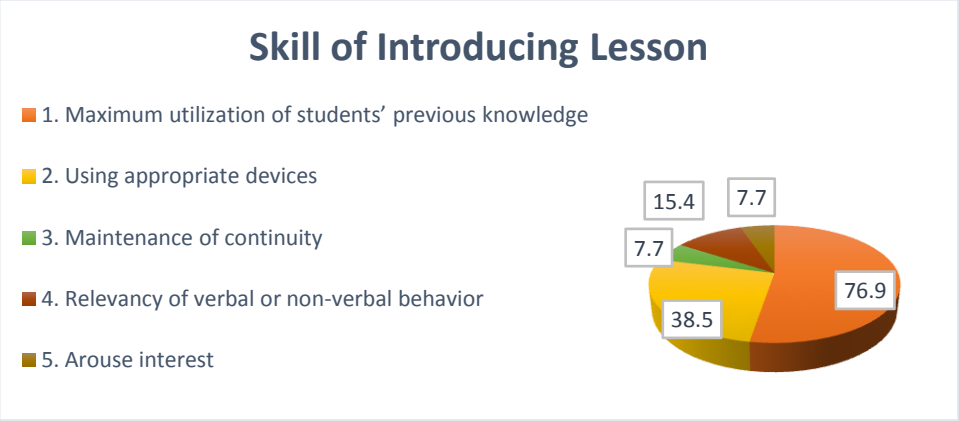

Chart 4.2 Components Existed in the Skill of Introducing Lesson

Every component covered in the skill of introducing lesson has its details. In these details of each component, lecturer's feedback is recorded. To make the reader easier in understanding the components and the details in the skill of introducing the lesson covered in lecturer's feedback, the researcher uses this table.

Table 4.2 Components and Details Existed in the Skill of Introducing Lesson

No	Components in the skill of introducing lesson covered in lecturer's feedback	Percentage of student teachers gaining feedback on this component	Details of each component covered and the percentage of student teachers gaining feedback regarding each detail
1	Maximum utilization of students' previous knowledge	76, 9%	a. Subject (23, 1%) b. General awareness (15,

			4%) c. Devices and techniques of exploring (69, 2%) d. Link between previous and new knowledge (15, 4%) e. Creating situations (23, 1%)
2	Using appropriate devices	38, 5%	a. Questioning (30, 8%) b. Audio-visual aids (23, 1%) c. Demonstration (15, 4%)
3	Maintenance of continuity	7, 7 %	a. Sequence of ideas (7, 7%)
4	Relevancy of verbal or non-verbal behavior	15, 4%	a. Testing previous knowledge (7, 7%) b. Establishing rapport (7, 7%)
5	Arouse interest	7, 7 %	a. introducing a surprise (7, 7%)

For complete information about the details of each component covered in the skill of introducing lesson, the researcher attempted to explain below:

1) Maximum Utilization of Students' Previous Knowledge

In the component of *maximum utilization of students' previous knowledge,* there are five details where student teachers gained the

feedback about these details. Those five details are subject, general awareness, devices and techniques of exploring, link between previous and new knowledge, and creating situations. From those five details, the percentage achieved was also different.

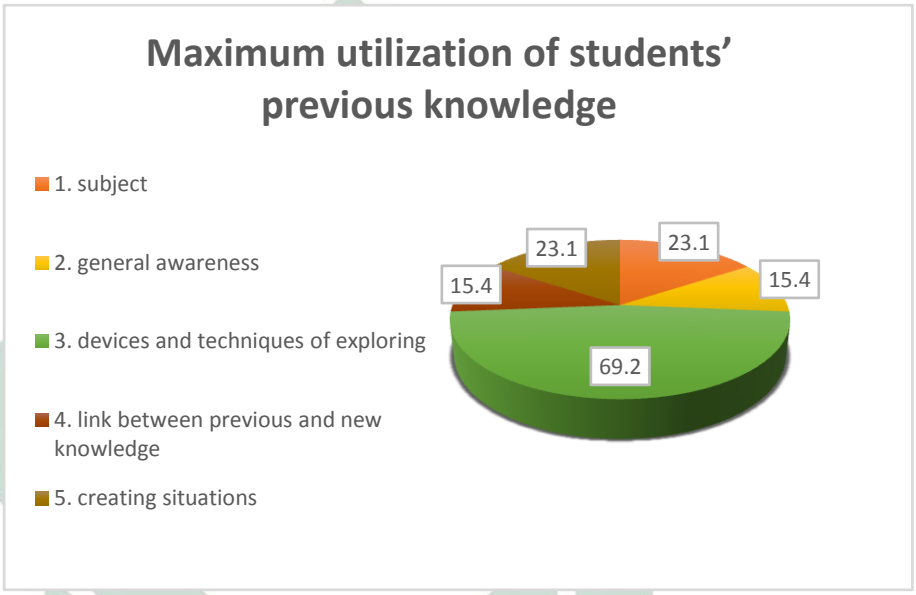

Chart 4.3 The Percentage of Each Detail on Maximum Utilization of Students' Previous Knowledge

Based on the chart 4.3, the biggest percentage was accomplished by devices and techniques of exploring. There were 69, 2% or 9 of 13 student teachers who acquired lecturer's feedback concentrated on this detail. Whereas, the same percentage was on the subject and creating situations and also on the general awareness and link between previous and new knowledge. There were 23, 1% or 3 of 13 student teachers gaining lecturer's feedback regarding the subject and creating

situations. While in the general awareness and link between previous and new knowledge, 15, 4% or 2 of 13 student teacher were obtained lecturer's feedback discussing about these two details. The complete description about the data gained is presented below:

a) Subject

As stated above that there were 3 of 13 student teachers who obtained lecturer's feedback discussing about this detail. Those three student teachers were ST[1] 2, ST 4, and ST 11. They received the same feedback talking about the material that should fit with students' intelligence or with their grade (level). The lecturer suggested them not to make the material too low and very easy.

b) General Awareness

2 of 13 student teachers who gained feedback on general awareness were ST 1 and ST 11. Both of them attained feedback from the lecturer that suggested them not to only say "today we will learn about ….." or "do you know about introduction?" when introducing the lesson to the students since they will not listen it. In other word, students will ignore what teacher tried to say.

c) Devices and Techniques of Exploring

As stated above that there were 9 of 13 student teachers who received feedback concerning on this detail component. Those

[1] Student teacher

nine student teachers were ST 1, ST 2, ST 4, ST 8, ST 9, ST 10, ST 11, ST 12, and ST 13.

The feedback gained by ST 1 and ST 13 suggested them to use game for introducing the lesson. Whereas, ST 2 obtained feedback that recommended her to use warming up or pre-listening activity that can lead or can introduce students with the vocabulary that they will listen to. Different with ST 2, ST 4 gained feedback from the lecturer that asked her not to repeat the material that she was taught. The lecturer suggested her to try eliciting them by using high questions rather than repeating the material. While positive feedback about the way in introducing the lesson to the students until they can recognize what they would learn at that time was achieved by ST 8.

Furthermore, feedback dealing with the use of appropriate staging when introducing lesson was acquired by ST 9, ST 10 and ST 12. The lecturer suggested ST 9 to firstly introduce *verb 1*, kinds of *verb 1,* and others before asking students to make sentences, whereas ST 10 gained positive feedback dealing with the use of staging when she was practice teaching. However, ST 12 received feedback talking about how she can use different staging which has different level of difficulty that she should use when introducing the lesson.

In addition, ST 11 obtained feedback that suggested her to try introducing the lesson without saying it directly. The lecturer asked her to think the activities that can engage all students in the process of introducing the lesson as well.

d) Link between Previous and New Knowledge

In the link between previous and new knowledge, the feedback directed to two student teachers, ST 2 and ST 11, discussed about how they can link the background knowledge that has been had by students with the new knowledge that student teacher would teach. In this case, lecturer commented on how ST 2 can direct students until they can produce by themselves about what they are going to learn at that day. While on ST 11, lecturer asked her to assume that students have had enough background knowledge when they come to the class. Thus, ST 11 should not think that students have not known yet anything.

e) Creating Situations

In this last detail existing in maximum utilization of students' previous knowledge, there were 3 of 13 student teachers. They were ST 2, ST 4, and ST 9. The Same feedback was gained by the three of them. ST 2 and ST 9 were asked to use context on the material that they would teach in order they can present specific situation for students. Whereas, ST 4 was requested to use the

situation that had been set up by her when she was teaching since at that time, she did not use it well although she had asked students to move their chair and to form U shape as the seating arrangement.

2) Using Appropriate Devices

In this component, there are three details that were included into lecturer's feedback. Those three details are questioning, audio-visual aids, and demonstration. As the previous component, this component has also different percentage of student teacher gaining the feedback concerning on those three details.

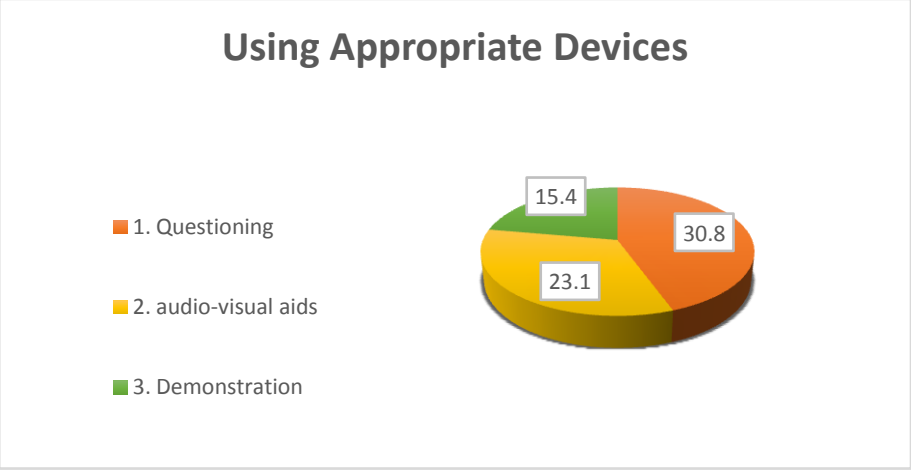

Chart 4.4 The Percentage of Each Detail on Using Appropriate Devices

As seen in chart 4.4, there were 30, 8% or 4 of 13 student teachers that were obtained feedback dealing with questioning. Furthermore,

there were 23, 1% or 3 of 13 student teachers who gained lecturer's feedback discussing about audio-visual aids, and only 15, 4% or 2 of 13 student teachers who received feedback about demonstration. The complete analysis is explained below:

a) Questioning

As stated above that there were 4 of 13 student teachers attaining feedback concerning on questioning. Those four students were ST 1, ST 2, ST 4, and ST 7. Both ST 1 and ST 7 gained positive feedback regarding their way in giving question. The lecturer assumed that ST 7 succeeded to guide students to know the material that they were going to learn. However for ST 1, the lecturer suggested her to use low question for knowing the background knowledge of students.

Conversely, ST 4 were asked by the lecturer to use high question based on students' level in order they are familiar with the use of critical thinking when leading students into the material that will be taught. The lecturer also recommended her to do grading for questioning.

In line with ST 4, ST 2 gained feedback from the lecturer asking her to increase the level of the question based on students' intelligence level.

b) Audio-Visual Aids

Student teachers who obtained feedback dealing with audio-visual aids were ST 2 and ST 7. The feedback gained by ST 2 suggested her not to use instrument (background sound) when introducing the lesson. She may use that instrument when students do their task. Whereas the feedback obtained by ST 7 tended to be positive. The lecturer assumed that the aids which was used by her could lead students into the reading activities and made students knew the vocabulary relating to the topic that teacher would teach without teaching it first.

c) Demonstration

As known that there were also 2 of 13 student teachers who received feedback dealing with this detail. Those two student teachers were ST 1 and ST 5. Both of them gained the same feedback informing them that they had not introduced yet the vocabulary that they would teach. They should not directly ask students to do the task containing several new vocabulary that teacher had not introduced it before.

3) Maintenance of Continuity

In this component, there is only one detail that was covered into lecturer's feedback, that is sequence of ideas, and only one student teacher who received it, who is ST 6. The feedback received by ST 6

told her that she had discussed the different thing that did not have any relation to the material that she was explained before and also stop discussing the main material that she had introduced in the lead in process.

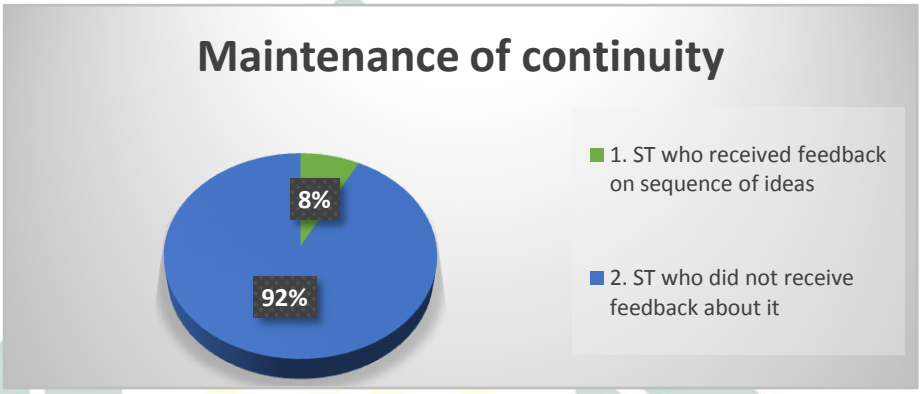

Chart 4.5 The Percentage of Student Teacher Receiving Feedback on Maintenance of Continuity

4) Relevancy of Verbal or Non-verbal Behavior

In the component of relevancy of verbal or non-verbal behavior, there were two details enclosed into lecturer's feedback. Those are testing previous knowledge and establishing rapport. Furthermore, on each detail, there was only one student teacher who received feedback about it.

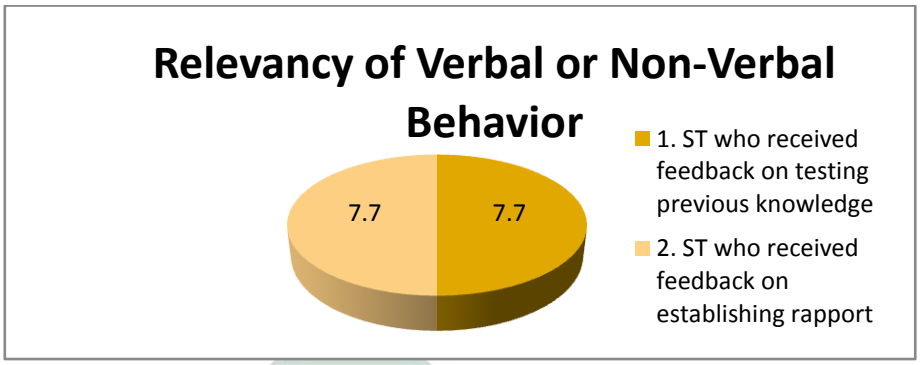

Chart 4.6 The Percentage of Each Detail on Relevancy of Verbal or Non-verbal Behavior

The detail explanation on those two detail are described below:

a) Testing Previous Knowledge

Student teacher who gained feedback on this detail was ST 2. She was asked to test how far students' background knowledge by using lead in.

b) Establishing Rapport

In establishing rapport, ST 4 who was the only student teacher who received feedback about it, was asked to move around to build good rapport with students when introducing the lesson. She was suggested to see students' work and find the difficulties faced by them in introducing the material.

5) Arouse Interest

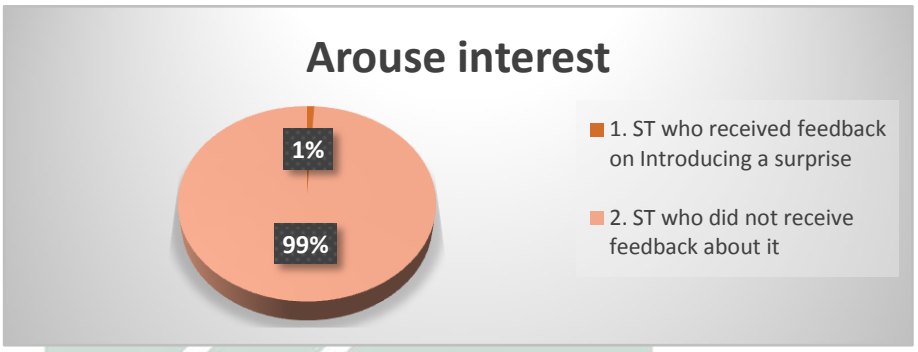

Chart 4.7 The Percentage of Student Teacher Receiving Feedback on Arouse Interest

As seen in chart 4.7, there was only one detail that was covered into this component and also one student teacher who gained this detail. The detail was introducing a surprise. In this case, ST 2 who received feedback dealing with that detail, was asked to try give something new for the students that can increase their enthusiasm to learn when introducing the material that will be taught.

b. Skill of Probing Question

In this skill, there was only prompting technique as the only component covered on lecturer's feedback. There were 30, 8% or 4 of 13 student teachers gaining feedback dealing with this component. Then, in the prompting technique, there were two details of this component that were involved by the lecturer as her feedback. Those two details were *provide series of questions helping students to develop correct response*

and *encouragement and clear understanding*. There were 23, 1% or 3 of 13 student teachers who gained feedback about *provide series of questions helping students to develop correct response*, and there were 7, 7% student teachers who accepted feedback dealing with *encouragement and clear understanding.*

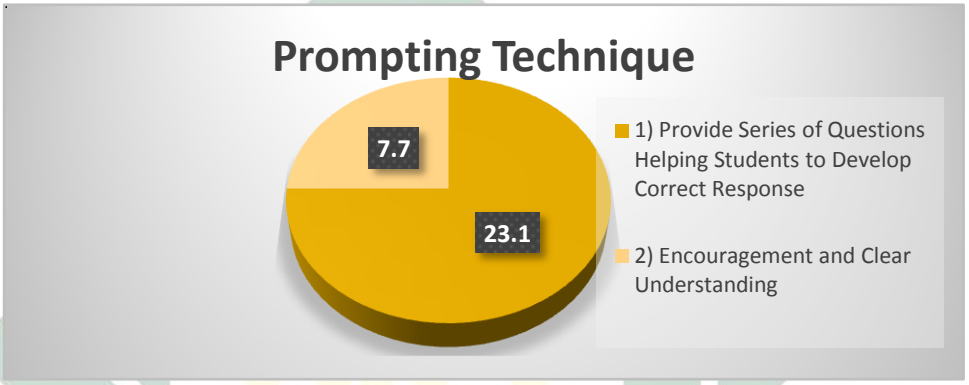

Chart 4.8 The Percentage of Student Teacher Receiving Feedback on Prompting Technique

To make the reader easier in understanding the components and the details in the skill of probing question covered in lecturer's feedback, the researcher uses the following table. The complete analysis concerning with each detail covered is described after the following table.

Table 4.3 Components and Details Existed in the Skill of Probing Question

No	Components in the skill of probing question covered in lecturer's feedback	Percentage of student teachers gaining feedback on this component	Details of each component covered and the percentage of student teachers gaining feedback regarding each detail
1	Prompting technique	30, 8%	a. Provide series of questions helping students to develop correct response (23, 1%) b. Encouragement and clear understanding (7, 7%)

1) Provide Series of Questions Helping Students to Develop Correct Response

In this detail, there were 3 of 13 student teachers who gained feedback about it. Those three student teachers were ST 3, ST 4, and ST 13. For ST 3, the lecturer found that ST 3 missed strategies until she only gave questions to students up to the time was up. She did not give another activities inside her teaching practice except questioning.

Whereas, ST 4 was asked to use grading question for training students' critical thinking and rising their imagination. Meanwhile, ST

13 was enquired to give low, medium, and high question to lead students in understanding and finding the meaning of words that they have not known yet before. The lecturer asked ST 13 not to directly inform the meaning to students.

2) Encouragement and Clear Understanding

Only 1 of 13 student teachers who received feedback concerning this detail. That student teacher was ST 5. In this case, the feedback received by ST 5 let her knew that the question she gave to students were not explicit.

c. Skill of Explaining

In this skill, there were six components that were covered into lecturer's feedback. Those six components were *use of introductory statements, use of concluding statements, covering essential points, use of visual teaching technique, testing learners' understanding by asking questions,* and *interesting to learners.*

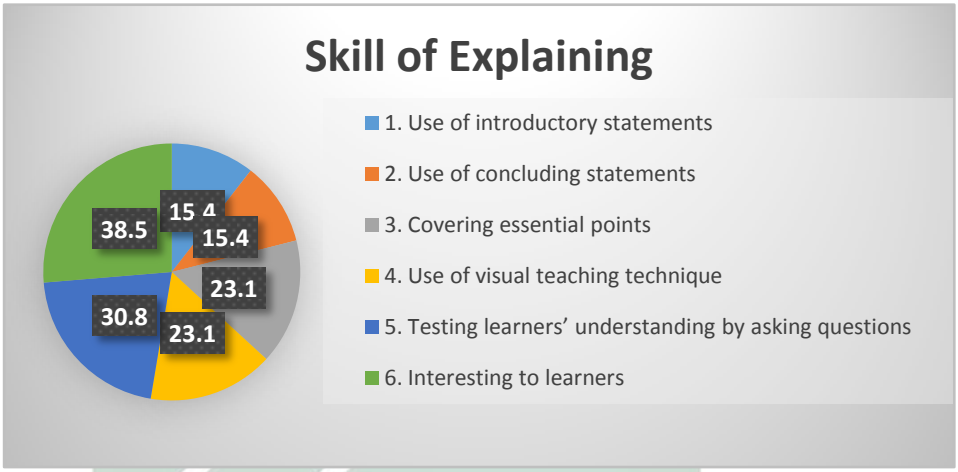

Chart 4.9 The Percentage of Student Teacher Receiving Feedback on Components Existing in Skill of Explaining

As seen in the chart 4.9 that the percentage of student teachers who gained feedback concerning on those six components was different. In the component of *use of introductory statements* and *use of concluding statements*, there were 15, 4% or 2 of 13 student teachers who gained feedback about these two components. In addition, the same percentage was also achieved by the component of *covering essential points* and *use of visual teaching technique.* There were 23, 1% or 3 of 13 student teachers who received feedback on both component. Meanwhile, there were 30, 8% or 4 of 13 student teachers receiving feedback dealing with *testing learners' understanding by asking questions*. While in the *interesting to learners*, there were 38, 5% or 5 of 13 student teachers getting feedback about it.

Furthermore, there were several details existing on each component presented above. For clear understanding on the details covered in each component, the researcher attempted to use the table below before describing it in detail:

Table 4.4 Components and Details Existed in the Skill of Explaining

No	Components in the skill of explaining covered in lecturer's feedback	Percentage of student teachers gaining feedback on this component	Details of each component covered and the percentage of student teachers gaining feedback regarding each detail
1	Use of introductory statements	15, 4%	a. Draw and maintain students' attention (7, 7%) b. Gives overall picture of explanation introductory statement (15, 4%)
2	Use of concluding statements	15, 4%	a. Towards the end to summarize (7, 7%) b. Present consolidate picture (7, 7%) c. Draw logical inference (7, 7%)
3	Covering essential points	23, 1%	-

4	Use of visual teaching technique	23, 1%	*a.* The use of blackboard, charts, model, picture, and others (23, 1%)
5	Testing learners' understanding by asking questions	30, 8%	a. Ask appropriate question (23, 1%) b. Gives few simple questions (15, 4%)
6	Interesting to learners	38, 5%	a. Use different media of communication (38, 5%)

1) Use of Introductory Statements

In this component, there were only two details that were included into lecturer's feedback. Those two details were *draw and maintain students' attention* and *gives overall picture of explanation introductory statement.* There were only 7, 7% or 1 of 13 student teachers who gained feedback regarding *draw and maintain students' attention* and also 15, 4% or 2 of 13 student teachers who gained feedback concerning on *gives overall picture of explanation introductory statement.* The detail explanation dealing with each detail is presented below the chart:

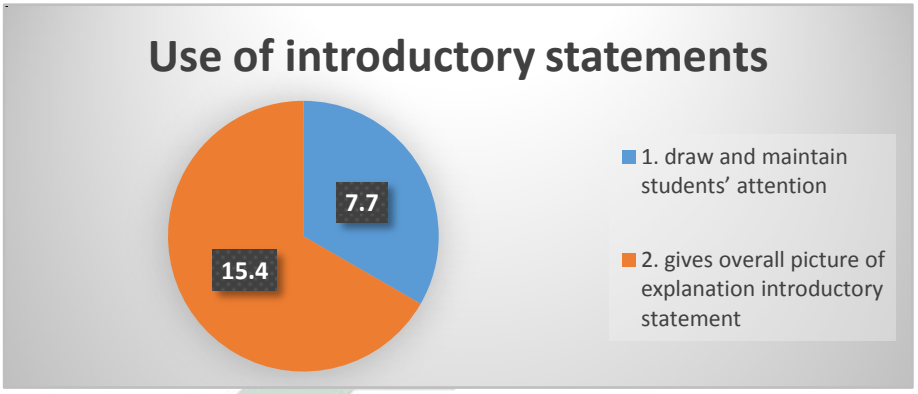

Chart 4.10 The Percentage of Student Teacher Receiving Feedback on Details Existing in Use of Introductory Statements

a) Draw and Maintain Students' Attention

As stated above that there was only 1 of 13 student teachers who accepted feedback dealing with this detail. That student was ST 5. In this case, the lecturer said that ST 5 tended to talk with herself. Therefore, most students did not really pay attention to her.

b) Gives Overall Picture of Explanation Introductory Statement

Whereas, there were 2 of 13 student teachers who gained lecturer's feedback concerning on this detail. Those two student teachers were ST 1 and ST 5. Both of them acquired the same feedback. The feedback acquired by ST 1 and ST 5 suggested them not to directly ask students to do the task before finishing the explanation and before explaining the lesson that had been written on the whiteboard.

2) Use of Concluding Statements

In this component, there were three details. Those details were *towards the end to summarize, present consolidate picture,* and *draw logical inference.* On each detail, there was only 1 of 13 student teachers acquiring feedback concerning on it.

In *towards the end to summarize* and *present consolidate picture*, student teacher who gained feedback about it was ST 2. In her feedback dealing with *towards the end to summarize*, lecturer attempted to remind her that person who should conclude the learning process is student. Thus, lecturer asked her to let students conclude the material that had been explained by themselves. Whereas, lecturer's feedback dealing with *present consolidate picture* suggested ST 2 not to only read the conclusion of what she had explained since it was less useful.

Furthermore, student teacher acquired feedback regarding *draw logical inference* was ST 8. Lecturer attempted to remind ST 8 that as a teacher, she only needed to provide additional information and to emphasize what has been concluded by students. Thus, ST 8 should not try to conclude by herself what she has taught to students.

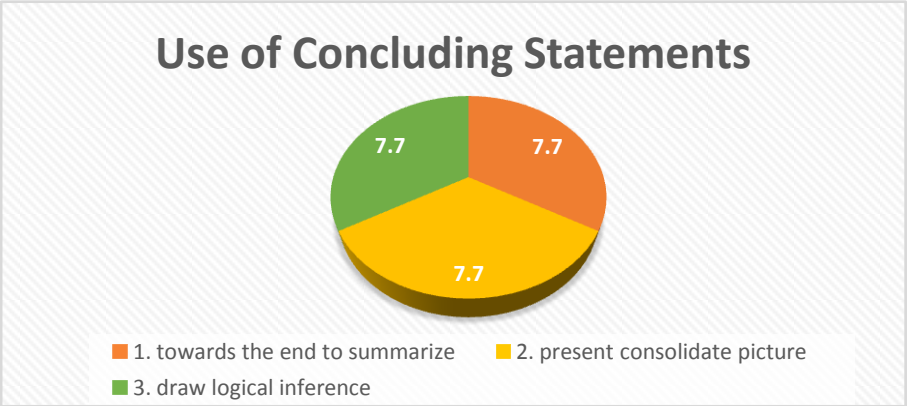

Chart 4.11 The Percentage of Student Teacher Receiving Feedback on Details Existing in Use of Concluding Statements

3) Covering Essential Points

In covering essential points, there are no the details included. Furthermore, there were only 3 of 13 student teachers who received feedback dealing with this component. Those are ST 1, ST 2, and ST 9.

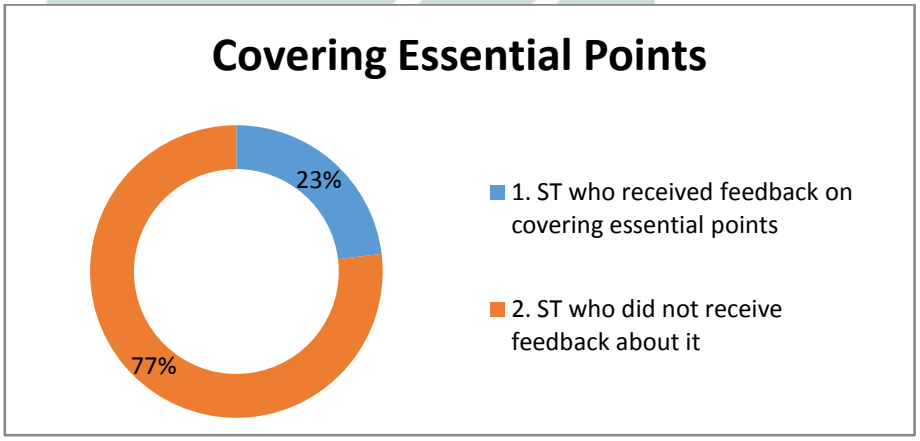

Chart 4.12 The Percentage of Student Teacher Receiving Feedback on Covering Essential Points

For ST 1 and ST 2, the lecturer stated that they tended to focus explaining about generic structure. The lecturer asked both of them to avoid teaching and explaining generic structure to students since students would be bored. Lecturer tried to suggest them to focus on how students could learn to describe something (in descriptive topic, for example). Besides, the lecturer thought that the advantages of teaching generic structure were not much. Most of them would not accept anything through learning generic structure only.

Whereas, lecturer stated that ST 9 seemed not to master the material that she wanted to teach. Thus, she could not deliver the important point of the lesson that she taught.

4) Use of Visual Teaching Technique

As in *covering essential points*, there were also 3 of 13 student teachers who received feedback concerning on *use of visual teaching technique*. Those three student teachers were ST 3, ST 5, and ST 9. Besides, the only detail of this component involved into lecturer's feedback was the use of *Blackboard, charts, model, picture, and others*

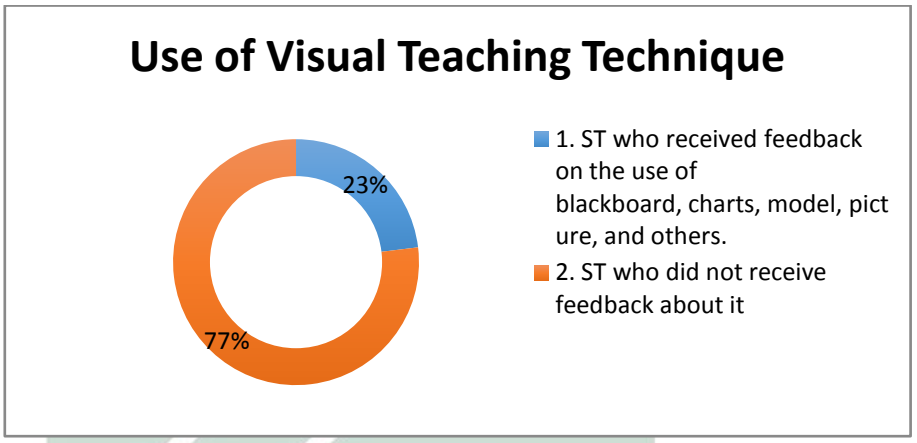

Chart 4.13 The Percentage of Student Teacher Receiving Feedback on The detail in Use of Visual Teaching Technique

As presented in chart 4.13 that there were 23% or 3 of 13 student teachers who acquired feedback from the lecturer regarding this detail. The three of them gained the same feedback that focused on the use of whiteboard for explaining things. For ST 3, lecturer tried to inform her that she did not make use of whiteboard anymore. While on ST 5, the lecturer suggested her not to only apply whiteboard for creating an interaction between her and the whiteboard itself since students would benefit the situation for playing by themselves behind her. In line with ST 5, ST 9 also gained feedback informing her that she had only focused to write on the whiteboard without considering what would be done by students when teacher only focused on whiteboard writing.

5) Testing Learners' Understanding by Asking Questions

There were two details of this component included into feedback from the lecturer. Those are *ask appropriate question* and *gives few simple questions*. In *ask appropriate question*, there were 23% or 3 of 13 student teachers acquiring feedback about it. Meanwhile, there were only 15, 4% or 2 of 13 student teachers receiving feedback concerning on *gives few simple questions*. The clearer percentage of the result gained, is presented in the chart below, and the complete information about the analysis of each detail is explained afterwards.

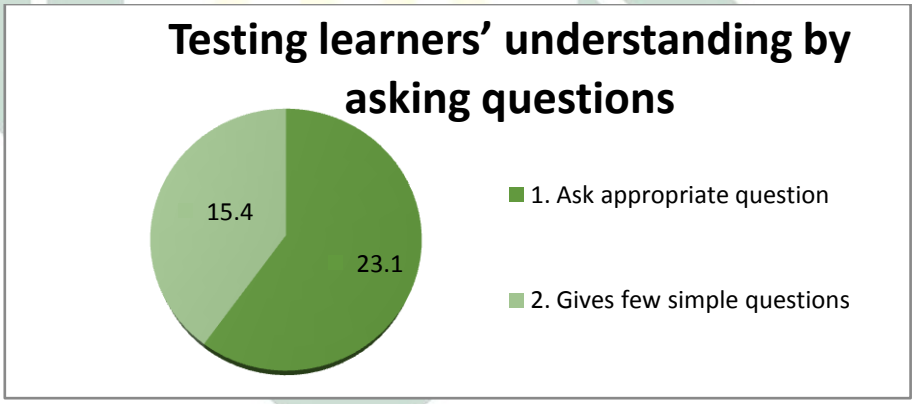

Chart 4.14 The Percentage of Student Teacher Receiving Feedback on The Details in Testing Learners' Understanding by Asking Questions

a) Ask Appropriate Question

As stated above, there were 3 of 13 student teachers who gained feedback concerning on this detail. Those student teachers were ST 1, ST 2, and ST 3. For ST 1, the lecturer stated that she

had not checked yet her students' understanding about generic structure that she had explained by questioning. Unfortunately, she directly asked students to do the second task.

While on ST 2, the lecturer reminded her that the question given by her to the students was not suitable. In this case, ST 2 asked them on the difference between generic structure in descriptive text and in report text. However, she actually did not teach them about report at all. Thus, the lecturer thought that her question should not be asked to students.

Furthermore, the lecturer's feedback received by ST 3 contained suggestion for her to use appropriate question in checking students' understanding about the material that she had taught. She should not only ask question where she would only responded 'good' when students answered her question.

b) Gives Few Simple Questions

In this detail, two of student teachers who received feedback concerning on *gives few simple questions* as stated before, were ST 3 and ST 9. The feedback given by the lecturer for ST 3 contained an evaluation for her to try checking students' understanding by giving some questions on what they should do. She should not only ask them whether they have understood or not. Whereas, ST 9 received feedback containing information that she did not question

students to evaluate their understanding on the material that she already explained.

6) Interesting to Learners

In this component, the only detail that was involved into lecturer's feedback was *use different media of communication*. In that detail, 38, 5% or 5 of 13 student teachers were included. Those five student teachers were ST 3, ST 4, ST 7, ST 8, and ST 9.

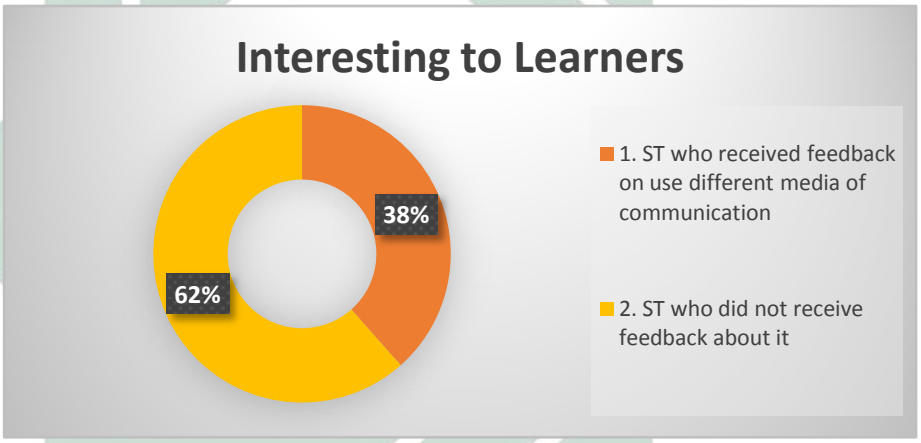

Chart 4.15 The Percentage of Student Teacher Receiving Feedback on The Detail in Interesting to Learners

The feedback gained by ST 3, ST 4, ST 8, and ST 9 was in the same topic. Four of them obtained feedback containing an information that they tended to do TTT (teacher talking time) when teaching. They only tried to describe and to explain what they wanted to, while students only listen to the teacher's explanation. Thus, the lecturer recommended them to use various media in order to avoid doing TTT.

Whereas, ST 7 tended to accept positive feedback from the lecturer since she had succeed to make students did not feel bored because of various media that she used when explaining the material.

d. Skill of Illustrating with Examples

In the skill of illustrating with examples, only one component that was involved into lecturer's feedback. The component was *using appropriate media for examples.* In this component, there were 38, 5% or 5 of 13 student teachers who received feedback dealing with it.

Furthermore, there were two details of the component covered into the skill of illustrating with examples. Those details concerned on the *use of non-verbal media of presentation just like concrete materials, models, maps, charts, graphs, diagrams on blackboard, and pictures* and the *use of verbal media of presentation such as telling stories, anecdotes, or analogies.* Same as the previous details in the previous skills that had been explained above, each detail in the component *using appropriate media for examples* also had different percentage regarding the student teachers who acquired feedback concerning on those two details. In the *use of non-verbal media of presentation just like concrete materials, models, maps, charts, graphs, diagrams on blackboard, and pictures,* there were 30, 8% or 4 of 13 student teachers gaining feedback discussing this detail. Whereas, there was only 7, 7% or 1 of 13 student teachers accepting feedback about the *use of verbal media of presentation such as telling*

stories, *anecdotes*, *or analogies.* For more concrete interpretation, the researcher used the chart below:

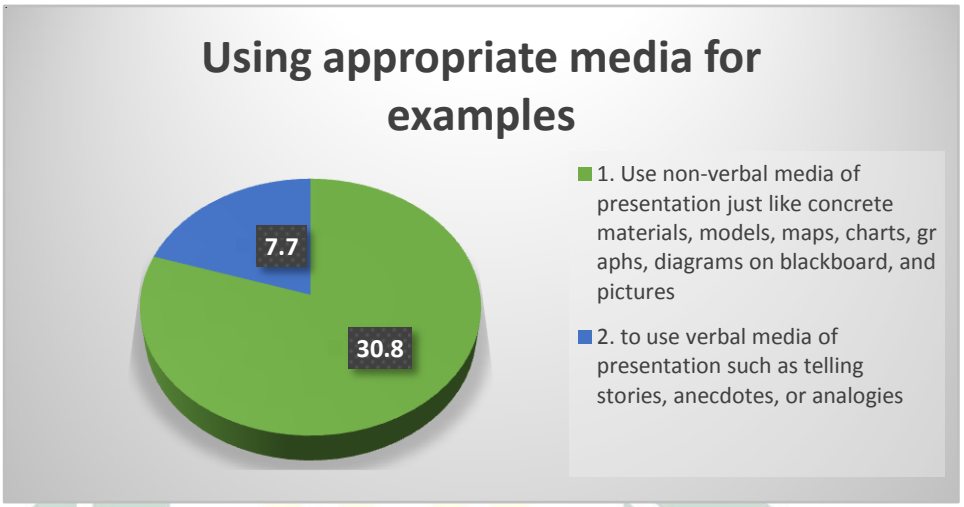

Chart 4.16 The Percentage of Student Teacher Receiving Feedback on The Details Existing in Using Appropriate Media for Examples

To make the reader clearer on the analysis of the feedback received by student teachers concerning on these two details, the researcher attempted to classify and explain more about those two details after the following table:

Table 4.5 Components and Details Existed in the Skill of Illustrating with Examples

No	Components in the skill of illustrating with examples covered in lecturer's feedback	Percentage of student teachers gaining feedback on this component	Details of each component covered and the percentage of student teachers gaining feedback regarding each detail
1	Using appropriate media for examples	38, 5%	a. Use of non-verbal media of presentation just like concrete materials, models, maps, charts, graphs, diagrams on blackboard, and pictures (30, 8%) b. Use of verbal media of presentation such as telling stories, anecdotes, or analogies (7, 7%)

1) Use of Non-Verbal Media of Presentation just like Concrete Materials, Models, Maps, Charts, Graphs, Diagrams on Blackboard, and Picture

As presented before, there were 4 of 13 student teachers who received feedback relating to this detail. Those student teachers were ST 1, ST 4, ST 12, and ST 13. The feedback obtained by ST 1 and ST 4 were in the same topic. Both of them gained feedback that ask them to benefit the use of whiteboard in giving examples. Specifically, ST 1 was asked to try writing important things that she wanted to teach, whereas ST 4 was asked to use the whiteboard for creating an examples and interaction with students.

Meanwhile, ST 12 received feedback containing suggestion not to only provide one example of the topic that she wanted to teach or to introduce. The lecturer asked her to use different examples by using different media.

Furthermore, On ST 13, the lecturer suggested him to try providing examples by using things around students. The teacher, in this case was ST 13, should not directly inform the meaning to students when they did not know the meaning of a word. He could give clues to students while using things as the example.

2) Use of Verbal Media of Presentation Such as Telling Stories, Anecdotes, or Analogies

Student teacher who obtained feedback dealing with this detail was ST 13. Like the foregoing feedback that asked ST 13 to use things around students when giving examples, in this detail ST 13 was also

asked to give examples by using part of his body when students did not understand the meaning of a word. He should not directly inform the meaning in Bahasa to them.

e. Skill of Using Teaching Aids

The last teaching skill becoming the discussion in this study, skill of using teaching aids, had two components covered into lecturer's feedback. Those two components were *apply teaching aids that are meaningful and purposeful* and *engage students in learning process*. There were 61, 5% or 8 of 13 student teachers receiving feedback from the lecturer in relation to the component *apply teaching aids that are meaningful and purposeful*, and there were 30, 8% or 4 of 13 student teachers gaining feedback about *engage students in learning process.*

Table 4.6 Components and Details Existed in the Skill of Using Teaching Aids

No	Components in the skill of using teaching aids covered in lecturer's feedback	Percentage of student teachers gaining feedback on this component	Details of each component covered and the percentage of student teachers gaining feedback regarding each detail
1	Apply teaching aids that are meaningful and purposeful	61, 5%	-
2	Engage students in learning process	30, 8%	-

The chart below will represent the percentage of student teachers receiving both components mentioned above:

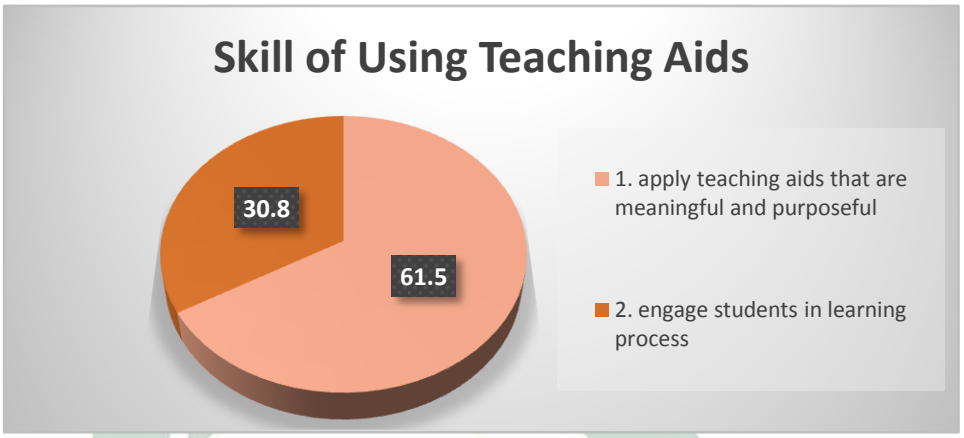

Chart 4.17 The Percentage of Student Teacher Receiving Feedback on Skill of Using Teaching Aids

For complete information about student teachers obtaining feedback dealing with two components as presented in the chart 4.15, the researcher attempted to provide further explanation beneath:

1) **Apply Teaching Aids that Are Meaningful and Purposeful**

Student teachers obtaining feedback dealing with this component were ST 1, ST 3, ST 4, ST 5, ST 8, ST 9, ST 11, and ST 13. Feedback with same topic was gained by ST 1, ST 3, and ST 4. They got feedback that asked them to apply media that can be used to create an interaction between the media itself and the students. Lecturer told them that good media will help students to achieve the subject or the

material that was taught by the teacher. Thus, lecturer asked them to apply appropriate aids when teaching.

Furthermore, feedback gained by ST 5 contained an instruction for her to use media in order not to take much time of students with only writing long sentences on the whiteboard.

Different with ST 5, ST 8 received positive feedback from the lecturer. The lecturer was happy to know her used media which could make students to be active in reading and could rise their spirit.

Not only ST 8 who received positive feedback from the lecturer, but ST 11 and ST 13 also gained it. Lecturer stated that the media used by them were good. However, only the steps which they applied when benefit the media that were less appropriate

Conversely, the feedback obtained by ST 9 comprised suggestion to maximally benefit the media that she applied. Actually, the lecturer assumed that the media used by her was good. Yet, the lecturer thought that it would be better if ST 9 let her students to play with the media first, while she only required to monitor it.

2) Engage Students in Learning Process

As stated earlier that there were 4 of 13 student teachers who gained lecturer's feedback pertaining to this component. They were ST 1, ST 3, ST 4, and ST 8. Unintentionally, all of them obtained feedback in the same topic. The lecturer asked four of them to use

various media that potentially engage all students' learning style. Thus, not only one kind of students' learning style that could be engaged in learning process through using that media but four of them (*auditory, visual, and kinesthetic students*).

2. Feedback of 5 Selected Teaching Skills Implemented by Student Teachers for Their Teaching Practice on Second Cycle

After finding the feedback dealing with 5 selected teaching skills provided by the lecturer for each student teacher at the first cycle, the researcher can recently focus to answer the second research question since the first research question is the background for answering what feedback of 5 selected teaching skills implemented by student teachers in their second teaching cycle.

In case of what feedback dealing with 5 selected teaching skills implemented by student teachers in their second teaching cycle, the researcher attempted to record how student teachers tried to implement the feedback that they had gained in the first teaching cycle for their second teaching cycle (*see appendix VI*). From that record, it can be known whether student teachers had implemented the feedback given by the lecturer for their second cycle teaching practice or not; or, whether they had tried to implement the feedback but still less suitable (*see appendix VIII*). For complete and clearer understanding about the result of how each student teacher had tried to

implement the first teaching cycle feedback gained for their second teaching cycle, the researcher attempted to describe the result below:

a. Student Teacher (ST) 1

The total of the feedback gained by ST 1 was 10 feedback. Those 10 feedback were scattered into four selected teaching skills, such as skill of introducing the lesson, skill of explaining, skill of illustrating with examples, and skill of using teaching aids. Those 10 feedback talked about *general awareness, devices and techniques of exploring, questioning, demonstration, gives overall picture of explanation introductory statement, covering essential points, ask appropriate question, use non-verbal media of presentation just like concrete materials, models, maps, charts, graphs, diagrams on blackboard, and pictures, apply teaching aids that are meaningful and purposeful,* and *engage students in learning process.*

From 10 feedback that ST 1 had gained, there were 8 feedback that she had implemented appropriately, 1 feedback that she had implemented but less suitable, and 1 feedback that she had not implemented yet. In order to make the reader easier to understand the data, the researcher used the chart below:

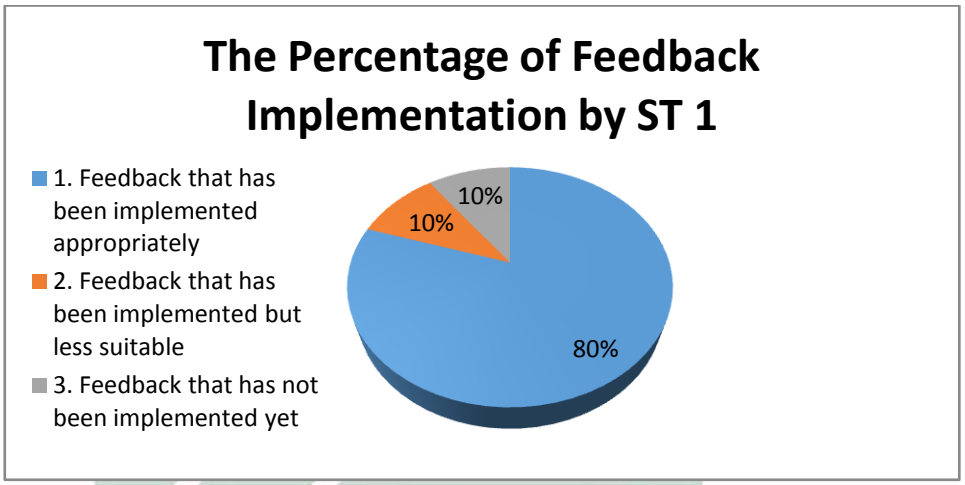

Chart 4.18 The Percentage of Feedback Implementation by ST 1

As seen in chart 4.18, ST 1 had tried to appropriately implement the feedback given by the lecturer up to 80%; while, there was only 10% that had been implemented but less suitable and had not been implemented yet. For detailed view on the feedback that ST 1 had received, the researcher tried to describe one of those feedback examples below:

1) Feedback that had been Implemented Appropriately

The table below contains the feedback that ST 1 had implemented appropriately. *Appropriately* means that ST 1 had implemented all feedback or suggestion on one specific component based on what the lecturer stated in the first teaching cycle.

Aspect	LF[2] on 1st teaching cycle	FI[3] by ST at 2nd Teaching Cycle
Skill of introducing a		

[2] Lecturer's feedback
[3] Feedback implementation

lesson: a. General awareness	ST 1: You only say, "today we will learn about ….." Students will not listen it. They will ignore it.	ST 1: she had tried to rise students' general awareness on the lesson that she wanted to introduce by asking several open-ended questions relating to the pictures showed before saying, "today we will talk about personality".

2) Feedback that had been Implemented but less suitable

Different with the forgoing table, the table below contains the analysis of feedback that had been implemented by ST 1 but less suitable. *Less suitable* means that ST 1 had tried to implement one of the feedback or suggestion given by the lecturer on one specific component. Not all feedback or suggestion provided by the lecturer has been implemented by ST 1. Thus, it can be stated that there was thing that ST 1 still missed.

Aspect	**LF on 1st teaching cycle**	**FI by ST at 2nd Teaching Cycle**
Skill of introducing a lesson: a. Devices and techniques of exploring	ST 1: I think it will be better if you make a game for introducing the lesson. And try to give clear instruction to them.	ST 1: she did not used game for introducing the lesson. She only asked students individually to match the vocabulary that

		would be learnt at that day with the definition. However, she had attempted to give clear instruction when leading the students into the lesson.

3) Feedback that had not been Implemented yet

There was also feedback that ST 1 had not implemented yet in her second teaching cycle. *Had not implemented yet* means that ST 1 had not tried yet to implement the feedback or suggestion from the lecturer dealing with one specific component in her second cycle of teaching practice at all. She really missed to make use that feedback.

Aspect	**LF on 1st teaching cycle**	**FI by ST at 2nd Teaching Cycle**
Skill of explaining a. Ask appropriate question	ST 1: you have not checked yet your students' understanding about generic structure that you have explained, but you have asked students to do the second task.	ST 1: There was no question to check students' understanding dealing with her explanation. She directly asked students to do the exercise.

b. Student Teacher (ST) 2

Different with ST 1, ST 2 gained more feedback than ST 1. There were 12 feedback received by ST 2. Those feedback were only concerned

on skill of introducing a lesson and skill of explaining. Meanwhile, those 12 feedback talked about *creating situations, audio-visual aids, ask appropriate question, link between previous and new knowledge, towards the end to summarize, present consolidate picture, covering essential points, subject, devices and techniques of exploring, questioning, testing previous knowledge,* and *introducing surprise.*

From those 12 feedback, there were 3 or 25% feedback that ST 2 had implemented appropriately, 4 or 33% feedback that had been implemented but less suitable, and 5 or 42% feedback that she had not implemented yet. Here is the detail of percentage gained by ST 2 in implementing feedback:

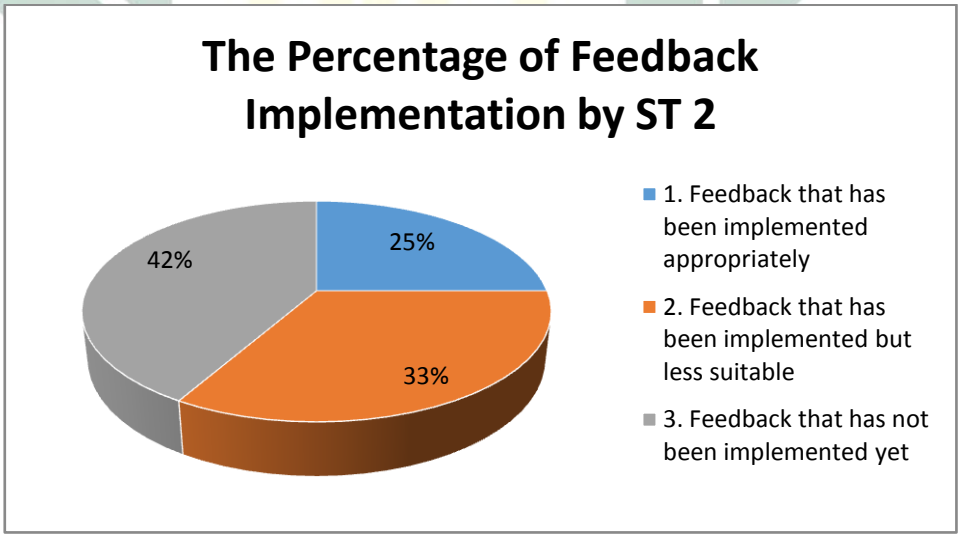

Chart 4.19 The Percentage of Feedback Implementation by ST 2

For detailed explanation about one of the feedback that ST 2 had implemented appropriately, feedback that she had not properly

implemented and she had not implemented yet, the researcher used tables presented below:

1) Feedback that had been Implemented Appropriately

As the previous table containing of feedback that ST 1 had implemented appropriately, the table below also contains feedback that ST 2 had made use properly. Same as the previous description, *appropriately* means ST 2 had implemented all feedback or suggestion on one specific component given by the lecturer based on what the lecturer explained in the first teaching cycle.

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of introducing a lesson: a. Audio-visual aids	ST 2: you don't need to use instrument (background sound) when introducing the lesson. You may use that instrument when students do their task.	ST 2: In the second cycle, she did not use instrument (background sound) when introducing the lesson anymore.

2) Feedback that had been Implemented but less suitable

Less suitable here means that ST 2 had tried to implement all feedback or suggestion given, however, the way or the steps to do the things that she should improve as suitable as the feedback told by the lecturer in the first teaching cycle, were still wrong or less appropriate.

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of explaining: a. Covering essential points	ST 2: don't only focus on explaining about generic structure. Actually you should focus on how students could learn to describe something.	ST 2: in the second cycle, ST 2 did not try to focus explaining about generic structure anymore. She had tried to directly focus on how students could understand the content of a narrative text by providing such tasks and make simple paragraph of narrative story although she had not explained anything yet to make students could do those tasks.

3) Feedback that had not been Implemented yet

Lecturer's feedback covered on the following table was one of the feedback that ST 2 had not implemented yet in her second cycle teaching practice.

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of introducing a lesson: a. Subject	ST 2: choose the material that fits with students' intelligence. Don't make it too low.	ST 2: The lesson taught was too difficult. It was proven with the expression said by three students, "*Ma'am, it is difficult*" also with the comment given by the lecturer telling that the subject she introduced was

		too difficult. Besides, there were two students who repeated to ask how they could do the task given in introduction stage.

c. Student Teacher (ST) 3

ST 3 gained 7 feedback from the lecturer in the first teaching cycle. Those feedback were included into skill of probing question, skill of explaining, and skill of using teaching aids. For more specific, those 7 feedback dealt with *provide series of questions helping students to develop correct response, blackboard, charts, model, picture, and others, ask appropriate question, gives few simple questions, use different media of communication, apply teaching aids that are meaningful and purposeful,* and *Engage students in learning process.*

From those 7 feedback, there were 4 or 57% feedback that she had implemented suitably and 3 or 43% feedback that she had not implemented yet in her second cycle of teaching practice.

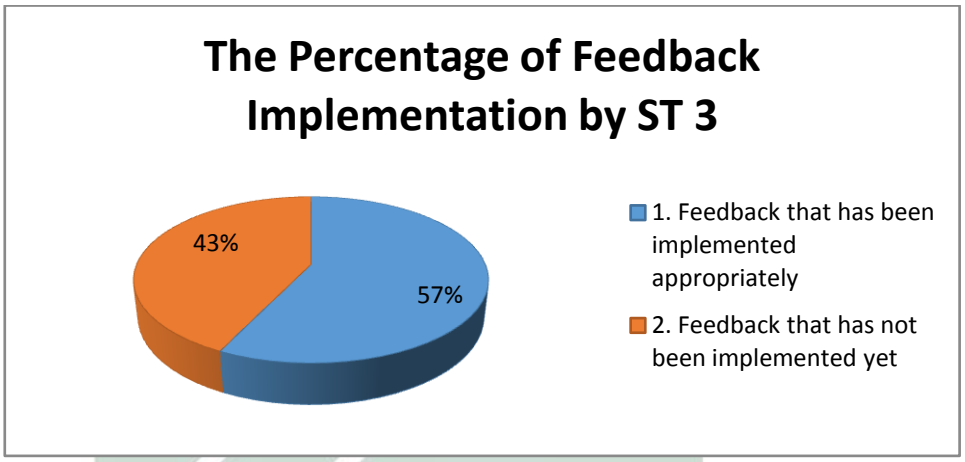

Chart 4.20 The Percentage of Feedback Implementation by ST 3

The detail information about on of the feedback that ST 3 had implemented and feedback that she had not implemented yet was covered below:

1) Feedback that had been Implemented Appropriately

Here is one of the feedback that ST 3 had tried to implement well:

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of using teaching aids: a. apply teaching aids that are meaningful and purposeful	ST 3: use media to relate the media and students. Use media and think how it can interact with students.	ST 3: all aids used by ST had helped her to create interaction between the aids and the students. Those media were audio listening, invitation cards, carton, PPT, and handout. All students could arrange the conversation on the worksheet based on the audio they

		listened to, all students in groups could find the difference between the conversations in the audio with the invitation card and could analyze the structure existing in the invitation card that ST 3 gave. Those two evidences could prove that ST 3 had tried to build interaction between the media used and the students.

2) Feedback that had not been Implemented yet

Had not been implemented yet for ST 3 covers two meanings. *The first meaning* is that ST 3 had not tried yet to implement the feedback or suggestion from the lecturer for her second cycle of teaching practice at all. While *the second meaning* is that ST 3 had not tried yet to implement the feedback or suggestion from the lecturer for her second cycle of teaching practice, however, she tried to use the other things or other ways appropriately in order to improve her or his teaching performance in the second cycle.

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of using teaching aids: a. Engage students in learning process	ST 3: use media that can coordinate all students' learning	ST 3: the media used by ST 3 could engage students who had

	style in order to engage all students in the class.	audio and visual learning style. However, not all students that could be invited to move. Most of the media used by ST 3 only asked students to stay on their seat instead of move on, walk around, stand up, and others. Whereas, it would be possible that some students who did not follow to move were students with kinesthetic style.

d. Student Teacher (ST) 4

Same as ST 1, ST 4 also gained 10 feedback from the lecturer. Those 10 feedback were spread in all five selected teaching skills. Those feedback were focused on *subject, devices and techniques of exploring, creating situations, questioning, establishing rapport, use different media of communication, use non-verbal media of presentation just like concrete materials, models, maps, charts, graphs, diagrams on blackboard, and pictures, apply teaching aids that are meaningful and purposeful,* and *engage students in learning process.*

From 10 feedback received, ST 4 had tried to properly implement 8 feedback based on what the lecturer suggested beforehand. There was only one feedback that she had not implemented yet and she had implemented

but less proper. The chart below will represent the total of feedback implementation by ST 4 in form of percentage:

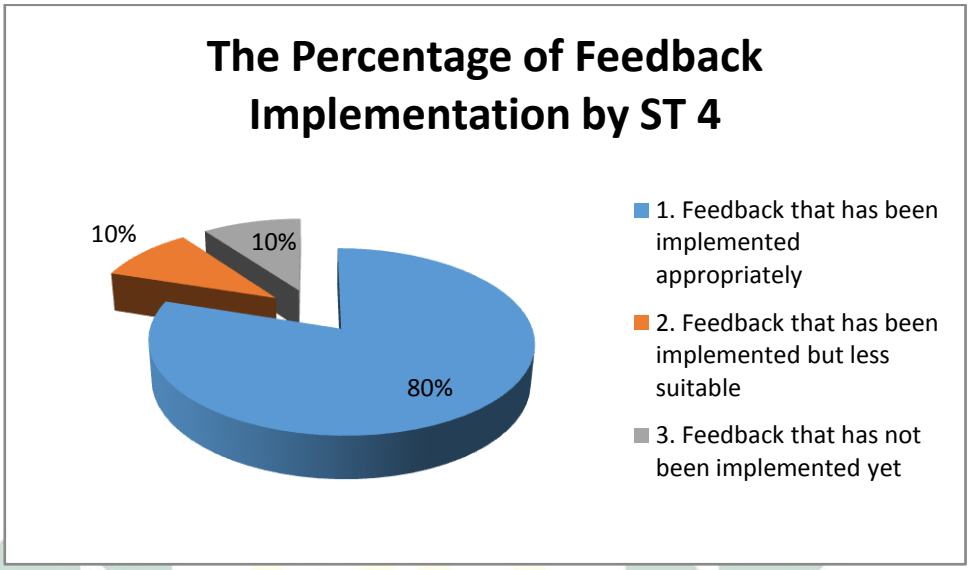

Chart 4.21 The Percentage of Feedback Implementation by ST 4

The detailed analysis of one of the feedback implementation is broken down into the tables below:

1) Feedback that had been Implemented Appropriately

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of illustrating with examples: a. Use non-verbal media of presentation just like concrete materials, models, maps, charts, graphs, diagrams on blackboard, and pictures	ST 4: you don't make use the whiteboard for creating an examples and interaction with students at all.	ST 4: she had attempted to use whiteboard to write down the examples made by students, to change sentence with direct form to be indirect form and conversely, and to invite all students for

		checking their friends' writing on the whiteboard.

2) Feedback that had been Implemented but less suitable

In this case, ST 4 had tried to implement lecturer's feedback given for her in the first teaching cycle. However, her effort to use that feedback for her second teaching cycle was still less appropriate since she still do the same thing like what she had done in the first teaching cycle. As a result, she seemed not to make use the feedback given.

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of explaining: a. Use different media of communication	ST 4: think on how you can avoid doing TTT	ST 4: the media used by ST 4 to explain more about direct and indirect speech to all students in the class were questioning. After questioning, she tried to confirm students' response dealing with her questions about direct and indirect speech and to add more information about those two speeches. In this case, the use of questioning as the media to replace long explanation was still lead ST 4 to talk more than her students.

3) Feedback that had not been Implemented yet

The table below contains the feedback that ST 4 had not implemented yet. Same as the *feedback that she had implemented but less suitable*, there was only one feedback that she missed to implement.

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of using teaching aids: a. Engage students in learning process	ST 4: a media should potentially coordinate all students' learning style. As a result, not only one kind of students' learning style that can be engaged, but also three of them.	ST 4: the media used by ST 4 only engaged students in audio and visual style. Those media were sentences puzzle and worksheet done through sitting down and lecturer's instruction and explanation. No media that invite all students to move around. Only some students who came in front and they only came forward to represent their group for writing example of direct and indirect speech asked by ST 4.

e. Student Teacher (ST) 5

There were six feedback that was received by ST 5. Those feedback were included into skill of explaining, skill of using teaching aids, skill of introducing a lesson, and skill of probing question. Each of those six

feedback were concerned on *blackboard, charts, model, picture, and others, draw and maintain students attention, demonstration, apply teaching aids that are meaningful and purposeful, encouragement and clear understanding,* and *gives overall picture of explanation introductory statement*

The total of feedback that had been appropriately implemented by ST 5 was two feedback. While there were only one feedback that she had implemented but less suitable. Then, there were three feedback that had not been implemented yet by her. The chart below will give clearer understanding on the percentage gained by ST 5 dealing with feedback implementation:

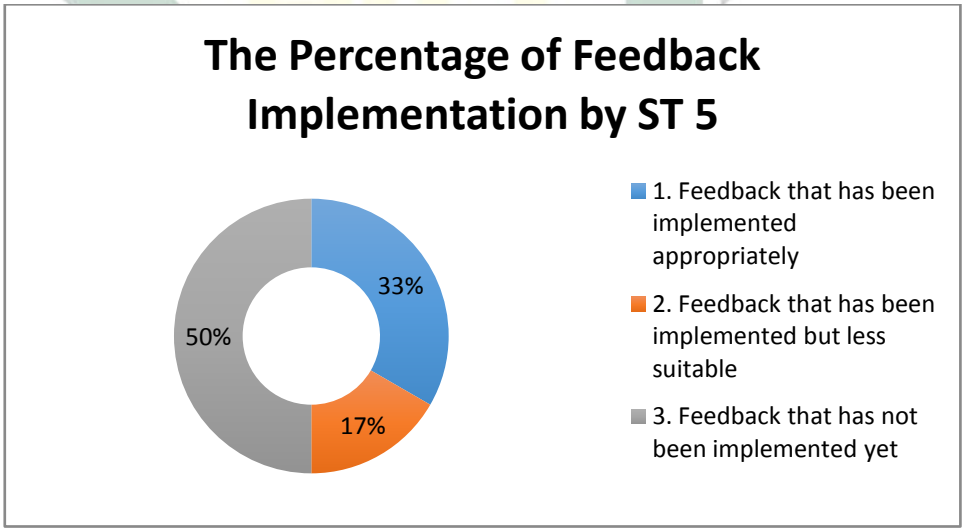

Chart 4.22 The Percentage of Feedback Implementation by ST 5

As presented in chart above, there were 33% feedback that had been used by ST 5 for improving her second cycle of teaching practice.

However, the feedback that she had not used yet were more than the feedback she had appropriately implemented, that was 50%. While there was only 17% feedback that ST 5 was still less successful to implement. The detail information about each feedback that had been implemented, had not been implemented yet, and had been implemented but less proper, will be described below:

1) Feedback that had been Implemented Appropriately

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of using teaching aids: a. apply teaching aids that are meaningful and purposeful	ST 5: apply media in order not to take much time of your students with only writing long sentences on the whiteboard.	ST 5: she had tried to use media that potentially made her not to take much students' time. In this case, she did not use whiteboard again to write long sentences. She had attempted to apply aids that could invite students to stand up, to model a role, and to work in group.

2) Feedback that had been Implemented but less suitable

In this case, ST 5 had attempted not to do the same thing as what she had done in the first teaching cycle. She had tried to implement

lecturer's feedback by not talking with herself when explaining the material to students. However, she did not explain anything in the second cycle of teaching practice eventhough she had tried not to talk with herself anymore.

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of explaining: a. Draw and maintain students attention	ST 5: teacher tended to talk with herself. That's why students did not really pay attention to her.	ST 5: she had tried to avoid to talk with herself. She had tried to maintain students' attention although in second cycle she did not explain anything.

3) Feedback that had not been Implemented yet

In case of feedback that had not been implemented yet, ST 5 truly did not use yet the feedback given by the lecturer in the first cycle of teaching practice. Here is the detail of feedback that had not been use by ST 5.

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of probing question: a. Encouragement and clear understanding	ST 5: the question that teacher gave to students were not explicit	ST 5: the questions given by ST 5 still were not quite clear. She seemed hesitate to ask questions to students. Therefore, sometimes students said, "pardon

		Ma'am?" when ST 5 asked question.

f. Student Teacher (ST) 6

There was only one feedback concerning on five selected teaching skills gained by ST 6. Most feedback that she had received in the first cycle only talked about the lesson plan that she made. The feedback dealing with five selected teaching skills received by her was about skill of introducing the lesson which discussed on the *sequence of ideas*.

From the only feedback of five selected teaching skills that she had received, ST 6 had also tried to appropriately implement lecturer's feedback for her second cycle of teaching practice. Here is the chart representing feedback implementation by ST 6 and the detail feedback that she gained and feedback implemetation by her in second cycle of tecahing practice.

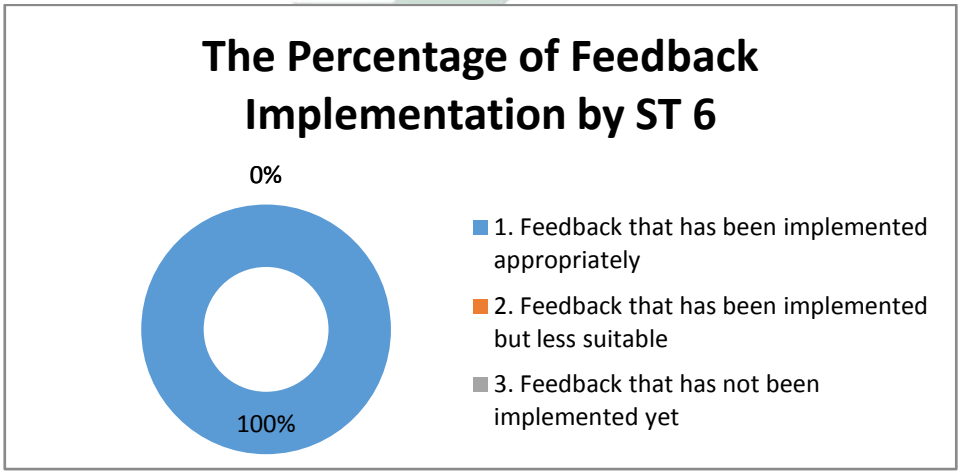

Chart 4.23 The Percentage of Feedback Implementation by ST 6

1) Feedback that had been Implemented Appropriately

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
skill of introducing: a. sequence of ideas	ST 6: why did you discuss about WH-question after introducing about skimming and scanning? Why did you stop discussing skimming and scanning then?	ST 6: she had attempted to avoid discussing ideas that were not in sequence. It means that she had tried to only focus on one material that she would teach at the beginning up to the last.

g. Student Teacher (ST) 7

The total of feedbackgained by ST 7 was three feedback. All those three feedback had been fittingly implemented by her as presented in chart below:

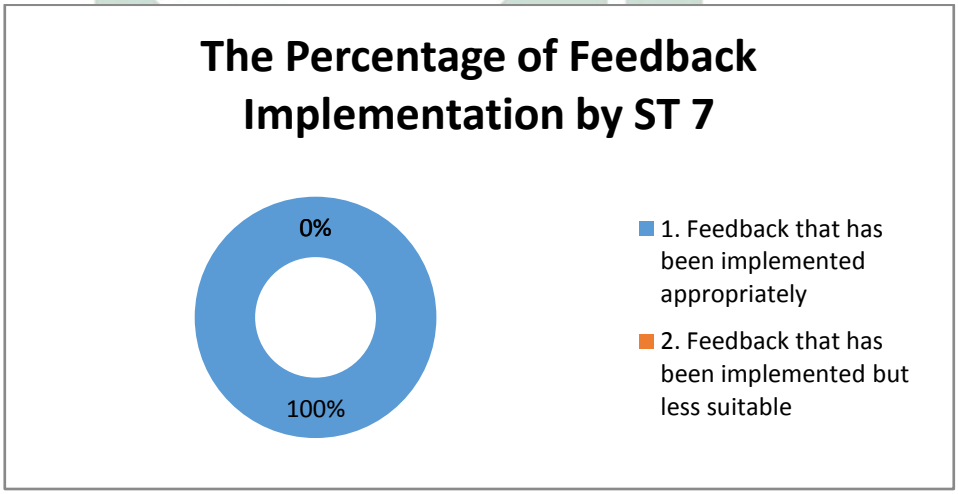

Chart 4.24 The Percentage of Feedback Implementation by ST 7

As seen in chart above, three feedback gained by ST 7 had 100% been implemented well. Those three feedback were concerned on *questioning*, *audio-visual aids*, and *use different media of communication*. Those three feedback were included into skill of introducing the lesson and skill of explaining. The table below will give complete understanding on one of the feedback that ST 7 received and her effort to implement it.

1) Feedback that had been Implemented Appropriately

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
skill of introducing the lesson: a. Questioning	ST 7: the way you questioned your students is good. It has guided students to know the material that they were going to learn.	ST 7: as previous cycle, the questions used by ST 7 in the introduction section still could guide students to know what material that they were going to learn. in this case, she asked questions relating with students' previous knowledge, just like: "Have you ever seen news program in television?" "What kind of news that you usually follow?" "In your opinion, what are the steps that should be done by the crews in the news program before reporting the news

		that they have gotten?"

h. Student Teacher (ST) 8

ST 8 accepted five feedback from the lecturer. Those five feedback were focused on skill of introducing a lesson discussing about *devices and techniques of exploring*, skill of explaining talking about *draw logical inference* and *use different media of communication*, and skill of using teaching aids relating to *apply teaching aids that are meaningful and purposeful* and *engage students in learning process.*

All those five feedback had been applied by ST 8 in her second cycle of teaching practice. For representing the percentage of feedback implementation by ST 8 and the description on one of the five feedback gained, the reseracher used the chart and the table beneath:

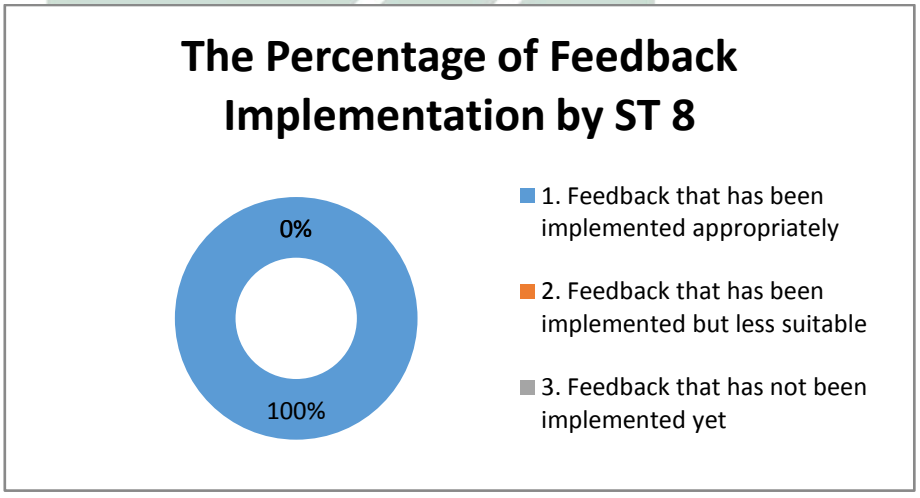

Chart 4.25 The Percentage of Feedback Implementation by ST 8

1) Feedback that had been Implemented Appropriately

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of explaining: a. Use different media of communication	ST 8: you tended to do TTT. Make sure that students can do the activities more than listen to lecturer's explanation. Use media to avoid doing TTT.	ST 8: she had tried to avoid doing TTT when explaining the material by providing various media that had been packaged into some activities. Those media were two cards of sign, whiteboard to stick the cards of sign, a cut of sentences dealing with those two sign (notice and caution), and cut of papers inscribing with the word '*notice'* and '*caution'*. Thus, she tended to conduct activities rather than to give long explanation to students.

i. Student Teacher (ST) 9

In the first cycle of teaching practice, ST 9 gained seven feedback from the lecturer. Those seven feedback were spread into skill of introducing the lesson regarding *devices and techniques of exploring* and *creating situations*, skill of explaining relating to *covering essential points, blackboard, charts, model, picture, and others, gives few simple questions*, and *use different media of communication*, and Skill of using

teaching aids concerning on *apply teaching aids that are meaningful and purposeful.*

From seven feedback gained, ST 9 had attempted to apply two feedback based on what the lecturer suggested in the first teaching cycle, and there were also two feedback that she had implemented but still less proper. While there were three feedback that she had not implemented yet.

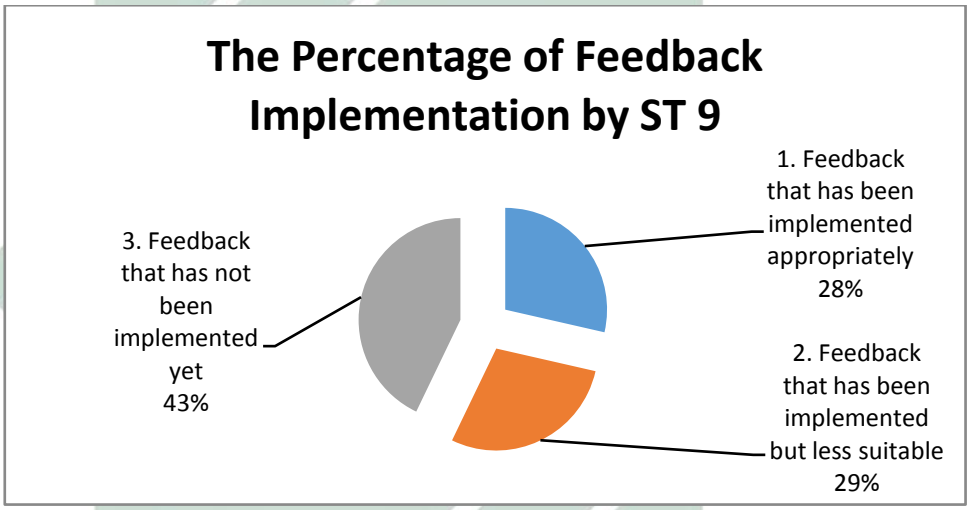

Chart 4.26 The Percentage of Feedback Implementation by ST 9

The above chart present the percentage of each feedback implementation by ST 9. The same percentage was in feedback that she had properly implemented and she had implemented but less proper, that was 28, 6%. Meanwhile, the feedback that ST 9 had not implemented yet was 42, 9%. More explanation dealing with one of those seven feedback were tabulated in the tables below:

1) Feedback that had been Implemented Appropriately

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of introducing a lesson: a. Creating situations	ST 9: use context on the material you want to teach.	ST 9: she had tried to create specific context on the material that she would teach. Since she wanted to teach on how to describe people, she chose *'famous people'* as the learning context at that day.

2) Feedback that had been Implemented but less suitable

As known before, there were two feedback that ST 9 had implemented but less suitable. In this case, ST 9 actually had attempted to implement what the lecturer suggested in the first teaching cycle. However, her effort to implement the feedback still less suitable because there were siginificant points that she missed. For more detailed explanation on one of the feedback that ST 9 had implemented but less suitable, the researcher used the table below:

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of using teaching aids: a. apply teaching aids that are meaningful and purposeful	ST 9: resource pack is a good media, but you did not make use it maximally. It	ST 9: in every activity, she had let students to work with the media provided

	will be better if you let your students to play with this media first, and you only need to keep an eye on it.	longer than what she did in the first cycle. However, she still did not make it maximally. For example, when she tried to show words puzzle through PPT slide, she only asked students to guess what words existing in the puzzle and then asked them to make sentences from the words in puzzle game. Whereas, this activity did not relate to the main topic that she taught beforehand while she had wasted much time to only show that puzzle game.

3) Feedback that had not been Implemented yet

The table below contains the information on how ST 9 had not implemented yet lecturer's feedback for her second cycle of teaching practice.

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of explaining: a. Covering essential points	ST 9: you seemed not to master the material that you wanted to teach.	ST 9: she still seemed not to master the material she would teach since she repeatedly open her notes while giving

		explanation to students and there were many pauses when delivering the explanation to students. Besides, she did not give much explanation about the tense used for describing people whereas she had touched it before. She directly asked students to do the next task.

j. Student Teacher (ST) 10

Same as ST 6, ST 10 also gained one feedback only. That feedback talked about *devices and techniques of exploring* covered in the skill of introducing the lesson. Besides, ST 10 had properly implemented that feedback. Here is the chart representing the percentage of feedback implementation by her.

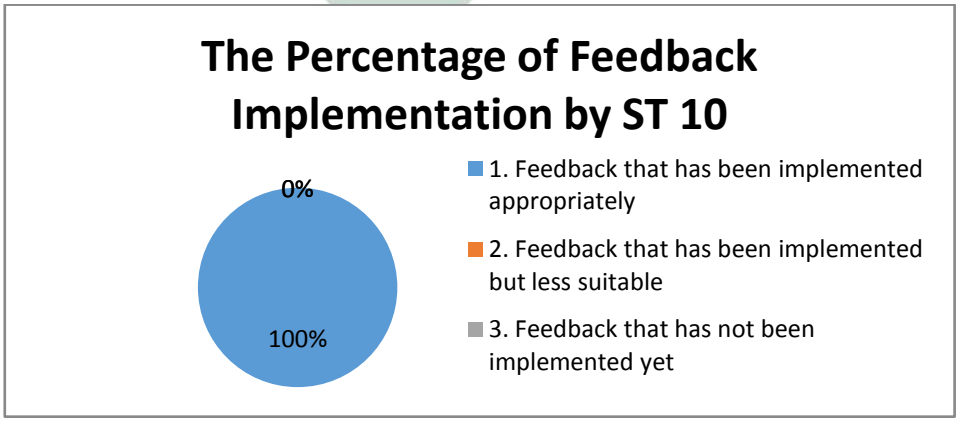

Chart 4.27 The Percentage of Feedback Implementation by ST 10

For complete description on how ST 10 had implemented one of lecturer's feedback in a good way, the researcher provided the table below:

1) Feedback that had been Implemented Appropriately

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of introducing a lesson: a. Devices and techniques of exploring	ST 10: Good staging in introducing the lesson	ST 10: as what she had done in the first teaching cycle, ST 10 had also done good staging in introducing the lesson in the second cycle. At the first, she tried to relate students' experience in receiving gift from another person to the material (*instruction* and *prohibition*) that she would teach by using some questions. Then, she showed pictures dealing with *instruction* and *prohibition* and asked students to observe which one was *instruction* and which one was *prohibition*. After finishing to observe, she asked students who wanted to be volunteers to share what had been observed while asking question about the

		difference between those two pictures and write the question on the whiteboard. Afterward, she gave confirmation on students' answer then shortly explain on the structure between instruction and prohibition.

k. Student Teacher (ST) 11

There were five lecturer's feedback gained by ST 11. Those feedback discussed on *subject, general awareness, devices and techniques of exploring*, and *link between previous and new knowledge* that were covered into skill of introducing the lesson, also talked about *apply teaching aids that are meaningful and purposeful* that was covered into skill of using teaching aids.

All those feedback had been implemented by ST 11 acceptably. No feedback that she had not implemented yet or feedback that she had implemented but less suitable as presented in the chart below:

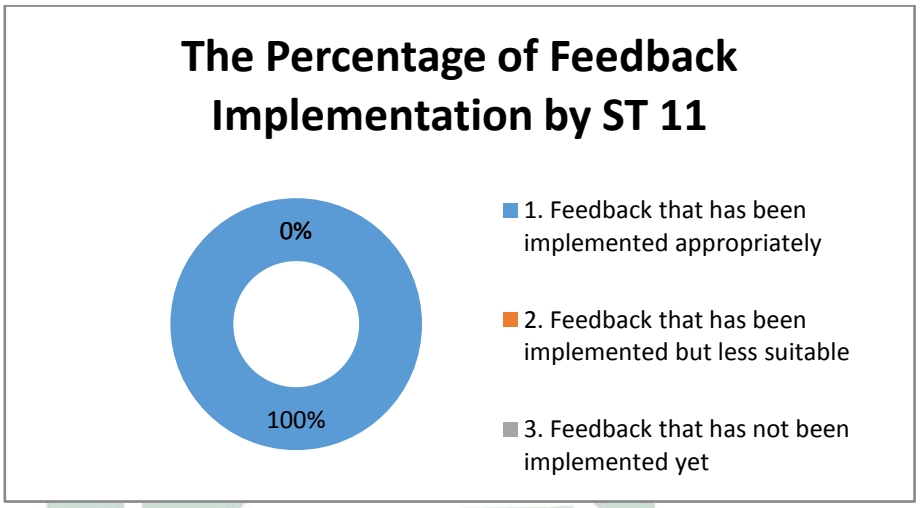

Chart 4.28 The Percentage of Feedback Implementation by ST 11

The complete description about one of five feedback that she had suitably implemented is presented in the table below:

1) Feedback that had been Implemented Appropriately

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of introducing a lesson: a. Subject	ST 11: the material should not be too easy. Adjust with their *grade*.	ST 11: She had tried to provide the material that was not too easy for students in intermediate level. In introducing the subject that would be taught, ST 11 attempted to show pictures dealing with historic places, Borobudur temple and Tajmahal, while asking series of open-ended questions that potentially trained students' critical

		thinking. After that, teacher asked students to read short text for only two minutes.

l. Student Teacher (ST) 12

Different with ST 11, ST 12 only gained two feedback from the lecturer. From those two feedback, ST 12 had implemented one of those two feedback appropriately. Meanwhile, the rest had not been implemented yet by her.

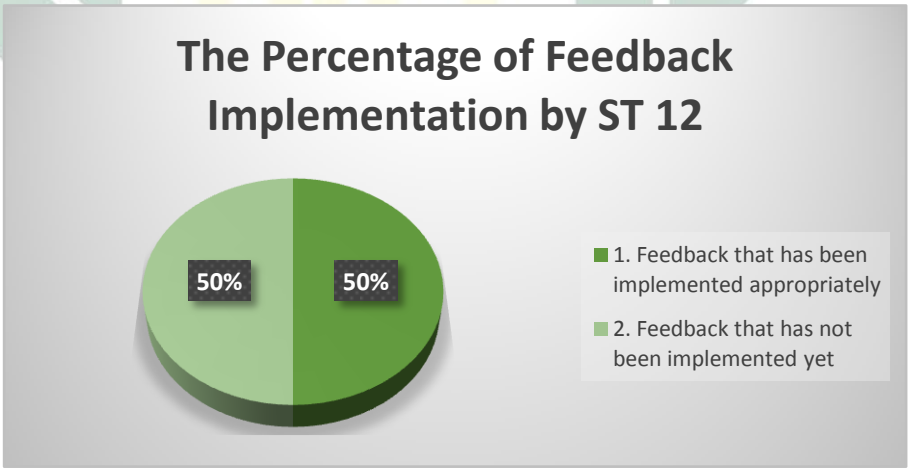

Chart 4.29 The Percentage of Feedback Implementation by ST 12

As seen in chart 4.29, 50% feedback had been properly implemented, and the next 50% had not been applied yet. Those two feedback talked about *devices and techniques of exploring* included into skill of introducing the lesson and *use non-verbal media of presentation just like*

concrete materials, models, maps, charts, graphs, diagrams on blackboard, and pictures involved into skill of illustrating with examples. The table below will provide complete information on how ST 12 applied lecturer's feedback for her second cycle of teaching practice.

1) Feedback that had been Implemented Appropriately

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of introducing a lesson a. Devices and techniques of exploring	ST 12: the staging that you used for introducing the lesson should be more difficult. What I mean here is I don't ask you to make the lesson to be difficult for them, but the staging. Don't make the same staging in every activity you conducted. It would only make you waste time.	ST 12: she had tried to use different level of stages in introducing the lesson. It was also supported by the second feedback given by the lecturer. The lecturer stated that her staging for introducing the lesson had been good. Firstly, she asked questions relating to students' habit in their daily life using present continuous form. Afterwards, she directed students to analyze why they put *–ing* after the verb in their sentence. After getting students' answers, she gave short confirmation on what exactly *–ing* meant and what the function was. Next, she conducted game

		relating to the topic she introduced to make students' more aware and recognize more on the material they would learn.

2) Feedback that had not been Implemented yet

In this case, ST 12 had not tried yet to provide many examples as what had been suggested by the lecturer in first teaching cycle. It means that she had not applied yet the feedback coming from the lecturer dealing with skill of illustrating with examples. The further description is presented below:

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of illustrating with examples: a. Use non-verbal media of presentation just like concrete materials, models, maps, charts, graphs, diagrams on blackboard, and pictures	ST 12: don't only provide one example of 'noodle' to teach or to introduce procedure text to the students. Of course there should be many examples. Try to use different examples.	ST 12: she did not present examples of sentences using present continuous tense. She only asked students to produce those examples by themselves in the beginning. Then, she only asked students to do the tasks relating to the material she taught at that day. Even though she explained the formula of the present continuous tense, but she did not provide examples of

		sentences in present continuous tense at all.

m. Student Teacher (ST) 13

There were five feedback gained by ST 13. Three feedback had been implemented well and the other had not been applied yet. Those five feedback focused on skill of introducing the lesson in term of *devices and techniques of exploring*, skill of illustrating with examples regarding *use non-verbal media of presentation just like concrete materials, models, maps, charts, graphs, diagrams on blackboard, and pictures* and *to use verbal media of presentation such as telling stories, anecdotes, or analogies*, skill of probing question concerning on *provide series of questions helping students to develop correct response*, and skill of using teaching aids relating to *apply teaching aids that are meaningful and purposeful*. The further information dealing with one of the feedback implemented by ST 13 is presented below the chart.

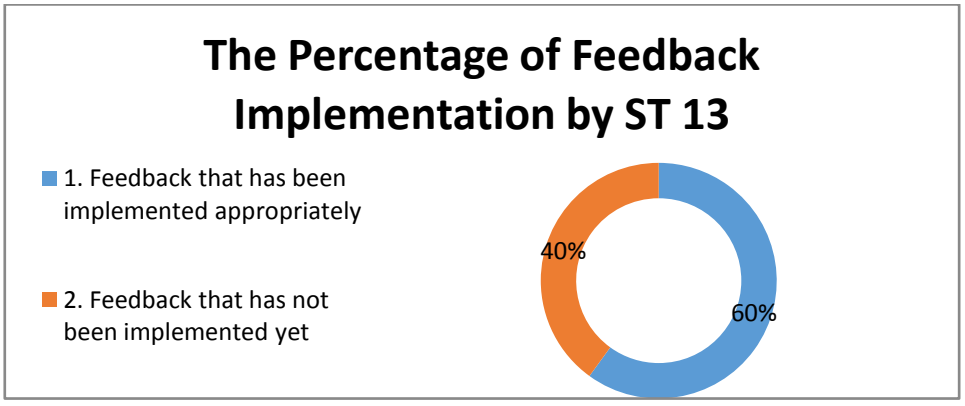

Chart 4.30 The Percentage of Feedback Implementation by ST 13

1) Feedback that had been Implemented Appropriately

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of illustrating with examples: a. Use non-verbal media of presentation just like concrete materials, models, maps, charts, graphs, diagrams on blackboard, and pictures,	ST 13: when students did not understand the meaning of a word, teacher should not inform the meaning directly. Try to give examples by using things around them. Then give clues for them in order they understand without informing them the Indonesian meaning.	ST 13: he did not try to directly inform the meaning of a word in Bahasa since there was not text with new vocabulary that should be read by students. In this cycle, ST 13 taught *grammar*.

2) Feedback that had not been Implemented yet

Aspect	LF on 1st teaching cycle	FI by ST at 2nd Teaching Cycle
Skill of introducing a lesson: a. Devices and techniques of exploring	ST 13: I think you could use game when introducing the lesson in order you can shorten the time that you used for this activity. Don't wait until you've found that your students have finished doing the task that you give. You should match the time allocation	ST 13: he did not attempt to use game when introducing the lesson. He only asked questions to lead students into the lesson he wanted to teach. Those questions were like "*What do you think about this picture?*" and "*what do you know about simple past?*"

	for the activities you set up with your lesson plan.	

From those finding, it can be concluded that all students had tried to implement the feedback that they gained in the first teaching cycle for their second teaching cycle although there are still feedback that some student teachers had not implemented yet. In this case, each percentage gained by each student teachers was different. There were 5 of 13 student teachers who had 100% implemented lecturer's feedback. Then, there were only 2 of 13 student teacher who implemented 90% lecturer's feedback. Meanwhile, there were 4 of 13 student teacher who had implemented lecturer's feedback up to 57-60% and only 2 of 13 student teachers who had tried to implement lecturer's feedback up to 50%. From those percentages, it can be known that perhaps all student teachers had mobilized their effort to apply lecturer's feedback in order to gain improvement in the second cycle of teaching practice although there were feedback that the implementation was still less appropriate. This assumption is proven with the fact that there was not student teachers who attempted to implement lecturer's feedback under 50%. To make the reader easier in understanding and interpreting the data, the researcher used the chart below to present a number of student teachers who had

implemented the feedback up to 50%, 60%, 90% and 100% by using percentage.

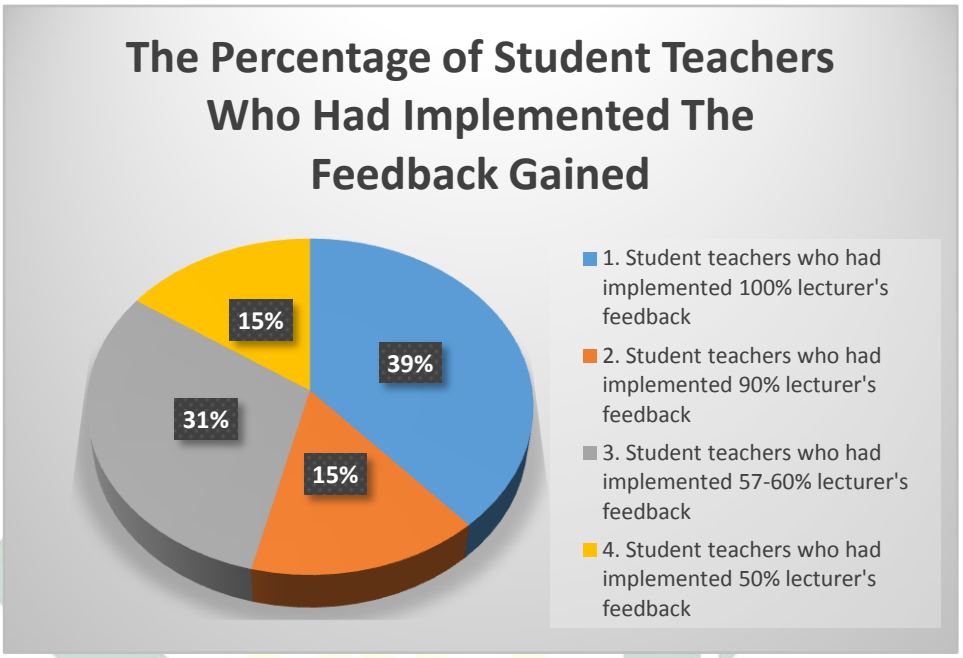

Chart 4.31 The Percentage of Student Teachers Who Had Implemented Feedback Gained

3. Factors Influencing Student Teachers to Implement Feedback of 5 Selected Teaching Skills Provided by Lecturer

The data gained for answering the third research question came from standardized interview that was held on 10th-31th August, 2015. As presented in the chapter 3 that the interview was directed to all student teachers at 'C' class who had been performing to teach. There were 13 student teachers who were interviewed. From that interview, the researcher found some internal and external factors influencing student teachers at 'C' practice teaching class to

implement lecturer's feedback dealing with five selected teaching skills. The detail finding about those internal and external factors is presented below:

a. Internal Factors

In the internal factors, there are three factors becoming the main influence why student teachers implemented or did not implemented lecturer's feedback dealing with five selected teaching skills. Those three internal factors are *student teachers' motivation, student teachers' comprehension, and unpredictable factors or factors that cannot be predicted by the researcher*. The detail finding on each factor will be explained below:

1) Student Teachers' Motivation

Once student teachers were asked about what they feel when receiving positive feedback dealing with five selected teaching skills from the lecturer, 92, 3% or 12 of 13 student teachers said that they felt *happy*. There was only one student teacher that felt *usual* when receiving it. That student teacher was ST 13. Whereas, 100% or all student teachers assumed that receiving positive feedback could increase their motivation to perform better teaching practice in the next teaching cycle. Thus, 100% or 13 of 13 student teachers said that they were enthusiastic in implementing lecturer's feedback for second cycle of teaching practice.

Meanwhile, when they were asked about what they felt when receiving negative feedback dealing with five selected teaching skills, 69, 2% or 9 of 13 student teachers stated that they felt *sad* and *disappointed for a while*. Those student teachers were ST 1, ST 3, ST 4, ST 5, ST 8, ST 9, ST 10, ST 11, and ST 12. Furthermore, there were 23% or 3 of 13 student teachers stating that they still felt *happy*, *sincere* and *okay* to receive negative feedback. Those three student teachers were ST 2, ST 6, and ST 7. While there was only 7, 7% or 1 of 13 student teachers that felt *challenged* when receiving negative feedback from the lecturer. That student teacher was ST 13.

However, even though each student teachers' feeling when receiving negative feedback was different, all of them were still motivated to perform better teaching practice for the next teaching cycle. They stated that the negative feedback that they gained could lead them to learn more and not to repeat the same mistakes for the next teaching performance. Thus, 92% or 12 of 13 student teachers were still enthusiastic to implement lecturer's feedback dealing with five selected teaching skills although it was negative feedback. Those student teachers were ST 1, ST 2, ST 3, ST 4, ST 6, ST 7, ST 8, ST 9, ST 10, ST 11, ST 12, ST 13. While, there was only 8% or 1 of 13 student teachers, ST 5, that was unmotivated to implement negative

feedback gained. To make complete understanding on above finding, the researcher uses the chart below:

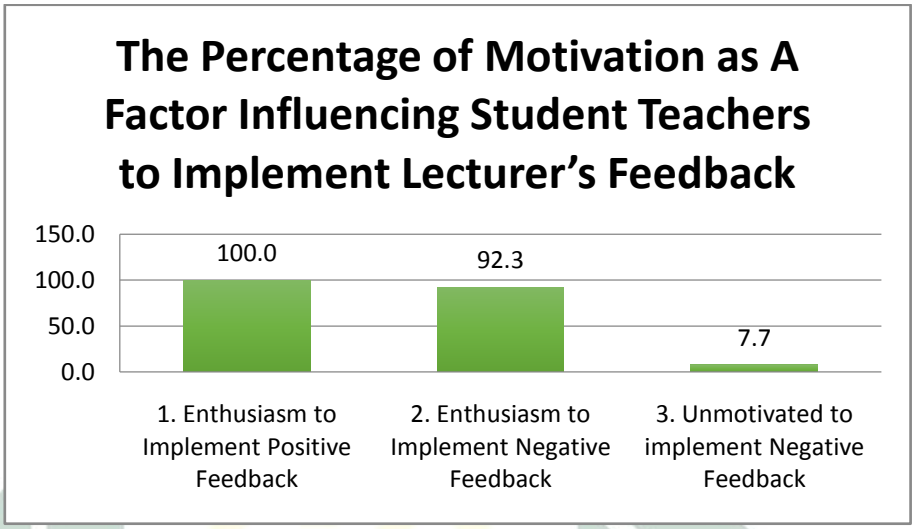

Chart 4.32 The Percentage of Motivation as A Factor Influencing Student Teachers to Implement Lecturer's Feedback

2) Student Teachers' Comprehension

Besides motivation, student teachers' comprehension on the feedback gained was also included the factor affecting them to implement lecturer's feedback dealing with five selected teaching skills for the next teaching cycle. When the researcher asked them about the difficulty that they have in understanding the feedback dealing with five selected teaching skills given by the lecturer, 69% or 9 of 13 student teachers stated that they got difficulty in case of the suitability between lecturer's desirability and their self-comprehension. They felt that what the lecturer actually wants, was

still not same as their comprehension in understanding the feedback gained. Thus, it seems like they did the same mistakes in front of the lecturer since they still did not accomplish as what the lecturer wanted to. Whereas, actually they had tried to do as what the lecturer has suggested. Those eight student teachers were ST 1, ST 4, ST 5, ST 6, ST 7, ST 8, ST 9, ST 11, and ST 12.

Meanwhile, there was only 8% or 1 of 13 student teachers, ST 10, who gained difficulty in understanding feedback in case of the suitability between lecturer's desirability and the feedback from lecturer's assistant. This difficulty risen since sometimes when the lecturer could not come into the class, the lecturer would ask her assistant to take the place of her for teaching. ST 10 assumed that the feedback given by lecturer's assistant was different with what the lecturer actually wanted to. Thus, it made ST 10 felt confused on which feedback that she actually should use.

Furthermore, there were 23% or 3 of 13 student teachers stating that they did not have any difficulty in understanding lecturer's feedback. Those three student teacher were ST 2, ST 3, and ST 13.

Additionally, when all student teachers at C practice teaching class were asked whether their comprehension influenced their decision to implement lecturer's feedback dealing with five selected teaching skills or not, 100% student teachers stated *yes*. 23% or 3 of 13 student

teachers added that they would ask the lecturer again then asking friends when they did not understand lecturer's feedback. Those three student teachers were ST 1, ST 6, and ST 10. While 8% or 1 of 13 student teacher, ST 7, who did the contrary thing. ST 7 would firstly ask her friends then asking her lecturer when she did not understand on the feedback given.

Moreover, there were 31% or 4 of 13 student teachers that would only ask their friends or only ask the lecturer again when they did not understand lecturer's feedback. Student teachers who would only ask their friends were ST 2, ST 5, ST 9, and ST 12. While student teachers who would only ask their lecturer again were ST 3, ST 4, ST 11, and ST 13.

Meanwhile, there was only 8% or 1 of 13 student teachers who did internet browsing and 15% or 2 of 13 student teachers who did guessing when they did not understand on the lecturer's feedback. The table below will give clearer understanding on finding described above.

Things done by ST when did not understand on lecturer's feedback	**ST doing that thing**	**Percentage**
Asking lecturer, then friends	ST 1, ST 6, ST 10	23%
Asking friends, then lecturer	ST 7	8%

Asking lecturer only	ST 3, ST 4, ST 11, ST 13	31%
Asking friends only	ST 2, ST 5, ST 9, ST 12	31%
Internet browsing	ST 2	8%
Guessing	ST 8, ST 9	15%

Furthermore, although student teachers at C practice teaching class had various ways to do when they did not understand lecturer's feedback, 92% or 12 of 13 student teachers still wanted to try implementing lecturer's feedback even if they did not understand on the feedback given by the lecturer. There was only 8% or 1 of 13 student teacher who did not want to implement lecturer's feedback if she did not understand the feedback well.

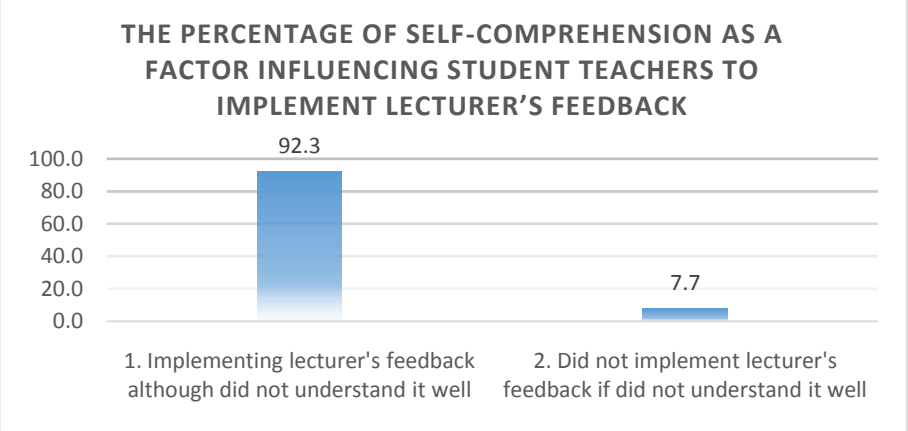

Chart 4.33 The Percentage of Self-comprehension as A Factor Influencing Student Teachers to Implement Lecturer's Feedback

3) Unpredictable Factors

When student teachers were asked about the other internal factors that might influence them to implement lecturer's feedback dealing with five selected teaching skills, there were only 15% or 2 of 13 student teachers who stated that less of preparation to teach and also the laziness could make them not to implement lecturers' feedback dealing with five selected teaching skills. Those two student teachers were ST 1 and ST 5. While the other student teachers stated that they did not have another internal factor that could affect them to apply lecturer's feedback.

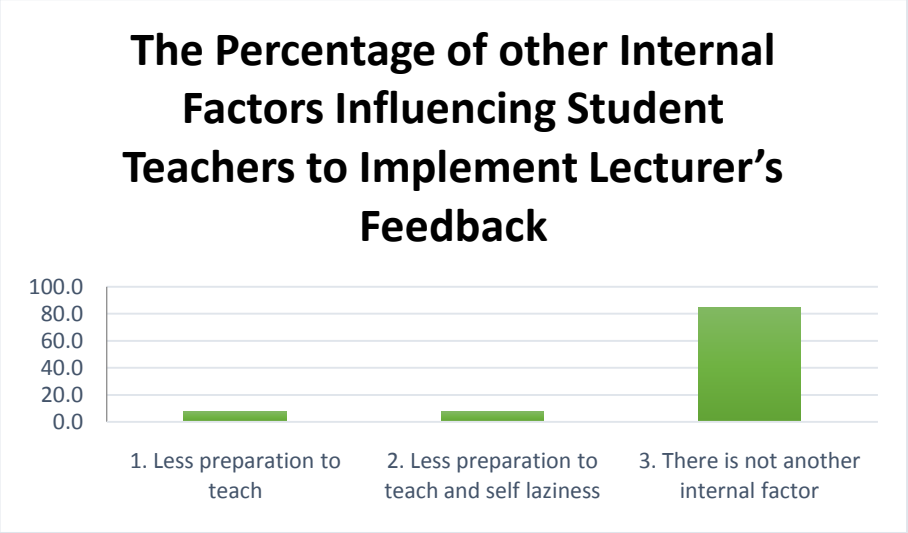

Chart 4.34 The Percentage of another Internal Factor Influencing Student Teachers to Implement Lecturer's Feedback

b. External Factors

Besides internal factors, external factors also exist as the factors influencing student teachers at C practice teaching class to apply lecturer's feedback for second cycle of teaching practice. Same as internal factors, those external factors also consist of three factors. Those are *lecturer and feedback given, time limitation, unpredictable factors*. The detail finding about those three external factors will be presented below:

1) Lecturer and Feedback Given

There were seven criteria involved into *lecturer and feedback given*. Those seven criteria were *the quantity of feedback given, the quality of feedback given, understandable, usefulness, explicitness and specificity, the suitability with student teachers thought, and offering specific suggestion.* Each of those criteria had been involved into the standardized interview questioned to all student teachers at C practice teaching class. For detail finding about each criterion affecting student teachers to apply lecturer's feedback, the researcher described it below:

a) The Quantity of Feedback Given

46% or 6 of 13 student teachers assumed that the feedback dealing with five selected teaching skills they obtained from the lecturer was too much. Those six student teachers were ST 4, ST 7, ST 8, ST 9, ST 11, and ST 12. While 38, 5% or 5 of 13 student

teachers thought that the feedback dealing with five selected teaching skills gained by them was enough. They were ST 1, ST 2, ST 3, ST 5, and ST 6. The last, 15, 4% or 2 of 13 student teachers supposed that lecturer's feedback dealing with five selected teaching skills was not enough. Those two student teachers were ST 10 and ST 13.

Furthermore, when student teachers were asked whether or not they wanted to apply lecturer's feedback if it was adequate, was not enough or too much, 38, 5% or 5 of 13 student teachers stated that they only used feedback that they understand well if the feedback was too much. It means that they would not use feedback dealing with five selected teaching skills if they did not understand it thoroughly. Those five student teachers were ST 1, ST 4, ST 8, ST 9, and ST 12. While 23% or 3 of 13 student teachers said that they would use lecturer's feedback if it was enough. Those three student teachers were ST 2, ST 3, and ST 6.

The same percentage was on student teachers who stated that they still attempted using lecturer's feedback although it was too much and they applied lecturer's feedback although it was insufficient. There were 15, 4% or 2 of 13 student teachers who did one of those two cases. ST 5 and ST 7 would still attempt using lecturer's feedback although it was too much, while ST 10 and ST

13 would still apply lecturer's feedback although it was not enough. Meanwhile, there was only one student teacher, ST 11, saying that she only used feedback that was good and suitable for her if the feedback was too much.

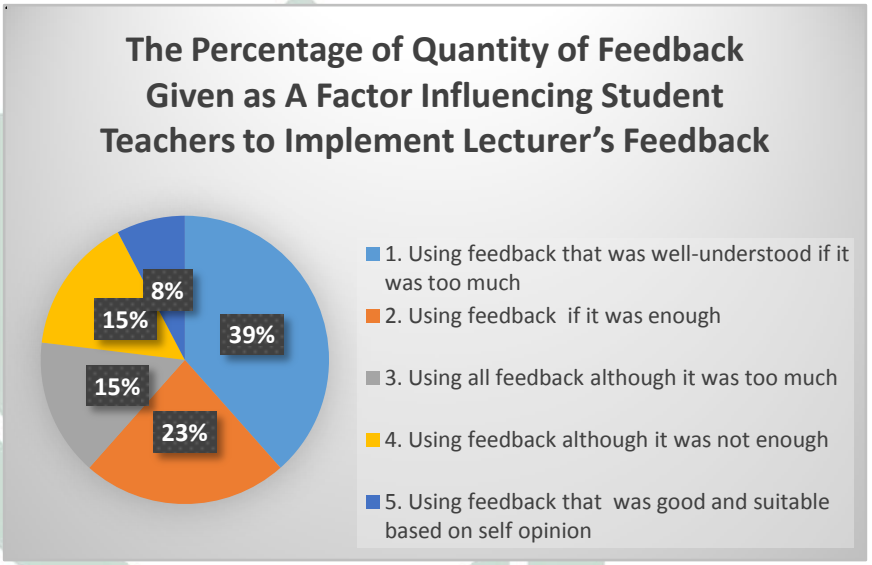

Chart 4.35 The Percentage of Quantity of Feedback Given as A Factor Influencing Student Teachers to Implement Lecturer's Feedback

Out of student teachers' desirability to implement lecturer's feedback, when they were asked about lecturer's feedback influence on their next teaching practice, 6 of 13 student teachers stated that too much feedback made them confused to implement it. Those student teachers were ST 1, ST 4, ST 7, ST 9, ST 11, and ST 12. While there was only one student teacher who thought that

too much feedback let her to know part that should be improved. This student teacher was ST 5.

Furthermore, 4 of 13 student teachers believed that adequate feedback was easily to be pervaded, might motivate them to perform better teaching practice, allowed them to know parts that should be improved, and to understand steps and ways to improve next teaching practice. Those four student teachers were ST 1, ST 2, ST 3, and ST 6.

Whereas, 2 of 13 student teachers said that feedback that was not enough made them more confused on how to perform better teaching practice based on what the lecturer wanted to and to only improve skills that were given feedback by the lecturer. Those two student teachers were ST 8 and ST 10. While, only ST 13 who believed that although lecturer's feedback was not enough, it was still might improve his teaching skills.

b) The Quality of Feedback Given

Dealing with qualified feedback that was given by the lecturer, 85% or 11 of 13 student teachers really believed that lecturer's feedback was qualified. Those 11 student teachers were ST 1, ST 2, ST 3, ST 4, ST 5, ST 6, ST 7, ST 9, ST 10, ST 12, and ST 13. There were only two student teachers, ST 8 and ST 11, did not really believe that lecturer's feedback was qualified. ST 11

proposed her opinion that *qualified* based on her lecturer was not same as qualified based on the other lecturers since sometimes when she asked for suggestion from the other lecturers, they thought that what her lecturer wants was too excessive.

Whereas, regarding the influence of qualified or not qualified feedback based on student teachers' opinion, 92,3% or 12 of 13 student teachers stated that qualified feedback motivated them to implement it since when the feedback was not qualified, they would feel hesitate to implement it. While there was only one student teacher, ST 11, who said that unqualified feedback made her to sort the feedback gained before using it.

Moreover, in relation with student teachers' desirability to implement lecturer's feedback that was qualified or not qualified, 69% or 9 of 13 student teachers stated that they would use it if the feedback was qualified. In other words, they would not use lecturer's feedback if they thought it was not qualified. Those nine student teachers were ST 1, ST 2, ST 3, ST 4, ST 5, ST 7, ST 10, ST 12 and ST 13. Meanwhile, there were only 31% or 4 of 13 student teachers who would still implement lecturer's feedback although it was not really qualified based on their opinion. The chart below will present clearer percentage regarding with this finding.

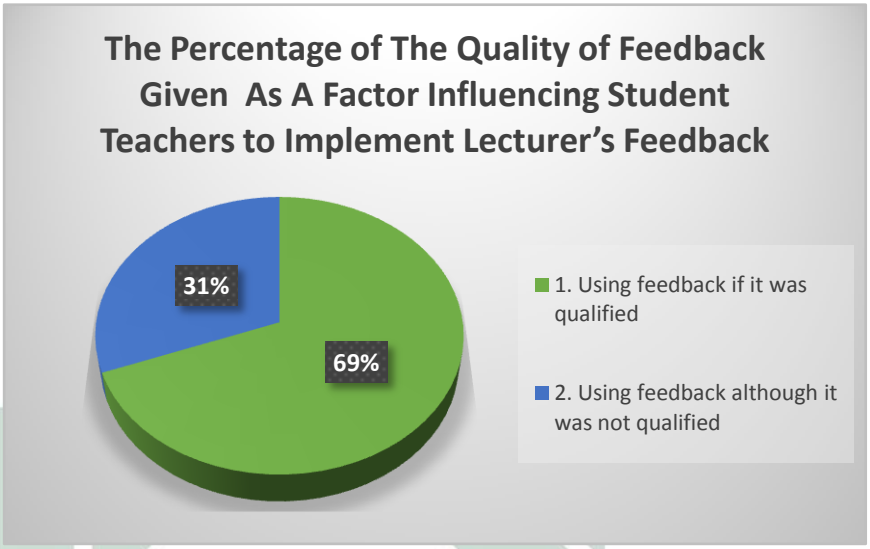

Chart 4.36 The Percentage of Quality of Feedback Given as A Factor Influencing Student Teachers to Implement Lecturer's Feedback

c) Understandable

Regarding with understandable feedback, 61% or 8 of 1 student teachers assumed that sometimes lecturer's feedback was easy and sometimes was not easy to understand. Those eight student teachers were ST 4, ST 5, ST 6, ST 7, ST 8, ST 9, ST 10, and ST 12. Meanwhile, 23% or 3 of 13 student teachers thought that lecturer's feedback was easy to understand. They were ST 1, ST 2, and ST 13. While there were only two student teachers, ST 3 and ST 11, who one of them assumed that lecturer's feedback was almost easy to understand and the rest said that it was difficult to understand.

In the meantime, when student teachers were asked about the influence of feedback that was easy or difficult to understand for their teaching practice, all student teachers believed that if lecturer's feedback was easy to understand, it would be easily to implement as well since it could let them know how to improve their teaching skills for the next teaching practice cycle.

Hereafter, in case of implementing lecturer's feedback, 77% or 10 of 13 student teachers stated that although the feedback was difficult to understand, they would still use it even though they would attempt to firstly ask friends, lecturer, or guess until they could use it as well as possible. In means that they would not only use lecturer's feedback that was easy to understand, but also the feedback that was difficult to understand. Those ten student teachers were ST 1, ST 3, ST 4, ST 5, ST 6, ST 7, ST 8, ST 9, ST 10, and ST 11.

In contrast, 23% or 3 of 13 student teachers stated that they would only apply feedback that was easy to understand. In other words, they would not apply it if it was difficult to understand. Those three student teachers were ST 2, ST 12, and ST 13.

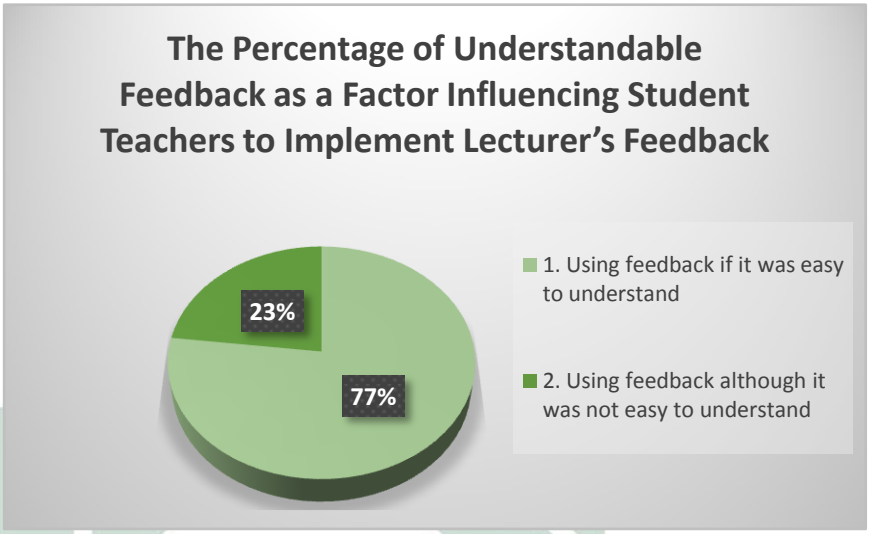

Chart 4.37 The Percentage of Understandable Feedback as A Factor Influencing Student Teachers to Implement Lecturer's Feedback

d) Usefulness

In case of usefulness, all student teachers at C practice teaching class felt that lecturer's feedback was helpful for improving their teaching skills for the next teaching practice cycle. From this finding, it can be said that all student teachers believed that lecturer's feedback was really useful for them. Therefore, 61% or 8 of 13 student teachers assumed that lecturer's feedback potentially improved their teaching skills and their teaching performance in the next teaching cycle. Those eight student teachers were ST 1, ST 3, ST 4, ST 6, ST 7, ST 9, ST 11, and ST 13. While 23% or 3 of 13 student teachers stated that gaining lecturer's feedback made

them knew things that they did not know before, just like their lacks and their mistakes when practicing to teach. Those three student teachers were ST 2, ST 8, and ST 12.

Furthermore, a student teacher, ST 5, assumed that lecturer's feedback let her became conscious that teaching was not easy and one student teacher, ST 10, thought that gaining lecturer's feedback potentially rose her confidence when practice teaching.

Besides, in case of using lecturer's feedback for second cycle of teaching practice, 92% or 12 of 13 student teachers said that their opinion on the usefulness of lecturer's feedback affected them to apply or not to apply it. They added that if they assumed that lecturer's feedback was not really useful for them, they would not use it. There was only one student teacher, ST 2, who thought that her assumption on the usefulness of lecturer's feedback did not affect her at all to implement lecturer's feedback for second cycle of teaching practice. The chart below presents the detail of the finding in form of percentage:

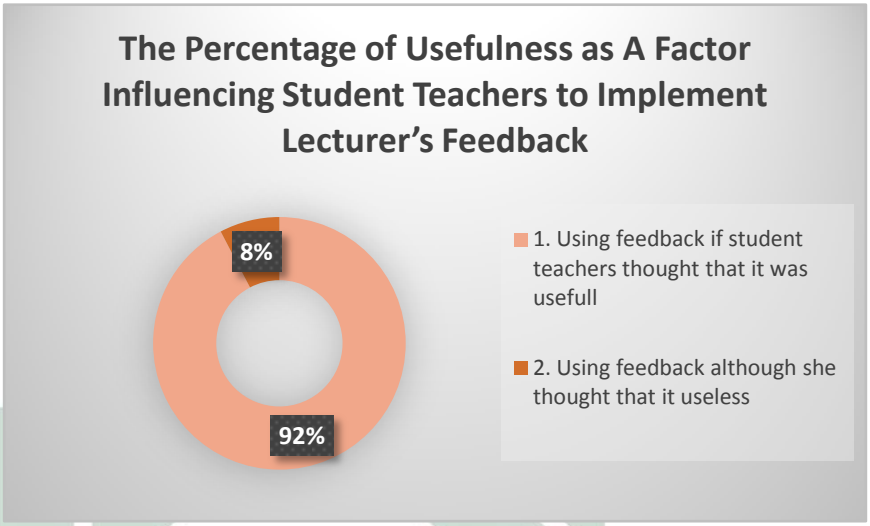

Chart 4.38 The Percentage of Usefulness Feedback as A Factor Influencing Student Teachers to Implement Lecturer's Feedback

e) Explicitness and Specificity

Regarding with explicitness, 77% or 10 of 13 student teachers believed that lecturer's feedback gained by them was explicit. Those ten student teachers were ST 1, ST 2, ST 4, ST 5, ST 6, ST 7, ST 9, ST 11, ST 12, and ST 13. While there were only two student teachers, ST 8 and ST 10, who thought that sometimes lecturer's feedback was not really explicit and one student teacher, ST 3, who assumed that feedback from the lecture was almost explicit.

Meanwhile, when student teachers at C practice teaching class were asked about specificity on the feedback given, 69% or 9 of 13

student teachers felt that sometimes lecturer's feedback was not too specific. Those nine student teachers were ST 1, ST 2, ST 4, ST 6, ST 7, ST 8, ST 9, ST 10, and ST 12. There were only 23% or three student teachers who thought that feedback from the lecturer they acquired was in detail. Those three student teachers were ST 5, ST 11, and ST 13. Next, there was only 8% or one student teacher, ST 3, who felt that lecturer's feedback gained by him was very specific.

Furthermore, concerning on the influence of those two factors, explicitness and specificity, 92% or 12 of 13 student teachers stated that when lecturer's feedback was explicit and specific, they could recognize skills and parts that they should improve, know how to improve those skills, realize where their mistakes were, and understand what the lecturer actually wished for the next teaching practice. While one student teacher, ST 3, assumed that explicit and specific feedback made her wanted to apply it for the next cycle of teaching practice.

Moreover, dealing with the implementation, 61,5% or 8 of 13 student teachers said that even if the feedback was not really explicit and specific, they would still use it though they would try to firstly ask friends, lecturer, or guess until they could implement

it as well as possible. Those ten student teachers were ST 1, ST 3, ST 4, ST 6, ST 7, ST 8, ST 10, and ST 11.

On the other hand, 38, 5% or 5 of 13 student teachers stated that they would only apply feedback that was explicit and specific. In other words, they would not apply it if it was not clear and not detailed. Those three student teachers were ST 2, ST 5, ST 9, ST 12, and ST 13. Here is the chart presenting clearer percentage of above finding:

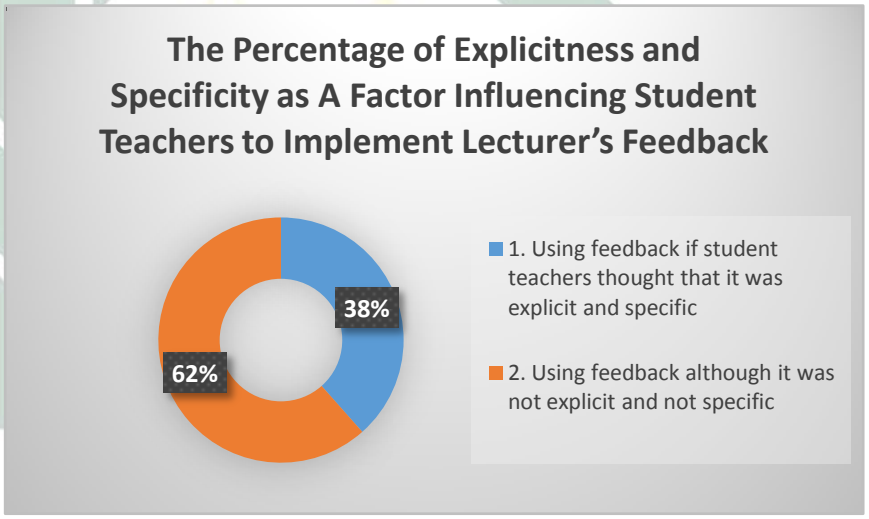

Chart 4.39 The Percentage of Explicitness and Specificity as A Factor Influencing Student Teachers to Implement Lecturer's Feedback

f) The Suitability with Student Teachers Thought

61, 5% or 8 of 13 student teachers stated that when lecturer's feedback was not proper with their thought, they would feel

confused on what they should do for improving their teaching practice in the next cycle. Those eight student teachers were ST 1, ST 2, ST 5, ST 6, ST 7, ST 9, ST 10, and ST 13.

Even, 15, 4% or two student teachers, ST 11 and ST 12, stated that they would not apply lecturer's feedback if it was not suitable with the ideas on their mind. While 28, 1% or three student teachers supposed that the appropriateness between lecturer's feedback and their thought was not really significant. They would still follow lecturer's feedback though it did not correspond to their ideas. They added that the most important thing for them was they understood well the feedback given. Those three student teachers were ST 3, ST 4, and ST 8.

Whereas, in case of applying the feedback given, 54% or 7 of 13 student teachers told that they would still attempt using lecturer's feedback even though it did not correspond to their ideas. Though, 31% or 4 of 13 student teachers revealed that they would not implement lecturer's feedback if it did not correspond to their thought. Those four student teachers were ST 2, ST 7, ST 11, and ST 12. While two student teachers, ST 5 and ST 13, stated that sometimes they would use lecturer's feedback and sometimes not when lecturer's feedback did not correspond to their thought.

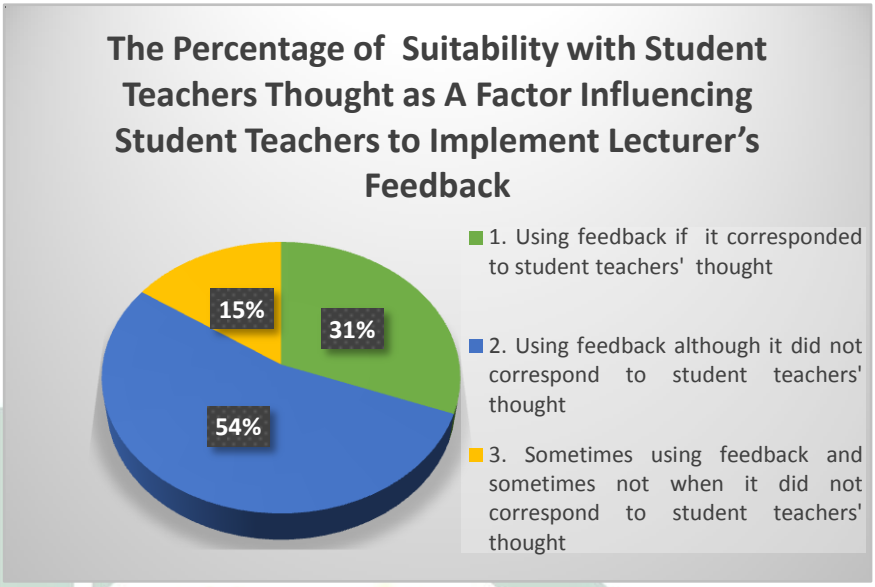

Chart 4.40 The Percentage of Suitability with Student Teachers Thought as A Factor Influencing Student Teachers to Implement Lecturer's Feedback

g) Offering Specific Suggestion

All student teachers at C practice teaching class stated that their lecturer always offered specific suggestion for them although not all feedback had specific suggestion inside it. 46% or 6 of 13 student teachers felt that gaining specific suggestion potentially helped them to know teaching skills they should improve and to recognize points they had to do for second cycle of teaching practice. Those six student teachers were ST 1, ST 4, ST 5, ST 6, ST 10, and ST 12. Moreover, 38, 5% or 5 of 13 student teachers thought that obtaining specific suggestion could make them

realizing how to improve their next teaching practice. Those five student teachers were ST 2, ST 3, ST 7, ST 11, and ST 13. While 15, 4% student teachers, ST 8 and ST 9, assumed that acquiring particular suggestion assisted them to know the mistakes they should avoid when practicing to teach in the second cycle.

Concerning the above finding, when student teachers were asked whether they wanted to implement lecturer's feedback or not if the lecturer did not offer specific suggestion, 69% or 9 of student teachers stated that they would still try to implement lecturer's feedback even though there was not specific suggestion inside the feedback for them. They said that they would try guessing the best way to implement the feedback if there was not specific suggestion to improve their teaching skills. Whereas, 31% or 4 of student teachers told that they would not use the feedback if the feedback was quite confusing for them and there were no suggestions inside it. Those four student teachers were ST 2, ST 5, ST 9, and ST 11.

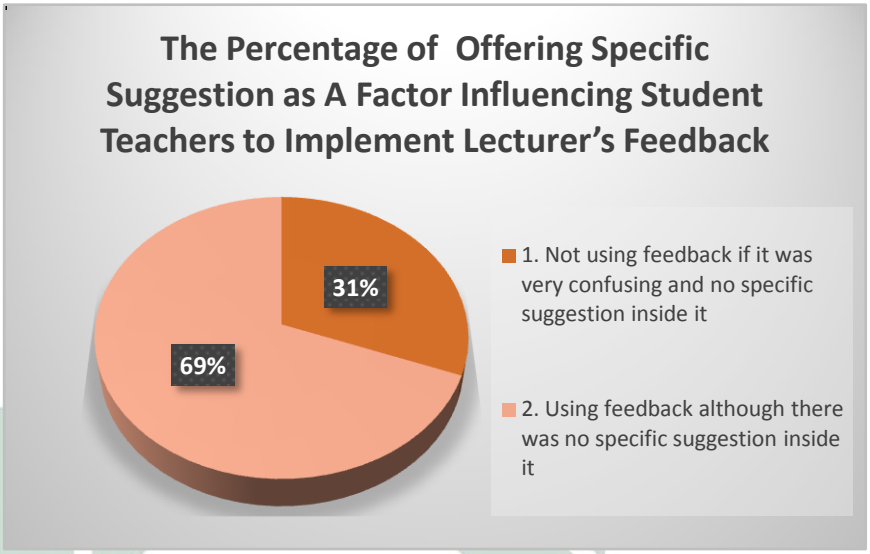

Chart 4.41 The Percentage of Offering Specific Suggestion as A Factor Influencing Student Teachers to Implement Lecturer's Feedback

2) Time Allocation for Practice Teaching

Besides lecturer and feedback given, time allocation for practice teaching was also involved into the external factors influencing student teachers to implement lecturer's feedback. Concerning on the interview of time allocation, 77% student teachers stated that time limitation could influence their decision to implement lecturer's feedback.

It is in line with the finding stating that 69% student teachers felt that when the time allocated for practice teaching was not too much as real class in a school, they could not implement lecturer's feedback properly as what the lecturer told since they assumed that

implementing lecturer's feedback fittingly required much time. While one student teacher, ST 5, told that because the time allocated for practice teaching was not enough, she missed material covered in some teaching skills that should be given to students.

Whereas, there were only 23% student teachers who told that there was no problem with the time allocated for practice teaching. It means that there was no influence from the time allocated for their practice teaching. It is same as the finding revealing that 23% or 3 of 13 student teachers felt that there was no influence of time limitation for their practice teaching. Those three student teachers were ST 4, ST 6, and ST 12. The chart below will clarify the finding by presenting the percentage of the student teachers who felt and did not feel that time limitation could influence their decision to use lecturer's feedback.

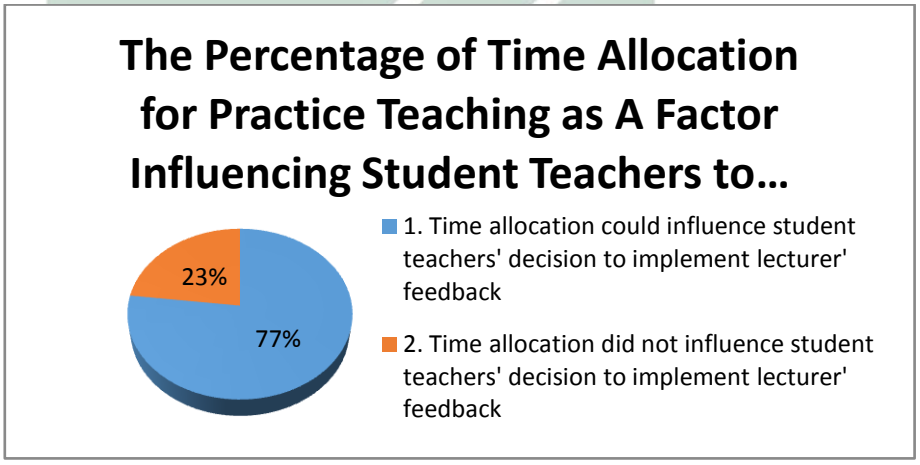

Chart 4.42 The Percentage of Time Allocation as A Factor Influencing Student Teachers to Implement Lecturer's Feedback

3) Unpredictable Factors

From all student teachers at C practice teaching class, there were only 39% or five student teachers who had the other factors influencing them to implement lecturer's feedback. Two of them, ST 2 and ST 6, assumed that practice teaching class might be the factor influencing them to apply lecturer's feedback. They felt that practice teaching class provided was not too big. Whereas, there we many students in the class. They felt difficult to conduct activities when performing each teaching skill based on what the lecturer had suggested.

Furthermore, a student teacher, ST 3, thought that the amount of the students in practice teaching class was too little and the class also too small. In her opinion, real class in the school did not provide students that the amount was only 7-10 students. Thus, she assumed that the students in practice teaching class was too little until she felt difficult to apply feedback based on what the lecturer suggested.

While the other student teachers, ST 8 and ST 13, felt that observing perfect performance from their friends motivated them to do better teaching practice for the next cycle. They thought that to perform better practice teaching required their patience to implement lecturer's feedback. Therefore, seeing perfect friends' teaching practice made them wanted to apply lecturer's feedback.

In short, the other external factors influencing student teacher to implement lecturer's feedback were practice teaching class, amount of the students in the class, and good teaching performance from the other student teachers.

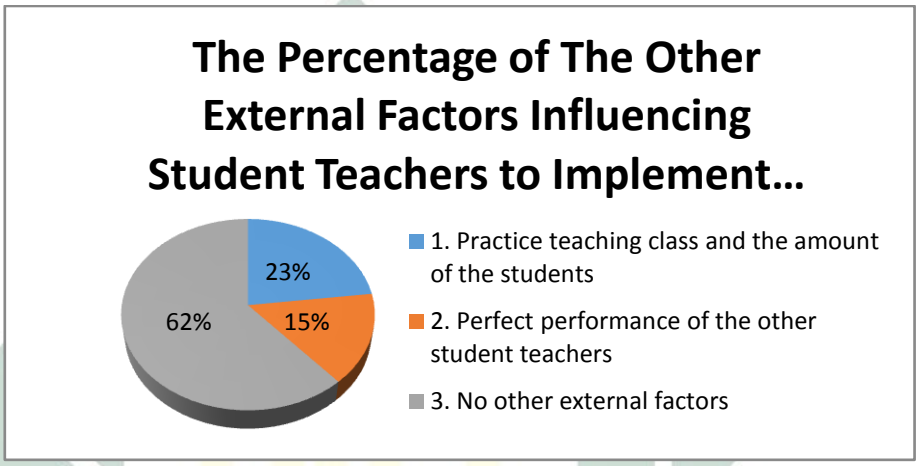

Chart 4.43 The Percentage of The Other Factors Influencing Student Teachers to Implement Lecturer's Feedback

B. Research Discussion

In order to gain the same interpretation between the readers and the researcher concerning on the finding above, this section discusses those three findings by reflecting on several theories related to each following problem. Therefore, the discussion is classified based on the research questions of the study.

1. Feedback of Five Selected Teaching Skills Received by Student Teachers from the Lecturer

As stated in the background of the study, the provision of lecturer's feedback at practice teaching class can potentially help improving the quality

of student teachers' teaching competence and their teaching skills.[4] By gaining lecturer's feedback, student teachers can know where their weaknesses and their strength. Therefore, they can avoid performing the same thing that need to be omitted and keep things that they do well for the next teaching practice.

Based on the result of the finding, the total of lecturer's feedback dealing with five selected teaching skills received by each student teacher was different. There were 8 student teachers receiving 5 up to 12 feedback, and there were 4 student teachers gaining only 1 up to 3 lecturer's feedback relating with those five selected teaching skills (*see appendix VII and VIII*). Furthermore, several student teachers gained feedback focusing on the same topic in the component covered on five selected teaching skills and some of them received dissimilar feedback of five selected teaching skills (*see appendix VI*). In other words, there were several components gaining more attention from the lecturer rather than the other components in five selected teaching skills. Besides, the researcher found that not all component covered on five selected teaching skills were given feedback by the lecturer.

This finding is in line with Kavaliauskienė, and Anusienė's who state that both correction and assessment depend on mistakes being made, reasons for

[4] Vibha Chawla, "Effects of Student Feedback on Teaching Competence……". *Contemporary Educational Technology*. Vol. 2 No. 1, January 2011, 77

mistakes, and class activities.[5] It means that feedback given by the lecturer at C practice teaching class will only base on student teachers' weaknesses, mistakes, and strengths. Lecturer may not provide feedback that his or her student teachers did not do it. As known that lecturer may have higher linguistic competence than student teachers themselves and lecturer is source of knowledge[6]. From this perception, it is believed that feedback given by the lecturer for each student teacher has been suitable based on what student teacher has performed. Lecturer has known which parts that his or her student teachers did well, that they should keep and they should improve for the next cycle. Thus, some student teachers may gain different lecturer's feedback and some of them can receive same topic of feedback dealing with five selected teaching skills as the other friends.

2. Feedback of 5 Selected Teaching Skills Implemented by Student Teachers for Their Teaching Practice on Second Cycle

From a number of feedback received by each student teacher at C practice teaching class, there were feedback that they had implemented appropriately, feedback that they had applied but it was still less suitable or still need improvement, and feedback that they had not implemented yet. From 13 student teachers joining practice teaching at C practice teaching class, there

[5] G. Kavaliauskienė, L. Anusienė, "Case Study: Learner Attitudes towards……". *Social Technologies.* Vol. 2, No. 1, January 2012, 88–101.
[6] Nugrahencny T. Zacharias, "Teacher and Student Attitude ……".*RELC Journal*. Vol. 38 No. 2, February 2007. 41-43

were 38, 5% or 5 student teachers who had succeeded to apply all feedback they received from the lecturer.

The above percentage was also same as student teachers who had attempted to implement the feedback properly as what the lecturer suggested although there were feedback that they had not implemented yet and there were feedback that they had implemented but it was still less suitable with what the lecturer actually wanted to. Meanwhile, there were only 23, 1% or 3 student teachers that had tried to apply lecturer's feedback appropriately but still there were also feedback that they had not implemented yet.

Based on the above findings, it seems that all student teachers at C practice teaching class had attempted to implement lecturer's feedback; however, not all student teachers at C practice teaching class could implement it well. Some of them may be less successful to implement lecturer's feedback based on what the lecturer suggested because of different reasons. One of those different reasons may be caused by the different ability on each student teacher in understanding lecturer's feedback. As said by Zacharias that 91% students typically gain difficulties in understanding the feedback given by their instructor, especially when the feedback is still quite general or not specific.[7] From his study, it can be concluded that understanding the feedback before implementing it is quite significant. Without understanding lecturer's

[7] Nugrahencny T. Zacharias, "Teacher and Student Attitude ……". *RELC Journal*. Vol. 38 No. 2, February 2007. 46

feedback well, student teachers will not be able to apply it properly based on what the lecturer wants to. As a result, student teachers did not show any significant improvement in performing their next teaching practice. They seemed not to implement lecturer's feedback given in the previous week. Whereas, they might have tried using their greatest effort in order to improve their five selected teaching skills based on what the lecturer had recommended.

The other reason causing some student teachers to be less successful in implementing lecturer's feedback or not to implement lecturer's feedback yet may come from the absence of lecturer's recommendation specifically for doing and improving the next teaching practice. It is supported by Ziv's study that students give more attention to the comments provided by their instructor when the comments are explicit and offer detailed suggestion on how to correct the errors. [8] He adds that such feedback like 'use lead in to know how far their background knowledge' or 'try to give something new for the students', will not improve student teachers' teaching practice since they do not really understand on how to use lead in and what to use lead in or how to give something new and what to give something new.

The other reasons that may affect student teachers not to apply lecturer's feedback or still to be less successful to implement the feedback as what the

[8] Nugrahencny T. Zacharias, "Teacher and Student Attitude ……..". *RELC Journal*. Vol. 38 No. 2, February 2007. 47

lecturer recommended will be specifically presented below. There will be some internal and external factors affecting them to apply or not to apply lecturer's feedback for their next second cycle of teaching practice.

3. Factors Influencing Student Teachers to Implement Feedback of 5 Selected Teaching Skills Provided by Lecturer

As presented in the finding above, there are two factors discussed in this study. Those two factors s are internal and external factors. The complete discussion dealing with these two factors will be deliberated below:

a. Internal Factors

1) Student Teachers' Motivation

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.[9] Brookhart adds that feedback provision on students' performance or works, can benefit on their cognitive and motivational factors simultaneously. [10]

Based on the finding, 100% student teachers stated that they were enthusiastic to implement lecturer's feedback if it was positive. Positive feedback may increase their motivation to learn more in

[9] S. White, "Investigating effective feedback practices……..". *Journal of Teacher Education*. Vol. 18, No. 4, 2007, 230

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

order to gain better teaching practice in the second cycle. This result agrees with Boggiano and Ruble's study that some kinds of teachers' feedback may have a positive influence on students' learning and motivation, especially positive feedback. [11] Positive feedback potentially increases students' intrinsic motivation in comparison to no feedback.[12] Thus, all student teachers at C practice teaching class feel enthusiastic to apply the positive feedback that they gained from the lecturer.

Meanwhile, 92% student teachers were also still enthusiastic to implement negative feedback from the lecturer. They stated that the negative feedback that they gained could lead them to learn more and not to repeat the same mistakes for the next teaching performance. It means most of them thought that negative feedback did not give significant influence to make them not to implement lecturer's feedback. It may happen since before providing negative feedback on student teachers' mistakes when performing their teaching practice, lecturer had deliver positive feedback for them. There was not student teachers gaining only negative feedback in their teaching practice. It is in line with Kavaliauskienė and Anusienė study that

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

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

providing positive feedback in the beginning of giving comment before giving error corrections will avoid demotivating students.[13] Thus, Although 69, 2% or 9 of 13 student teachers stated that they felt sad and disappointed for a while when gaining negative feedback, all of them were still motivated to apply lecturer's feedback for the second cycle.

Furthermore, Brandt adds that negative feedback will be more effective if it is focused, contains relevant and meaningful information, descriptive rather than evaluative, and covers sufficient quantity of positive feedback and limited amount of negative feedback, permits response and interaction.[14] It is in line with the finding that lecturer had tried to provide relevant and meaningful information dealing with teaching skills, especially five selected teaching skills that student teachers should improve. For instance, lecturer stated '*you need to move around to build good rapport with students. See their work. Find if they have difficulties. You only asked students individually, not working in group*'. That statement allows student teacher known and understand about things that she should improve and avoid doing in the next teaching cycle.

[13] G. Kavaliauskienė, L. Anusienė, "Case Study: Learner Attitudes towards……". *Social Technologies.* Vol. 2, No. 1, January 2012, 91

[14] G. Kavaliauskienė, L. Anusienė, "Case Study: Learner Attitudes towards……". *Social Technologies.* Vol. 2, No. 1, January 2012, 91

Moreover, lecturer had allowed response and interaction when giving feedback to student teachers as well. Lecturer always asked confirmation first to student teachers on what they had done before she delivered the mistakes that they did. As a result, negative feedback did not give any significant influence in demotivating student teachers for implementing lecturer's feedback.

2) Student Teachers' Comprehension

In this case, the researcher found that 92, 3% student teachers still implemented lecturer's feedback although they did not understand well on the feedback they received. It means that most of them tried to ignore their incomprehensibility on the feedback they gained. The most important for them is they have to try implementing it first. It may be caused student teachers had an anxiousness on the reality that lecturer is a figure who controls their grades and also their belief that lecturer is a source of knowledge. It agrees with Zacharias' study that most students do believe that teacher's feedback is very important in improving their next task since teacher is considered as source of knowledge and a figure controlling students' grade.[15] Therefore, most student teachers at C practice teaching class still attempted to use

[15] Nugrahencny T. Zacharias, "Teacher and Student Attitude …….". *RELC Journal*. Vol. 38 No. 2, February 2007. 51

lecturer's feedback even though they did not really understand on the feedback they gained.

3) Unpredictable Factors

There were only 15% student teachers who stated that the other external factors influencing them to implement lecturer's feedback were less of preparation to teach and the laziness. They told that they could not completely implement lecturer's feedback if they did not have much preparation for their teaching practice and when they felt lazy to try implementing it. One of the reasons probably causing them not to have good and enough preparation to teach and to be lazy was there were many other tasks from different subjects that they had to finish in the contiguous time. For some students, including student teachers, receiving many tasks is a burden. Thus, it may become an obstacle for them to finish their process for studying well.[16] Consequently, they cannot finish each or some of their tasks perfectly, involving their obligation to implement lecturer's feedback.

Besides, laziness to implement lecturer's feedback could also happen because student teachers received too much feedback that finally made them felt confused and did not really understand on the feedback given. As found by Zacharias that too much feedback

[16] Winawimala. "Faktor Penghambat dalam Belajar dan Cara Mengatasinya" *Pasir Pantai*, (http://winawimala.wordpress.com, accessed on Februari 25, 2016)

potentially make students feel helpless and discourage.[17] Furthermore, he adds that the difficulty in understanding the feedback given also makes the students feel less excited. From experiencing these feelings, a student, including a student teacher might start to feel lazy in using feedback provided by the lecturer.

b. External Factors

1) lecturer and feedback given

a) The Quantity of Feedback Given

Based on the finding, There were 39% student teachers stating that they would use lecturer's feedback that was well-understood if it was too much. It means that not all lecturer's feedback would be used by student teachers in their second teaching practice when the feedback was too much. Student teachers only tried to use lecturer's feedback that they knew well. One of the possible factors causing them to only implement lecturer's feedback that they had understood well is difficult languages used by the lecturer when delivering the feedback. Consequently, feedback that student teachers did not understand would not be implemented.

[17] Nugrahencny T. Zacharias, "Teacher and Student Attitude ……". *RELC Journal*. Vol. 38 No. 2, February 2007. 46

It is in line with Lee's study.[18] He stated that one possible reason why not all feedback were understood by students was language proficiency. In this case, difficult language used by a teacher to deliver the feedback might be the main point.

While 23% student teachers told that they would implement lecturer's feedback if it was enough or not too much. It may happen since great quantity of feedback potentially raised student teachers' discouragement.

As found by Nugrahency in his study that 90, 5% students conveyed that the quantity of teacher feedback produced from students' draft decided their feelings. If students gained too much feedback, they would feel annoyed, sad, helpless and discourage to continue writing.[19] It differs when teacher only gave little feedback to them. Students felt happy and motivated to revise their writing.

This condition may occur because so much feedback sometimes symbolizes many mistakes done by a student, included a student teacher as well. While little or enough

[18] Icy Lee, "Student Reactions to Teacher Feedback……". *Journal of Second Language Writing*. Vol. 17, 2008, 157

[19] Nugrahencny T. Zacharias, "Teacher and Student Attitude ……". *RELC Journal*. Vol. 38 No. 2, February 2007. 45

feedback can symbolize little errors. Thus, some student teachers chose to ignore lecturer's feedback when it was too much.

b) The Quality of Feedback Given

Regarding with this issue, there were 69% student teachers stating that they would use lecturer's feedback if it was qualified. It means that qualified feedback has significant point for student teachers before attempting to implement it. Qualified feedback may determine what student teachers actually had to do, what parts they had to revise, to improve and to keep. Knowing the parts that they had to revise, to improve or to keep lets them to be able to perform better teaching practice in the second teaching cycle.

As stated by lee that the quality of the feedback given by the lecturer might decide that the feedback was useful or not based on students' view. [20] He stated that quality of feedback deals with a series of issues, such as consistency, accuracy, and comprehensibility. He found that comprehensibility might be the main problem, In this case, the willingness of lecturer to provide broad explanation on what student teachers actually had to do, what parts they had to revise, to improve and to keep is the figure

[20] Icy Lee, "Student Reactions to Teacher Feedback…….". *Journal of Second Language Writing*. Vol. 17, 2008, 157

of comprehensibility that would decide whether lecturer's feedback was qualified or not.

Furthermore, Brookhart added that good feedback lets students know and understand where they are in their learning, what should they do next, and what they need to improve (called as cognitive factor). [21] As soon as they understand on what they should do and why they should do that, Brookhart told that most students would develop a feeling that they have to manage their own learning (called as motivational factor).

Thus, when the feedback did not provide as what mentioned above, it can be assumed that the feedback was not qualified. When the feedback was not qualified, it would leave a hesitation on students' thought where it would also encourage them not to implement lecturer's feedback. Therefore, qualified feedback was very important as one of the factor for student teachers at C practice teaching class to implement it.

c) Understandable

Dealing with understandable feedback, **77%** student teachers told that they would use lecturer's feedback if it was easy to understand. It means that they would not completely use

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

lecturer's feedback that was difficult to understand or even they would ignore it. This student teachers' reaction may happen since they did not know how they should improve their second teaching practice. Perhaps Lecturer only showed where their weaknesses or where the parts of the mistakes they did but the lecture did not provide any suggestion for them. Another reason is that lecturer's feedback was still quite general. General feedback may leave big questions for student teachers on what should they do and what to improve.

It is in line with Zacharias study that students prefer to gain specific comments from their teacher. [22] In his finding, students thought that feedback from the teacher would be useful if it was specific and offered specific suggestion on how to improve the next writing task. They added that feedback as 'revise your ideas', 'develop the ideas', and 'add more information' would not helpful since it was too general and there was no suggestion on how to improve it. As a result, students chose not to revise their writing work rather than they would gain more comments in their later writing work. Perhaps, because of the above reason as well, 77% student teachers at C practice teaching class did not try to

[22] Nugrahencny T. Zacharias, "Teacher and Student Attitude ……".*RELC Journal*. Vol. 38 No. 2, February 2007. 47-48

implement lecturer's feedback that they thought it was difficult to understand.

d) Usefulness

Discussing about the usefulness of feedback on student teachers at C practice teaching class, 92% student teachers said that they wanted to implement lecturer's feedback if they thought it was useful. It means that the usefulness of feedback was important for them. Useful feedback may mean that the feedback could help student teachers to improve their second teaching practice. It could give them understanding on the things that they did not know before and the mistakes they did. Thus, they could avoid not doing the same mistakes in the next cycle.

It is in line with Purohit's study, he found that microteaching feedback considerably helps in the classroom performance of language teachers.[23] 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 microteaching feedback, student teachers will be lead to think and reflect on what needs to be improved and what

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

should be done in the next chance.[24] As a result, ideally student teachers will show better classroom performance in the next teaching practice.

Same as Purohit's study, Ping assumes that feedback in microteaching is crucial for student teachers' progress.[25] It can happen since feedback provides the information for a student teacher concerning his or her attempts in copying certain patterns of teaching. Feedback providing in microteaching informs the student teachers with the success of their performance and allows them to assess and to develop their teaching performance. From those reasons, it is known that useful feedback can be awfully helpful for improving student teachers' teaching practice in the next teaching cycle.

e) Explicitness, Specificity, The Suitability with Student Teachers' Thought and Offering Specific Suggestion

Concerning on the explicitness and specificity, the result of the interview that has been conducted shows that 62% student teachers at C practice teaching class still desire to apply lecturer's

[24] Holi Ibrahim Holi Ali, Hameed Ahmed Al-Adawi, "Providing Effective Feedback ……". *Higher Education Studies*. Vol. 3, No. 3, 2013, 21

[25] Wang Ping, "Micro-teaching: A Powerful Tool to Embedding the English Teacher Certification Testing ……". *International Journal of English Language and Literature Studies*. Vol. 2, No. 3, 2013, 166

feedback although suppose that the feedback was not specific and explicit.

It was the same as what the researcher gained when interviewing student teachers on the suitability with student teachers' thought and offering specific suggestion. The researcher found that most student teachers at C practice teaching class did not really consider whether lecturer's feedback corresponded to their thought or not and whether the lecturer gave specific suggestion or not. There were 54% student teachers who would use lecturer's feedback even though it did not correspond to their concept and 69% student teachers who would implement lecturer's feedback although there was not specific suggestion given by the lecturer.

This condition may occur since student teachers did not want to make their lecturer assumed that they had not implemented lecturer's feedback yet.[i] It is in line with Zacharias research that students felt they had to apply their lecturer's feedback in order to get good grade. [26] In this case, students were aware that teacher is the person who controls their grade. Thus, they assumed that the feedback given by their teacher was what the teacher wanted.

[26] Nugrahencny T. Zacharias, "Teacher and Student Attitude ……".*RELC Journal*. Vol. 38 No. 2, February 2007. 43-44

The other reason that may cause most student teachers at C practice teaching class would still implement lecturer's feedback although suppose it was not specific, explicit, did not correspond to student teachers' though and there was not specific suggestion offered by the lecturer is because student teachers believed that lecturer is the source of knowledge. Thus, they might assume that what the lecturer suggested was the best for them to improve their teaching practice in the next teaching cycle. They might think that what they assume as a good or bad in their opinion was not always same and right as the other people think, included their lecturer. As said by ST 3 and ST 9:

> ….. I believe that my lecturer knows me and knows the material so well. Thus, I will still implement it.
> ….. because what I think *'good'* sometimes is not same as what the other person thinks.

Still in line with Zacharias' finding[27], he found that some students in his study trust that teacher's feedback is always right. They tend to follow and do whatever their teacher said. It seems that they have had belief that teacher is the figure becoming source of knowledge. In consequence, they ignore whether

[27] Nugrahencny T. Zacharias, "Teacher and Student Attitude ……".*RELC Journal*. Vol. 38 No. 2, February 2007. 43

teacher's feedback is explicit, specific, corresponds to student teachers' though and contains specific suggestion or not.

Regarding the above reasons, student teachers at C practice teaching class might experience the same situation and condition as what experienced by students in Zacharias' study as well. They had to attempt implementing lecturer's feedback as well as possible even though suppose that the feedback was not explicit, specific, did not correspond to student teachers' though and there was not specific suggestion offered by the lecturer since the lecturer is the one who controls their grade and becomes source of knowledge.

f) Time Allocation for Practice Teaching

When student teachers were asked about time allocation for their practice teaching, 77% student teachers felt that time allocation could influence their decision to implement lecturer's feedback. It might possibly happen since sometimes lecturer could 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 wanted to. Limited time might prevent student teachers to implement the activities that they had arranged

beforehand. Thus, they seemed to lose practices that actually they should perform in the second cycle. Consequently, they seemed 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.[28] 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. Thus, student teachers looked like not to have improvement in their next teaching performance since some instructor's feedback seem not to be applied by them.

g) Unpredictable Factors

Regarding with unpredictable factors coming from extern, the researcher found that there were only 38% student teachers stating that perfect performance from the other student teachers and practice teaching class used by them during one semester for performing to teach, potentially influenced them to implement lecturer's feedback.

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

Good performance from the other student teachers that were also supported by much positive feedback from the lecturer sometimes might provoke student teachers' motivation to try performing better teaching practice in the second cycle. In this case, their motivation increased. This motivation is called as intrinsic motivation since student teachers had a desire to develop specific thing without encouragement and compulsion from the other people.[29] It purely came from themselves. Thus, what they felt, they listened and they looked at that time made them motivated to improve their practice teaching where one of the ways that should be done by them was to apply lecturer's feedback.

Furthermore, the assumption why practice teaching class could influence student teachers to implement lecturer's feedback was since they found that the size of practice teaching class was not too big. While sometimes they found many students in the class. Thus, sometimes they found difficulties to conduct such teaching activities or to develop such teaching skills based on what the lecturer had suggested before. Consequently, this factor influenced them to implement lecturer's feedback or not.

[29] Ade Yuliasari and Nanang Indriarsa, "Peran Dominan Motivasi Intrinsik dan Motivasi Ekstrinsik Siswa Putri dalam Mengikuti Ekstrakulikuler Futsal". *Jurnal Pendidikan Olahraga dan Kesehatan*. Vol. 01, No. 02, 2013. 315

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