

ABSTRACT

Yuanita, Alice Rahma. (2014). *An Analysis of Feedback on Student's Lesson Planning at Microteaching Class of English Teacher Education Department UIN Sunan Ampel Surabaya Academic Year 2013/2014*. A Thesis, English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Dra. Irma Soraya, M.Pd

Key Words : Feedback, Lesson Plan, Microteaching class

The aim of microteaching class program is to shape and strengthen the basic teaching technique and provide feedback for the student by the supervisor or lecturer. Furthermore, the principle of feedback in microteaching is quite useful in developing teaching skill such as: skill in creating and developing lesson plan. Hence, the study focused on the teacher's feedback on the student's lesson plan in microteaching class. The purposes of this study are; 1) to identify what the feedback are provided to the students in Microteaching class. 2) to investigate what the characteristics feedback are provided to the students in Microteaching class, and 3) to describe how the students address the feedback to develop their lesson planning skill.

This study focuses on the PPL D and E students and the teacher at Microteaching class as the subject. Since this study is descriptive qualitative approach, therefore there are three instruments that were used in collecting data: interview, observation, and documentation.

As a result of this study, the findings show that feedback which provided during the Microteaching class were task feedback, processing of task feedback, criterion feedback, norm reference feedback, descriptive feedback, judgmental feedback, positive feedback and negative feedback. While, for the characteristic of feedback, they are: specific, clear and detail, descriptive, represent commitment to grow, usable and doable and well-timed. Furthermore, they addressed the teacher's feedback by identifying the feedback on their lesson plan, identifying the error of lesson plan, evaluating the feedback on lesson plan, responding to the feedback, and reflecting the feedback on the future lesson plan.