CHAPTER I

INTRODUCTION

A. Research Background

Pre-service teacher program or Microteaching class is a teacher training class for learning teaching skill. It employs real teaching situation for developing skills and helps to get deeper knowledge of the art of teaching[1]. Basically, teaching practice is held by the teacher candidate after obtaining the theory of teaching and basic teaching skill. It is part of PPL (*Praktek Pengalaman Lapangan*) program in Faculty of Education and Teachers Training at UIN Sunan Ampel Surabaya to teach theories by having teaching practices. Moreover, it is also one of the stages of student'steachers to develop competence in performing and teaching practice in real terms till the studentis ready to become a professional teacher.[2] Teacher has an essential role in the total education system[3]. The quality of microteaching class will formulate and reflect in their competence later. It is necessary to provide good training at the teacher-training program.

The aim of microteaching class program is to shape and strengthen the basic teaching technique and provide feedback for the student. Hence, feedback is the most important component as it contributes significantly to the pre-service teaching skill. The candidate teacher should provide competence and focus on

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[1]Ambili Rames, *Microteaching; An Efficient Technique For Learning Effective Teaching* (Department of Pharmacology,2009), 1.
[2] Tim Penyusun Pedoman PPL II Tahun 2013, "Pedoman Praktik Pengalaman Lapangan (PPL) II Tahun 2013"FakultasTarbiyah dan Keguruan IAIN Sunan Ampel Surabaya
[3] Farah,*Analisis Kompetensi Pedagogik. 2008,* 26.

student teachers acquisition of specific teaching skill. Furthermore, the principle of feedback is quite useful in developing teaching skill such as: skill in creating and developing lesson plan[4].

Creating a lesson plan is the starting point of the teaching process because all activities in the teaching process go from the lesson plan. The competence of planning a teaching and learning program is the teacher's ability in constructing a lesson unit and other needed material, such as teaching instruction, worksheet, and teaching media[5].Based on Harmer *"For a teacher, a plan- gives the lesson framework and overall shape"*[6] means that lesson plan will give a picture for teacher about what will they do during the teaching and learning process. Therefore, the lesson planning skill becomes the basic skill to produce a good lesson plan. After practicing teaching, the lecturer and the observers will give the feedback to the students that mayincrease the student's ability become a good quality.

In some of the studies have shown that many students or teacher candidate, particularly early in their training, have difficulty on their lesson planning as like have difficulty matching goals, objectives, and form of evaluation.[7] Many also fail to understand the conceptual distinctions between aims, objectives, and

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[4] Farah, *Analisis Kompetensi Pedagogik………………………………..*, p.26.

[5]Enggus Subarman, *Kemampuan Dasar Guru dalam Proses Belajar Mengajar (*Bandung:PT Remaja Rosdakarya, 1992), 30.

[6] Jeremy Harmer,*How to Teach English*(England: Longman, 1998)*,* 121.

[7]Peter D. John, *Lesson Planning And The Student Teacher: Re-Thingking The Dominant Model.*J.Curriculum Studies, 2006, vol.38, No.4, 483-498 ,7.

goalduring the training program.[8] It means that the error in designing lesson plan is often ensuing in student teacher issues. However, a clear lesson plan is vital to ensuring aims and objectives are met and that learner's needs are catered for appropriately.[9] Hence, a good and correct lesson plan will help the student to anticipate issues that might arise during lesson.

Furthermore, during the microteaching class, lecturer is the real critics for the pre-service teacher in creating lesson plan and being the sources of feedback in microteaching class program. According to Driscoll[10], feedbacks have two functions during microteaching process, the correctness of student's response or performance and corrective information that can be used by the learners to modify their skill ability. Lecturer is responsible for helping students to develop their ability to reach their learning goals through teacher's feedback.[11] Lecturer can critic since the students are trained to practice in creating and developing lesson plan. However, in previous study found that tutors or lecturer may fail to recognize the positive impact that their feedback was having upon students.[12]This

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[8] Joyce, B.R - Harootunian, B,*Teaching as Provlem solving.* Journal of Teacher Education, 15 (4) , 1964, 420-427.

[9]British Council Teaching Skill.2011, 3.

[10]Driscoll, M. Psychological foundations of instructional design. In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and issues in instructional design and Technology* (2nd ed.)(Upper Saddle River, NJ: Pearson Education Inc. 2007), 36-44.

[11]Pupung Purnawan,Doctoral Dissertation: *"Impact of Teacher Feedback On ESL Student's Writing"*(Blackburg*:* Virginia Polytechnic Institute2011)*,* 40.

[12]Anna.D.Rowe,*"Student Perceptions and Preferences for Feedback".*Divisions of Economic and Financial Studies, Macquire University.Vol.4, No.3 .p.1.

issue indicated that feedback or comment was considered unhelpful when it is delivered vaguely or untimely[13], or when not enough information is provided.

In other hand, the other researcher perspective clarified that feedback provided by the teacher or the student will add positively to the student's classroom effectiveness[14]. Therefore, feedback from lecturer can bring improvement in competence level. As the Baker[15] statements, teacher and lecturer have a significant role during the teaching and learning process. They shall be professional with the system approach such as: lesson design, classroom management, instruction and learning, as well as evaluation and feedback.Although, feedbackis not the only factor affects the success of teaching, but itcannot deniedthatfeedbackis one of thecritical success factorsin thestudents'teachingtraining.[16] However, it is reverting to the learners to reflect the feedback in improving their skill. In addition, feedback is considered as a crucial part of learning, as state by Hatti that "Feedback is one of the most powerful influences on learning and achievement and one of the strongest predictors of positive learning outcomes".[17]

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[13]Anna.D.Rowe,*Student Perceptions...…………….*; Macquire University. Vol.4, No.3 ,1.

[14]Pupung Purnawan, Doctoral Dissertation: "*Impact of Teacher Feedback On ESL Student's Writing"*(Blackburg*:* Virginia PolytecjnicInstitute,2011)*,* 40.

[15]Mohammad Idrus, "*Implementation of Teacher Pedagogy Competence to Optimizing Development in Public Primary School in Indonesia",* International Journal of Education and Research.Vol.1 No.9 September 2013, 2.

[16]Pupung Purnawan, Doctoral Dissertation: "*Impact of Teacher Feedback On ESL Student's Writing".*(Blackburg*:* Virginia Polytecjnic Institute,2011)*,* 40.

[17] John Hatti, *Review of Educational Research* (American Educational Research Association ,2007) ,81.

From that statement means that feedback has significant part in the learning process. Teacher's feedback covers some activities related to the activities in the microteaching class such as: giving explanation directly or indirectly about the students' skill in developing lesson plan. This is become essential since the students know the mistakes that have been madeand then giving motivation to the students to build their confidence up and also avoid depression of mistakes.[18] In this study, the terms of feedback are oral and written feedback. Difference of the way in giving feedback, both oral and written may influence to the student's interpretation in understanding the feedback

Having done with the preliminary study and knew the condition and the situation of class, the researcher decided to use two classes of Microteaching as the samples of this research since the focus of lecturer feedback in this class are written and oral feedback. Moreover, writers worked with the some of the students as the sample by considering the students who have many mistakes in developing Lesson Plan. Dealing with this research, the mainsubject is the lecturer who handles the Microteaching class academic year 2013/2014. The students also become the subject of this research.

In addition, this study was used purposive sampling in getting sample of the research.Since the purpose of this research wants to reveal the lecture's feedback, based on the preliminary research in some of the Microteaching classes. The researcher found that the way of lecturer's in giving feedback are different, since,

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[18] John Hatti,*Review of Educational Research. …………………..,*82.

the kind of feedback that provided was also different in every class of Microteaching. It was founded that only some classes that provided feedback to the student's lesson plan. Furthermore, the mistakes and error in developing lesson plan are occur to the majority of students of Microteaching Class. Thus, this study becomes important to investigate and identify the teacher's feedback that commonly provided in Microteaching class, especially in developing lesson plan skill.

This study is conducted at Microteaching class in English Teacher Education Department of UIN Sunan Ampel Surabaya. Principally, Microteaching class is very essential for the-preservice student since it will delivered teaching skill that will be applied in real condition, moreover, feedback in many aspect are provided in microteaching class.Taking specifically of Microteaching class the researcher uses class D and E. These classes are decided because some reasons. First, among the five classes of Microteaching class, this class focusedon oral and written feedback. Second,this class sample is applying the systematically procedure of student teaching performance, so there is a regular time in giving feedback for every learners. Third,this class is addressing with many students that founded problem and mistake in developing lesson plan. Hence, during the microteaching class, the student will learn deeply how to develop a good lesson plan based on the feedback from the lecturer and student.

Dealing with this study, there are several similar studies taken before. There have been researchers which conducted the similar research (Chawla, Bruce, and

Ice). Most of the researches are discussing the effect of feedback in the secondary school. In detail, the study by Chawla entitled "*Effect of Student Feedback on Teaching Competence of Student Teacher : A Microteaching Experiment*"[19] In this research, she states that student feedback has been found to be effective in improving the level of performance of student teachers in terms of general teaching competence. The other previous study conducted by Bruce entitled "*Effective Feedback: The Student Perspective*"[20] In this research the researcher try to find out the student perspective about effective feedback preferred by the student. This research focus on the how to build effective feedback applied by the students. Based the previous research, most of the past researches were discussing the effect of feedback in the secondary school. Therefore, by analyzing the feedback in the Microteaching class in the university level, this research will be different from the previous study because this research focuses on the lecturer feedback that is provided to the student skill in developing lesson plan in Microteaching class.

For those reasons above,it becomes significant toconduct this studyto providesome benefits for the lecturer who conducts the Microteaching class such as information about the way in providing meaningful feedback. Another benefit may delivered to the students who will take the Internship program, so they can reflect from this study for the better work. Therefore, this research is conducted

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[19]Vibha Chawla, *Effect of Student Feedback on Teaching Competence of Student Teacher : A Microteaching Experiment (*Mohan Lal Institute of Education, India, 2011), 3.

[20] Bruce, *Effective Feedback, The Students Perspective (*University of Winchester, 2005), 6.

to investigate what feedback commonly used by the lecturer to develop skill in lesson planning in Microteaching Class. Moreover, this is also to investigate the character of those feedbacks, and to reveal how the student address on the lecturer's feedback to develop their lesson plan skill

B. Research Questions

Based on the background of the study above, the research problem are formulated as follow:

1. What are the feedbacks provided to the students in Microteachingclass to develop their Lesson Planning skill?

2. What are the characteristics of feedback provided inMicroteachingclass to develop their lesson planning skill?

3. How do the students address the feedback in developing their Lesson Planning skill?

C. Objectives of The Study

This study conducted by the researcher has certain objectivity as follows:

1. To identify what the feedbacks are provided to the students in Microteaching class to develop their Lesson Planning skill

2. To investigate what the characteristic feedback in Microteaching class to develop their Lesson Planning skill

3. To describe how the student address the feedback to develop their Lesson Planning skill.

D. Significances ofthe Study

This research concerns in how the teacher's feedback can be reflected by the student to develop their skill in creating lesson plan. By conducting this study, the researcher expects, it gives many contributions to the teachers and the department, as follows:

1. For the Lecturer

The result of the study is expected to be beneficial for lecturer who conducts the Microteaching class. First, it is expected that the result of this study may become the source of the information about the way in providing meaningful feedback that can facilitate the student to develop the teaching skill, especially skill in developing lesson plan.

2. For the Student

This research expected would give benefit to the student, specially the pre-service student to provide information to understand how important a feedback in improving teaching skill, such as: skill in creating lesson as the basic skill that should be able by the candidate of teacher. In addition, this study can give benefit to the student who will have the Internship program, so they can reflect from this study for the better work. Moreover, this research will give positive effect for microteaching process in giving feedback in right way.

3. Researcher

The result of this research is expected to be beneficial for the next researcher in giving information feedback in learning process. Moreover, it would serve as a

future reference for the researcher in doing research about giving effective feedback.

E. Scope and Limit of The Study

In term of feedback, there are many types of feedback: Teacher feedback, peer feedback and self feedback. However, the scope of this study was focused teacher feedback on oral and written feedback that was applied to the project as the whole, so this study will not going to talk about peer feedback, self feedback and Computer Mediated feedback. Because the term of discussion, the researcher also tried to limit the study on: feedback are commonly provided to the students at D and E class of Microteaching class, the characteristic feedback are provided to the students at D and E class of Microteaching class and how the student address the feedback to develop their lesson planning skill.

F. Definition of Key Terms

To obtain obvious description about the title and the problem of this research, the researcher gave definition of the key terms. The purpose was to make clear and to avoid misunderstanding on the concept that is used in this study. The researcher would like to define them as follows:

1. Feedback

Feedback is conceptualized as information provided by an agent (e.g : Teacher, peer, book, parent, experience) regarding aspects of one's performance or

understanding[21]. From this point of view means, that feedback in this study means a kind of information that is usually delivered by the teacher, lecturer, tutor or may the student as the respond in a learning process. It refers to an event the teacher, a plan-hat provides a learner with information about the correctness.

2. Teacher's Feedback

Teacher feedbacksare comments or responses that are delivered by teacher to student. In this study, teacher's feedback means feedbacks that are delivered by the lecturer to the student in university level.

3. Lesson Plan

Lesson Plan is defined a plan describing the procedure and management of learning to achieve one or more basic competences determined in the Content Standard and explained in the syllabus[22]. It also states by Harmer that lesson plan is the teacher's plan, a plan-however informal-gives the lesson framework, an overall shape"[23]. In short, the lesson plan in this study means information about what teacher candidate plan to do in a class during the learning process.

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[21] John Hatti, *Review of Educational Research* (Unite State, 2007) ,56.

[22] Muhammad Amin, *Serba-serbi Pengajaran Bahasa Buku 2,*76.

[23] Jeremy Harmer, *How to Teach English* (England: London, 1998), 121.

4. Microteaching (*PPL 1*)

Microteaching class is a teacher training class for learning teaching skill.[24]It is a part of PPL (*Praktek Pengalaman Lapangan).* In this term, Microteaching class means the pre-service teacher training class where the students have to practice to plan to see the teaching practice in small group among their own friends or several real students of secondary school. This program takes 2 credits.[25]

G. Research Report Writing Organization

In this part, thesis was organized into five chapters as follows:

Chapter I : In the first chapter of this research defending the introduction of thesis including background of study, problem of study, objectives of the study, significance of the study, scope and limitation, definition of key term, and the last is research report writing organization.

Chapter II : In the next part of this research defending related of review literature includes the theories of:

First isMicroteaching class (PPL 1); 1) Definition of Microteaching class, 2) Teaching Basic Skill in Microteaching class, 3) Skill in developing lesson plan.

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[24]Ambili Rames,*Microteaching, An Efficient Technique For Learning Effective Teaching. (*Department of Pharmacology, 2009) ,2.

[25] Tim Penyusun Pedoman PPL II Tahun 2013, "Pedoman Praktik Pengalaman Lapangan (PPL) II Tahun 2013 FakultasTarbiyah dan Keguruan IAIN Sunan Ampel Surabaya

Second is about Lesson Plan; 1) Definition of Lesson Plan, 2) Component of lesson plan,3) The importance of lesson plan.

Third is about feedback; 1) The definition of feedback, 2) The Teacher's feedback in learning process, 3)Feedback in learning process, and 4) The characteristic of feedback, 5) Reflecting feedback in Developing Skill.

The last is *Previous Studies* that explained the previous study related to the certain study that had been conducted.

Chapter III: In the next part is an explanation about the research methodology including research design, the setting and subject of study, instrument of the study, data and sources data, data collection techniques and data analysis technique also explain as clear as possible in this part.

Chapter IV: In this chapter was aimed to describe as clear as possible the research finding including the result of data research collection and also the result of data analysis according to the object of the research.

Chapter V: In this part were conclusion and suggestion. The researcher summarized the result of the whole study and continued by suggestion that defined as the message needed.