

CHAPTER IV

RESEARCH FINDING AND DISSCUSION

This chapter presents the research finding and the discussion of study. The result of the ways student teachers do self-reflection and student teachers' teaching skills achievement are showed as research findings. Furthermore, the data is categorized based on theme of the way student teachers do self-reflection in Jack Richard's theory of self-reflection and teaching skill based on theory of William and Mary College in discussion part. Finally, those are presented in the following finding and discussion.

A. Research Finding

This research has been conducted by the researcher in microteaching class during May until June 2017 by employing the techniques of collecting data as stated in the research method. The data collected were used to answer three research questions of this study. The first question is dealing with the way student-teachers do self-reflection in microteaching class, second question is related to student-teachers' teaching skill which applied during teaching practice. The third question is about to what extent self-reflection through video recording gives effect to student teachers' teaching skill. To present the result of this study suitably, the researcher sorts them based on the research questions.

1. The Ways Student Teachers Doing Self-Reflection

To analyze the finding of this study, the researcher used interview to answer the first research question. The researcher has interviewed seven students from class C and B which chosen randomly. At first, researcher intended to use 12 student teachers of both classes, but only seven students who have completed video of teaching practice and available to be interviewed. Here is the result of analyzing interview.

Table 4. 1 Student Teachers Steps of Self-Reflection

Name of Student Teacher	STEPS OF SELF-REFLECTION			
	1. Decide Teaching Skill Aspect that Want to Improve	2. Break Down All Those Teaching Aspects	3. Looking For Solution of the Problem	4. Framing Time to Carry out the Goal
Student Teacher A	<ul style="list-style-type: none"> ✓ Student teacher mentioned her strength point ✓ She mentioned her weak points ✓ She chose teaching aspects and tried to find the solution 	<ul style="list-style-type: none"> ✓ She asked herself and thought again about teaching area that needs to change. 	<ul style="list-style-type: none"> ✓ She did practice to overcome her weaknesses ✓ She mentioned her strategy to choose the best solution ✓ She always asked herself and thought about the solution whether it will work or not. ✓ She asked herself and thought about her solution will give effect to her next teaching. 	<ul style="list-style-type: none"> ✓ She monitoring her solution. ✓ She made connection between her solution and teaching practice
Student Teacher B	<ul style="list-style-type: none"> ✓ She mentioned strength points. ✓ She mentioned her weak points. ✓ She chose teaching aspects that need to improve. 	<ul style="list-style-type: none"> ✓ She asked herself about teaching skill that she needs to improve ✓ She breaks down her choices of teaching aspects 	<ul style="list-style-type: none"> ✓ She mentioned some ways to overcome the solution. ✓ She mentioned the strategy to choose the best solution. ✓ She always asked herself about the effectiveness of her solution ✓ She also asked herself about the possibility effect in the next teaching. 	<ul style="list-style-type: none"> ✓ She monitoring the solution ✓ She made connection between the solutions and teaching practice.
Student Teacher C	<ul style="list-style-type: none"> ✓ She mentioned her strength points process 	<ul style="list-style-type: none"> ✓ She made sure about her choices by asking herself. 	<ul style="list-style-type: none"> ✓ She tried to reflect her teaching practice ✓ She mentioned strategy to choose the solution 	<ul style="list-style-type: none"> ✓ She made connection between her solution

	<ul style="list-style-type: none"> ✓ She mentioned her weak points. ✓ She chose teaching aspect that she wanted to improve. 	<ul style="list-style-type: none"> ✓ She sorted her choices which the most important ones 	<ul style="list-style-type: none"> ✓ She asked herself about the effectiveness of her solution ✓ She reflected herself about the possibility effect for next teaching 	and her teaching
Student Teacher D	<ul style="list-style-type: none"> ✓ She mentioned her strong points. ✓ She mentioned her weak points ✓ She decided three teaching aspects that need to improve. 	<ul style="list-style-type: none"> ✓ She reflected and asked herself about her problem that need to change. ✓ She narrowed down all those weaknesses and looked for the solution one by one. 	<ul style="list-style-type: none"> ✓ She mentioned the ways to overcome her problem. ✓ She mentioned her strategies to choose the solution ✓ She thought about the effectiveness of her solution ✓ She asked herself, whether her solution will give the improvement or not 	<ul style="list-style-type: none"> ✓ She monitored her solution ✓ She made connection between her solution and teaching practice.
Student Teacher E:	<ul style="list-style-type: none"> ✓ She mentioned her strong points. ✓ She mentioned her weak points ✓ She also decided teaching aspects that she wants to improve. 	<ul style="list-style-type: none"> ✓ She often asked herself about teaching behavior that urgent to find the solution. 	<ul style="list-style-type: none"> ✓ She mentioned the ways to solve the problem ✓ She also mentioned her strategy to choose the best solution ✓ She ever asked to herself about the effectiveness of her solution. ✓ She always asked herself about the appropriateness of her solution and her teaching activity 	She made connection between her solution and her teaching.
Student Teacher F	<ul style="list-style-type: none"> ✓ She mentioned her good points ✓ She mentioned her weak 	<ul style="list-style-type: none"> ✓ She often asked herself about her problem and think about the solution. ✓ She 	<ul style="list-style-type: none"> ✓ She mentioned the ways to solve her problem ✓ She mentioned her strategy to solve the problem. ✓ She asked to 	<ul style="list-style-type: none"> ✓ She monitored her solution. ✓ She made connection between

	✓ points She decided teaching aspects that she needs improve	narrowed down her teaching aspects into some specific one.	herself about the effectiveness of her solution ✓ She also asked herself about her solution's effect to her next teaching.	her solution and her teaching activity
Student Teacher G	✓ She said her good points ✓ She also mentioned her weak points ✓ She decided teaching aspect that need to improve.	✓ She asked herself about the teaching aspects that need to change. ✓ She broke down the teaching aspects into some points.	✓ She mentioned the ways to solve her weak points. ✓ She mentioned the strategy to choose the solution. ✓ She asked herself when she chose the solution whether it is effective or not. ✓ She asked herself about the effect of her teaching practice if she applied the solution	✓ She monitored her solution ✓ She made connection between her solution and teaching practice

a. Decide Teaching Skill Aspects Which Need to Improve

Based on the result of interview, the first stage of self-reflection process is choosing what aspect that they want to improve. In this stage, researcher uses three questions for interviewing students. The first and second questions are asking their strength and weaknesses. From this question, researcher finds that student teachers make their teaching skill aspects by differentiate between their strengths and weaknesses. Based on the response to the question, all student teachers mentioned their strengths as their good points in teaching practice, and their weaknesses as the problem of their first teaching practice. As student teachers mentioning their strengths and weaknesses, it helps them to find the problem of teaching. The problem of teaching can be found in their weaknesses point. Therefore, in this stage, student teachers already chose the aspects of teaching skills which intend to improve as they mentioned their weak points.

After student teachers mentioning their weaknesses, the researcher asks another yes/no question to

confirm the answer dealing with aspect of teaching skill that student teachers chose. Based on the result of interview, six student teachers said yes to the question and mentioned the aspects that they wanted to improve (*see appendix 1*). Another student said that firstly she did not make or choose the aspect but when it comes to write reflection paper, she divided some aspects (*see appendix 1*). Student teachers choose weaknesses point as the aspects which they have to more concern with. Therefore, all student teachers took the first step of self-reflection by choosing teaching aspects of their weaknesses.

b. Break Down All Those Aspects Which Really Important

In this step, researcher used three questions to interview student teachers. The first question is “*Did you ask yourself, which of your teaching behavior will you attempt to change?*” After student teachers have decided the specific aspects, they tried to make sure those choices by asking themselves about it while they watched their video. All student teachers answered “yes” to the question (*see appendix 1*), so it made them rethink about their decision of teaching skill aspects which they chose before. In this case, student teachers tried to make sure that all those aspects urgently need to change. This process made student teachers realize about their choices in order to choose the most specific one.

Based on those answers, all student teachers agree to recheck their choices, and this process affected student teachers to choose their teaching skill. As they reflected, they found the most important skills which need more concern and improvement. Indirectly, they have narrowed all their aspects into more specific one. To get clear answer about this topic, the researcher has other yes/no questions. Those asked student teachers whether they sorted their choices before looking for the solution or not. The result showed that five of seven students sorted their choices and looked for the solution one by one. Two other student teachers did not break down their choices (*see appendix 1*). Student teachers sorted their teaching skill to make it easier to find the solution. Therefore, after having some aspects

that need to improve, student teachers sort those aspects into more specific one based on the most important aspects which need to change.

c. Looking For Solution of the Problem

After deciding the aspects and sorting them into some important points, the next step was looking for solution of the problem. Researcher used some questions in this section. The first question asked what they do to solve the problem while the second asked what their strategy was to solve their problem. Those questions are quite similar, so student teachers' responses are almost the same to both questions. Here, the strategy to overcome the weaknesses is by looking for the solution in various sources. Student teachers use various strategies to overcome their weaknesses. One student teacher used two or three sources as their strategy (*see appendix 1*).

Based on student teachers' response to the questions, the common answers is by discussing with others experts and watching video of teaching practice from YouTube and their friends' video. There are six student teachers who looked for the solution by both discussing with other people and watching video of teaching (*see appendix 1*). Student teachers mostly discussed with experts such as supervisors and seniors. They also asked their friends' suggestions and solutions about their problem in teaching practice. Four student teachers also tried to look for the solution by searching through internet, and the other two tried to combine their strategy by reading material book (*see appendix 1*).

Other two given questions for student teachers dealt with the solutions they chose. First question asked whether student teachers reflected their choices about the effectiveness of their solution. The result showed that all students said "yes" that they often asked and reflected whether the chosen solution is already effective to their teaching or not (*see appendix 1*). As student teachers asked themselves and reflected about the solution, they considered all the things that might happen when the solution was applied. Second question tried to know whether student

teacher asked themselves that the solution affected their teaching or not. All seven student teachers' responses with 'yes' that they often asked themselves about the solution affected to their teaching practice (*see appendix 1*). The thought of whether the solution will affect on next teaching practice or not, it gives information that student teachers tried to choose the best solution in their teaching. Student teachers' response leads to the perspective that looking for solution is not merely searching the right solutions, but it needs to think about the effect of teaching that might happen by applying the solution as new strategy.

d. Framing Times to Try Out the Solution

The next step that student teachers take when they do self-reflection is by making time for trying out the chosen solution. Here, researcher used two questions to get what student teachers do in framing their time to carry out the solution. The first question asked student teachers whether they monitored their solution by watching their video or not. The monitoring solution by watching video aimed to figure out the appropriateness between the solution and the problem. The result showed that four student teachers monitored their solution by watching video. Other students did not monitor through video recording but they only monitored it by recalling their memories in their mind (*see appendix 1*).

Another question was used to ask student teachers how they connected between their solution and the problem. Making connection between the solutions and teaching practice is a way to try out the solution. The result showed that student teachers make connection between the solution and teaching practice by recalling back what they have done in teaching practice and thought about what if student teachers used the solution in the teaching practice (*see appendix 1*). As student teachers connected the solution with teaching practice, it was considered as the way they tried out the solution. Monitoring and making connection are the ways to give a description about how the solution will work in the teaching process.

2. Teaching Skill of Student Teachers Who Doing Self-Reflection

In this second research question, researcher used indirect observation to answer the research question. The researcher used observation checklist based on theory William and Mary College's book to analyze video recording of student teachers' teaching practice achievement. This teaching skill achievement is included the achievement before and after doing self-reflection. There are four categorizations of achievement included exceed expectation, meet expectation, developing and below expectation.¹²⁶ Student teachers' teaching skill will be analyzed using those categorizations. The result will be described based the stage before and after doing self-reflection.

a. Student Teachers' Teaching Skill before Doing Self-Reflection

This section is discussed about student teachers achievement in teaching practice 1 which regarded as student teachers teaching skill before doing self-reflection.

1. Teaching Based on Lesson Plan

Teaching based on lesson plan consists of six sub-skills, there are communicate objective of the lesson, explain the content, provide clear direction for student, provide independent practice of skill, summarize the lesson and modify lesson during instruction. Here the researcher displays the result of teaching based on lesson plan achievement in the chart below.

¹²⁶ *Handbook for Practice & Student Teaching Experiences*, 52.

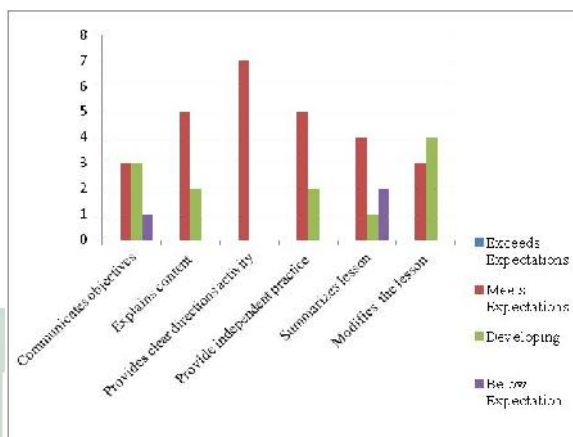


Chart 4.1 Teaching Based on Lesson Plan Achievement

According to the chart 4.1, the common categorization which mostly happened during student teachers' teaching practice is meet expectation and developing. There also appeared below expectation of teaching skill but only few students in two sub-skills included one student teacher who did not communicate the objective of the lesson and two student teachers who did not summarize the lesson. In this teaching skill, there are four sub-skills that categorized as meet expectation. Those are explaining the content, providing clear direction for student activity, providing independent practice and summarizing the lesson.

Student teachers achieved meet expectation in explaining the content of the lesson. There are five students who achieved this skill and the other two student teachers got developing achievement. Meet expectation here means that student teachers gave the material and explained it correctly based on the content. All five student teachers explained information about the material completely (*see appendix 2*). While for student teachers who achieved developing criteria in explaining

the content, they missed some things when delivering the content. In this case, student teacher did not deliver the information completely (*see appendix 2*).

Another teaching skill that achieved meet expectation is providing direction for student activity. Based on chart 4.1, all seven student teachers accomplished meet expectation. Student teachers have provided clear direction for students to follow the activity easily. Here student teachers used simple language when giving instruction (*see appendix 2*). Teacher used simple language that made student easy to understand the instruction, so students can follow each activity. This skill has been achieved by most student teachers in their teaching practice like what is showed in the chart 4.1.

The next sub-skill that categorized as meet expectation is providing independent practice of skill. Based on the chart 4.1, there are five student teachers who achieved this sub-skill and two other got developing achievement. Student teachers who achieved developing, they only provided one activity which supported practicing their skill independently (*see appendix 2*). While for student teachers who meet expectation, they provided some activities that supported independent practice skill. In this case, student teachers give opportunity for students to develop their skill independently (*see appendix 2*).

Besides those skills, summarizing the lesson is another skill that student teachers have achieved as meet expectation. Based on the chart 4.1, there are four student teachers who accomplished this sub-skill. Another one got developing achievement and other two students got below expectation. Student teachers who meet expectation provided activity to summarize the lesson. All four student teachers have done in the end of the lesson by recalling back what they have done in the lesson using question strategy (*see appendix 2*). Other two student teachers who got below expectation did not summarize the lesson. One student teacher who got

developing tried to summarize the lesson indirectly by engaging students in activity and when students doing their task (*see appendix 2*).

Furthermore, another achievement is found in sub-skill communicate the objective of the lesson. Based on the chart 4.1, the researcher found that there are three student teachers who achieved meet expectation, other three student teachers achieved developing the skill and another one got below expectation. Student teachers who meet expectation mentioned the objective of the study directly to the students (*see appendix 2*). Another student teacher did not mention objective of the lesson, therefore she got below expectation. Others who achieved developing skill delivered the objective of the study by giving clue for student to answer and engaging in activity to introduce the objective of the lesson (*see appendix 2*).

Another sub-skill that achieved developing categorization is modifying the lesson during instruction. It is showed from chart 4.1, there are only three student teachers who meet expectation and the other four got developing achievement. Mostly in developing achievement, researcher found that modification of the lesson during instruction happened when teacher only applying one or two ways to help students understand about the instruction (*see appendix 2*). Differ from the ones who meet expectation, they modify their language by using various ways such as using simple grammar, clear pronunciation and using another tools to help students understand the instruction (*see appendix 2*).

Based on those finding of six sub-skills in teaching based on lesson plan, researcher found that there are four sub-skills which student teachers mostly achieved meet expectation included explaining the content, providing clear direction for student activity, providing independent practice and summarizing the lesson. Other two sub-skills are mostly achieved developing categorization for communicate the objective

of the lesson and modifying the lesson during instruction skill.

2. Using Motivational Strategies to Promote Learning

This skill consists of four sub-skills which have been observed by the researcher. Those sub-skills are included using extrinsic and intrinsic motivational strategies, assessing motivational issues affecting student learning, diagnosing individual motivational problems, and using strategies that reflect culturally responsive pedagogy. The categorization achievement which appeared in this skill are included meet expectation, developing and below expectation.

However, there are two categorizations of achievement which mostly appeared during student teachers' teaching practice. Those are meet expectation and developing achievement. Even there is a sub-skill which all student teacher are successful in meet expectation achievement. Further information about the finding will be displayed in this chart below.

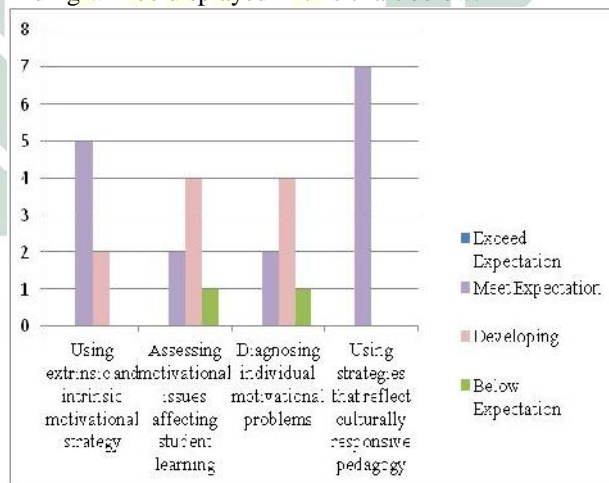


Chart 4.2 Motivational Strategies Skill Achievement

It is showed in chart 4.2 that there are two sub-skills which can be categorized as meet expectation. The first sub-skill is using strategies that reflect culturally

responsive pedagogy. All student teachers have meet expectation in this sub-skill. Student teachers who meet expectation have provided material and topic which related to students' life (*see appendix 3*). One of strategies that reflected culturally responsive pedagogy is using material which accessible for student. Since the topic and the material are accessible in students' environment, students can learn in outside of school area independently. Mostly the topic student teachers used is related in students' life environment such as invitation, advertisement, asking and giving opinion (*see appendix 3*). This topic is accessible for the student and it is usually happened in students' daily life.

Another meet expectation achievement appeared in skill using extrinsic and intrinsic motivational strategy. Based on chart 4.2, there are five student teachers who meet expectation of this sub-skill. Other two student teachers are belonged to developing achievement. Student teachers who meet expectation provided both extrinsic and intrinsic motivation (*see appendix 3*). Student teachers often used powerful sentence and words to motivate students during the learning process like good job, very good, excellent and so forth as intrinsic motivation (*see appendix 3*). Besides, intrinsic motivation there also extrinsic motivation included giving reward and punishment card. Student teachers who got developing achievement only apply one of both motivational strategies (*see appendix 3*).

Based on chart 4.2, there are two sub-skills which mostly got the developing achievement. Four student teachers out of seven have achieved developing categorization in assessing motivational issue which affected student learning. Student teachers who achieved meet expectation, engage students in choosing one part of teaching aspects like topic, material, activity and learning target (*see appendix 3*). Allowing students to choose topic or activity in learning process, makes them feel motivate as the topic is based on their choices.

Student teachers who got developing achievement gives opportunity to choose topics like singer, actress as their material dealing with the exercise they did in some particular activities and not topic of the lesson (*see appendix 3*). While for student teachers who achieved below expectation did not engage students to choose any teaching aspect (*see appendix 3*).

Another sub-skill that student teachers got developing achievement is diagnosing individual motivational problems. As it is seen in the chart 4.2, there are four student teachers who got developing achievement; two student teachers accomplished meet expectation; and one student teacher achieved below expectation. Student teachers who meet expectation often gave comment, make communication with students and asked student difficulty in understanding the lesson (*see appendix 3*). Student teachers who got developing achievement sometime, communicate with students individually, walking around the class and asking problems about the lesson (*see appendix 3*). While, for the one who achieved below expectation, she rarely communicates with students individually and asking their problem in learning process (*see appendix 3*).

3. Engaging Students Actively in Learning

Engaging students actively in learning skill has four sub-skills. Those are generating enthusiasm for the lesson, helping students understand the relevance of the lesson to them, pacing the lesson to maintain interest, and using learner-centred activities and assignments that give students multiple opportunities to respond. According to the result of observation, those sub-skills got three kinds of achievement included meet expectation, developing and below expectation. Among those three achievements, meet expectation is the common achievement which appeared in student teachers' teaching practice. To see more about what student teachers achieved in this skill, researcher presents the chart below.

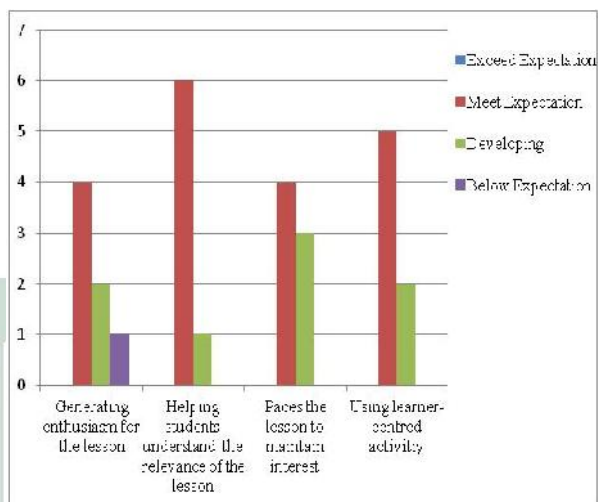


Chart 4.3 Engaging Students in Learning Skill Achievement

Based on the chart 4.3, the achievement which commonly appeared in those sub-skills is meet expectation. Developing got in second place and the last is below expectation. Even for below expectation there is only one student teacher and in one sub-skill.

In skill of generating enthusiasm for the lesson, there are three achievements which achieved by student teachers. However, the most common one is meet expectation. There are four student teachers who achieved this sub-skill. Those four student teachers who achieved meet expectation provided various activities and various learning aids (*see appendix 4*). Providing various activities like grouping, gaming, and discussing activity is one of the ways to engage students' enthusiasm for learning. For those who achieved developing criteria, they only provide several activities and several learning aids (*see appendix 4*). While for student teacher who reached below expectation, she only

provides few activities that supported students' enthusiasm for learning (*see appendix 4*)

The next sub-skill that categorized as meet expectation is helping students understand the relevance of the lesson to them. In this sub-skill, there are six student teachers who meet expectation and another student teacher got developing achievement. All six student teachers helping students to understand the relation of the lesson to them by providing topic and material which related to students' life (*see appendix 4*). Student teacher who achieved developing achievement, only provided the topic which promoted helping students understand the relation of the lesson to them (*see appendix 4*). As student teachers provided material and topic dealing with human life or society, it made students easier to understand and develop their skill in their daily life. Students got opportunity to learn independently in society as their life is part of it.

Another sub-skill which student teachers successfully meet expectation is using learner-centered activity in teaching practice. Five student teachers have achieved meet expectation and the other two student teachers achieved developing criteria. Student teachers need to provide activities which engaged students to the learning process and the activity's criteria should always make students to take part and gives respond whether oral or written in it. Moreover, student teachers who achieved meet expectation provided activities which supported students to respond. Those are included discussion, question answer, quiz and so forth (*see appendix 4*). Further, student teachers who got developing achievement only provided several activities that supported students to respond (*see appendix 4*).

The next sub-skill is pacing the lesson to maintain interest. In this sub-skill, there are four student teachers who achieved meet expectation and the other three got developing achievement. Student teachers who accomplished meet expectation, they provided various different activities to maintain students' interest to the

lesson and be able to apply those activities on time (*see appendix 4*). The activity which was commonly used in teaching practice included mingling, presenting, discussion, and so on. Additionally, the criteria of developing achievement which got by student teacher is providing several activity, but she cannot manage those activity properly. Student teacher might only provided several activities, yet those spent less or more than 20 minutes as the standard of teaching practice in microteaching class (*see appendix 4*).

4. Helping Students Develop Thinking Skills

Helping students develop thinking skill that promote learning consists of three sub-skills which are showed here. Those are promotes critical thinking strategies through questions and other inquiry-based activities, promotes creative thinking skills through brainstorming, flexibility, and elaborative strategies, and uses problem-solving models and approaches that encourage student-initiated thinking. The achievement which appeared in this skill are included meet expectation, developing, and below expectation. However, the most common achievement which got by student teachers is meet expectation. Nevertheless, the developing achievement takes big part in this skill, since the ratio between student teachers who meet expectation and developing are low. To see the result of this skill clearly, researcher displayed the chart below.

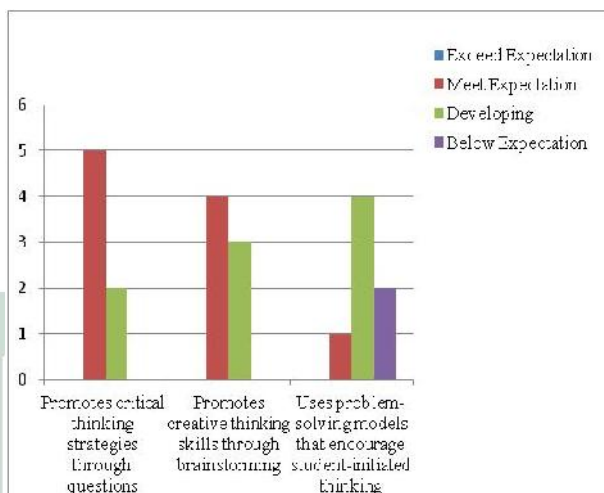


Chart 4.4 Helping Students Develop Thinking Skills Achievement

Based on chart 4.4, the result showed that there are three kinds of achievement which appeared in this sub-skill. Meet expectation and developing achievement are the most common achievement which student teachers have reached. The differences between student teachers who meet expectation and student teachers who get developing achievement are low. It is seen on chart 4.4 that promoting critical thinking strategy through question is sub-skill which mostly student teachers achieved meet expectation. On the other hand, in using problem-solving models, developing achievement is the most common achievements which accomplished by student teachers.

Promote critical thinking strategy through question sub-skill got the most meet expectation achievement, since there are many student teachers who provided question type in their activity (*see appendix 5*). The activity which supported promoting critical thinking which is applied by student teachers is discussion, describing something which needs students' perception, question and so forth. However, giving question is the

activity which mostly used in teaching practice (*see appendix 5*). Student teachers who got meet expectation provided some activities which supported critical thinking for students (*see appendix 5*). Furthermore, student teachers who achieved developing criteria provide few activities that supported students' critical thinking (*see appendix 5*).

On the other hand, the result of using problem-solving model that encourage student-initiated thinking is differ from previous sub-skill. In this sub-skill, student teachers mostly got developing achievement by four student teachers, one student teacher achieved meet expectation and the other two got below expectation. Student teachers provided problem-solving model based on the topic and material used in teaching practice. Student-teachers who achieved meet expectation in this sub-skill provides more than two activities which supported problem-solving (*see appendix 5*). In addition, student teachers who categorized as developing achievement provided at least one activity that supported problem-solving (*see appendix 5*). While for the one who got below expectation, she did not provide any activity which supported problem-solving (*see appendix 5*). Problem-solving activities which mostly provided by student teachers in language learning are activities that need brainstorming (*see appendix 5*).

Differ from those two sub-skills above, the result of promotes creative thinking skills through brainstorming, flexibility, and elaborative strategies is between meet expectation and developing achievement. There are four student teachers who got meet expectation and the other three got developing achievement. The different numbers of student teachers who achieved meet expectation and developing achievement is only one. The result showed that student teachers who accomplished meet expectation used material which needs students to design and make something like announcement, advertisement, invitation based on their own style (*see appendix 5*). Moreover,

student teachers who achieved developing only provided activity which supported creative thinking in retelling, sharing idea and making expression (*see appendix 5*). This kind of activity supported creative thinking but it is not as much as designing and writing activity.

5. Monitoring Student Learning

Monitoring student learning consists of three sub-skills. There are checking student understanding about instruction, providing timely and meaningful feedback to students about progress and performance, and adjusting instruction in response to student performance and progress. The result of these skills are meet expectation, developing and below expectation. Among those three achievements, meet expectation leads in the first place. There are two sub-skills which student teachers dominantly reached meet expectation achievement. Here is the more information about the result of monitoring students learning achievement.

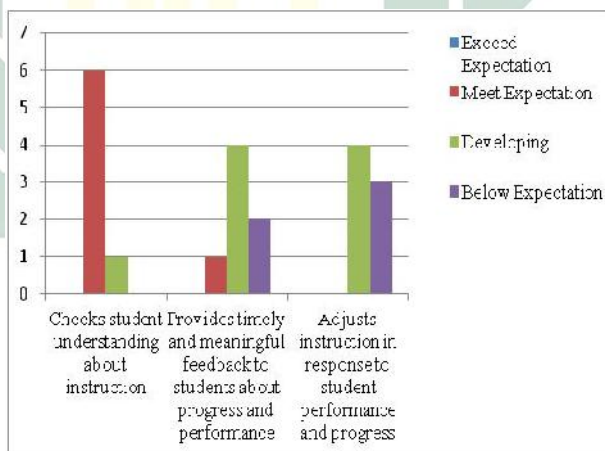


Chart 4.5 Monitoring Student Learning Achievement

Based on the chart 4.5, checking students understanding is sub-skill which student teachers

commonly achieved meet expectation. In checking students understanding, there are six student teachers who achieved meet expectation. Student teachers who achieved meet expectation often checked students understanding about the instruction and the material by giving question to students in many activities (*see appendix 6*). Student teachers not only checked student understanding about instruction, they checked student understanding about material as well. Moreover, student teacher who achieved developing, she only checked students understanding about instruction in some activities (*see appendix 6*).

Furthermore, sub-skill which student teachers achieved as developing criteria is providing timely and meaningful feedback. Based on chart 4.5, there are four student teachers who got developing achievement, two student teachers got below expectation, and only one student teacher achieved meet expectation. Student teachers who categorized as meet expectation usually provide time and meaningful feedback like commenting students' works, giving positive feedback like good job, very nice and so on (*see appendix 6*). Other student teachers who achieved developing only provide several time and feedback about students' progress and performance in several activities (*see appendix 6*). While student teacher who achieved below expectation rarely provides time and feedback for students' performance (*see appendix 6*).

Additionally, adjusting instruction in response to students' performance and progress is sub-skill which mainly student teachers achieved developing. There are four student teachers who achieved developing and the other three got below expectation. Student teachers who achieved developing usually adjust their instruction in response to students' performance in some activity and some different way. Some student teachers adjusting instruction in students' performance by correcting students' mistake, the other teachers let other student to correct students' mistake (*see appendix 6*). Moreover,

student teachers who achieved below expectation rarely and almost did not adjust their instruction about students' progress and performance (*see appendix 6*).

b. Student Teachers' Teaching Skill after Doing Self-Reflection

This section described about student teachers' teaching skill in microteaching class after doing self-reflection. The achievement of teaching ability which described here meant the improvement of teaching skill from first teaching practice into second teaching practice. To get the answer of student teachers achievement after doing self-reflection, researcher did some step. Firstly, researcher analyzed the teaching skill of first and second teaching practice from student teachers in micro teaching class. This analysis used observation checklist which the same as used to answer second research question. The theory based on William and Mary College's book about teaching skill is used to analyze student teachers' achievement. Second, after analyzing student teachers' teaching skill, researcher compared the differences of the result between the first teaching practice and the second one. The differences which found would be regarded as the finding of improvement. The same as previous way, the finding would be described based on the following of each teaching skill.

1. Teaching Based on Lesson Plan

In this teaching based on lesson plan, there are five sub-skills which have improvement. Those are communicates objectives of the lesson clearly, explains content accurately, provides guided and independent practice of skills, summarizes major concepts of lesson and modifies the lesson during instruction. Further, the finding will be described about what kinds of improvement based on each sub-skill in the following table and paragraph.

Table 4. 2 Teaching Based on Lesson Plan Improvement

Sub-Skills	Student Teachers	Teaching Skill Improvement							
		Teaching Practice 1				Teaching Practice 2			
		BE	D	ME	E	BE	D	M	E
Communicating the Objective of the Lesson	A	✓					✓		
	D		✓					✓	
	F		✓					✓	
Explaining Content Accurately	F		✓					✓	
Providing Guided and Independent Practice	A		✓					✓	
	E		✓					✓	
Summarizing Major Concepts of Lesson	A	✓					✓		
	D	✓						✓	
	G		✓					✓	
Modifying the Lesson During Instruction	C		✓					✓	
	F		✓					✓	

The first sub-skill which has improvement is communicating objectives of the lesson. There are three student teachers who contributed the improvement (*see appendix 7*). The first improvement comes from below expectation into developing achievement which experienced by one student teacher (*see appendix 7*). Two other student teachers give improvements from developing into meet expectation (*see appendix 7*). Student teacher who achieved below expectation did not

communicate objective of the lesson in teaching practice. The improvement developed when student teachers indirectly delivers learning target through giving clue, engaging to the activity, and through other strategy (*see appendix 7*). Additionally, from developing criteria which increases into meet expectation, student teachers have directly communicated learning goals to students (*see appendix 7*).

Different from communicating objective skill; the contribution of improvement in explaining content accurately is experienced by only one student teacher. In the first teaching practice, student teacher achieved developing criteria and it is improved into meet expectation in second teaching practice (*see appendix 7*). Student teacher only explains some contents of material used in the first teaching (*see appendix 7*). The improvement showed that student teacher explains content of the material completely in the second teaching practice (*see appendix 7*).

The next sub-skill which assisted improvement in teaching is providing guided and independent practice. There are two student teachers who got developing achievement in the first teaching skill and it is improved become meet expectation achievement in the second teaching practice (*see appendix 7*). In developing criteria, student teachers provide only few activities that supported independent practice for student (*see appendix 7*). The improvement from developing into meet expectation described that student teachers have provided various activities which supported independent practice during learning process (*see appendix 7*).

Another sub-skill in teaching based on lesson plan skill which has improvement is summarizing major concepts of lesson. There are three student teachers who help in improving summarize the lesson sub-skill. The first student teacher contributed improvement from below expectation into developing achievement (*see appendix 7*). While, the second student teacher

increasing this sub-skill from below expectation into meet expectation (*see appendix 7*). Finally, the third student teacher assisted improvement from developing into meet expectation (*see appendix 7*). Below expectation in the first teaching defined as student teacher who did not do summarize, while in developing criteria, teacher engaged students to do summarize together in work or task activity. Additionally, student teacher who achieved meet expectation provided summarizing activity in the end of the lesson (*see appendix 7*).

The last sub-skill which supported improvement is modifying instruction during instruction. There are two student teachers who showing good progress from first teaching practice into second teaching practice. The progress of teaching which experienced by both student teachers is from developing achievement into meet expectation (*see appendix 7*). Student teachers who achieved developing used few strategies in modifying the instruction. While for those who meet expectation, they apply some modifying strategies in many instruction activities included speaking slowly, repeating the sentence and making the voice louder (*see appendix 7*).

2. Using Motivational Strategies to Promote Learning

There are four sub-skills in using motivational strategies to promote learning. There are three sub-skills in which student teachers contributed improvement. Those sub-skills are employing extrinsic and intrinsic motivational strategies, assessing motivational issue, and diagnosing individual motivational problems. Here is the table of improvement in using motivational strategies improvement.

Table 4. 3 Using Motivational Strategies Improvement

Sub-Skills	Student Teachers	Teaching Skill Improvement							
		Teaching Practice 1				Teaching Practice 2			
		BE	D	ME	EE	BE	D	ME	EE
Employing Extrinsic and Intrinsic Motivational Strategies	E		✓					✓	
Assessing Motivational Issues Affecting Student Learning	E	✓					✓		
Diagnosing Individual Motivational Problems	C	✓					✓		
	E		✓					✓	
	F		✓					✓	

The first sub-skill which has improvement is employing extrinsic and intrinsic motivational strategy. One student teacher showed better skill in second teaching practice as meet expectation which in the previous teaching achieved developing (*see appendix 7*). Developing achievement fulfilled when student teachers provide only one of intrinsic or extrinsic motivational strategy (*see appendix 7*). While meet expectation achieved as student teachers provide both extrinsic and intrinsic motivational strategy in their learning process (*see appendix 7*).

Furthermore, the next sub-skill which contributed improvement is assessing motivational issue affecting students learning. In this sub-skill, there is one student teacher who got below expectation in the first teaching practice and improved in second teaching into developing (*see appendix 7*). Student teacher did not

assess student motivation issue related to learning, therefore she got below expectation. She developed the skill by allowing students to choose the reward and punishment dealing with the activity students involved (*see appendix 7*).

In addition, diagnosing individual motivational problem sub-skill gives enhancement in some achievements. There are three student teachers who contributed enhancement in this sub-skill. One student teacher got improvement from below expectation into developing achievement. Two others evolving their skill from developing achievement become meet expectation (*see appendix 7*). Student teachers who firstly got below expectation, they are rarely recognizing students' motivational problem. However, they developed the skill by recognizing individual motivational problem in some activities (*see appendix 7*). The changes from developing into meet expectation happened when student teachers often make communication with students to recognize whether they have difficulty in understanding the lesson and following the activity (*see appendix 7*).

3. Engaging Students Actively in Learning

Engaging students actively in learning has four sub-skills. Those are generating enthusiasm for the lesson, helping students understand the relevance of the lesson to them, pacing the lesson to maintain interest, and using learner-centred activities that give students multiple opportunities to respond. All of them promoted improvement in the second teaching practice. The improvement of engaging students actively in learning is presented as follow.

Table 4. 4 Engaging Students Actively in Learning Improvement

Sub-Skills	Student Teachers	Teaching Skill Improvement							
		Teaching Practice 1				Teaching Practice 2			
		BE	D	M E	EE	BE	D	M E	EE
Generating Enthusiasm for the Lesson	A	✓					✓		
	E		✓					✓	
	G		✓					✓	
Helping Students Understand the Relevance of the Lesson	C		✓					✓	
Pacing the Lesson to Maintain Interest	D		✓					✓	
	E		✓					✓	
	F		✓					✓	
Using Learner-centred Activities	E		✓					✓	

The first sub-skill which has improvement is generating enthusiasm for the lesson. There are three student teachers who contributed in improving this sub-skill. One student teacher evolved this skill from below expectation into developing achievement (*see appendix 7*). The other student teachers take role of improvement from developing achievement into meet expectation (*see appendix 7*). The more student teachers provide activities and learning aids in teaching practice, the more student teachers get higher achievement in this sub-skill (*see appendix 7*). Below expectation achieved as the

learning aid and activity provided by student teacher are few or less. While, developing achievement is accomplished when student teachers provided several activity and several learning aids (*see appendix 7*). Meet expectation is fulfilled as student teachers provided various activities and used various learning aids (*see appendix 7*).

The next sub-skill which has enhancement is helping students understand the relevance of the lesson to them. There is one student teacher who contributed the improvement. This student teacher achieved developing in her first teaching and improved it into meet expectation in second teaching practice (*see appendix 7*). This sub-skill achieved meet expectation when student teacher provided authentic material and topic (*see appendix 7*). Student teacher could help her students to understand the relevance of lesson to them by providing material, topic and activity which related to the real world.

Furthermore, another sub-skill which gets better result in second teaching practice is pacing the lesson to maintain interest. There are three student teachers who take role as part of improvement. All of them got developing achievement in the first teaching practice and did better in second teaching practice as meet expectation (*see appendix 7*). Student teachers who got developing usually provided several activities which attracted students' attention to keep following the lesson which mostly the activity did not support the pacing because it cannot be finished on time (*see appendix 7*). However, pacing the lesson achieved meet expectation as student teachers provided various fun and different activities which make students enjoy the lesson (*see appendix 7*). Student teachers not only provide various activities to achieve this sub skill, but the ability to apply those activities which finish on time is important as well (*see appendix 7*).

The last sub-skill of engaging student actively in learning skill that has improvement is using learner-

centered activities that give students multiple opportunities to respond. In this sub-skill one student teacher has improvement from developing into meet expectation (*see appendix 7*). The improvement showed as student teacher provided several activities which supporting student-centered to respond. It moves up into meet expectation as student teacher provided more activities which supporting students to respond included question-answer activity, practice in making sentence and giving question related to material (*see appendix 7*).

4. Helping Students Develop Thinking Skill

Helping students develop thinking skills that promote learning skill consists of three sub-skills. There are promoting critical thinking strategies through questions, promoting creative thinking skills through brainstorming, flexibility, and elaborative strategies, and using problem-solving models and approaches that encourage student-initiated thinking. Student teachers have contributed improvement in all those sub-skills. Here is the table of improvement in those sub-skills.

Table 4. 5 Helping Students Develop Thinking Skill Improvement

Sub-Skills	Student Teachers	Teaching Skill Improvement							
		Teaching Practice 1				Teaching Practice 2			
		BE	D	ME	EE	BE	D	ME	EE
Promoting Critical Thinking Strategies	A		✓					✓	
	E		✓					✓	
Promoting Creative Thinking Skills	C		✓					✓	
	E		✓					✓	
	F		✓					✓	
Using Problem-Solving	A	✓					✓		
	D		✓					✓	

In sub-skill of promoting critical strategies through question, there are two student teachers who contributed improvement. This improvement comes from developing achievement into meet expectation (*see appendix 7*). In the first teaching practice, student teachers only provide few activities which supported question to promote critical thinking. The achievement has changed into meet expectation as they provided more question activity which made students use their critical thinking (*see appendix 7*).

Another sub-skill which has improvement is promoting creative thinking skills through brainstorming, flexibility, and elaborative strategies. Three student teachers have contributed in improving this sub-skill. All of them changed their ability from developing into meet expectation (*see appendix 7*). The differences criteria between developing achievement and meet expectation achievement can be seen from the kinds of task and the activity used in teaching practice (*see appendix 7*).

In addition, the last sub-skill which gets enhancement in second teaching is using problem-solving that encourage students-initiated thinking. The enhancement of this sub-skill comes from two student teachers. One student teacher expands their ability from below expectation to developing achievement. Another student teacher gets better change from developing achievement into meet expectation achievement (*see appendix 7*). The criteria of achievements in this sub-skill are assessed based on the activity and the kind of problem-solving used in teaching practice (*see appendix 7*). One of student teacher who got developing achievement provided activity to make recount text. It improved into meet expectation as student teachers asked students to discuss about the passage and asked them to find the main idea (*see appendix 7*).

5. Monitoring Student Learning

Monitoring students learning has three sub-skills. Those sub-skills included checking students understanding about instruction, providing timely and meaningful feedback to students about progress and performance, and adjusting instruction in response to student performance and progress. There are two sub-skills which student teachers contributed improvement. Here, the researcher displays the improvement as follows.

Table 4. 6 Monitoring Student Learning Improvement

Sub-Skills	Student Teachers	Teaching Skill Improvement							
		Teaching Practice 1				Teaching Practice 2			
		BE	D	M E	EE	BE	D	ME	E E
Providing Timely and Meaningful Feedback	A		✓					✓	
	B	✓						✓	
	C	✓						✓	
	D		✓					✓	
	E		✓					✓	
	G		✓					✓	
Adjusting Instruction in Response to Students Performance	B	✓						✓	
	C	✓						✓	
	D	✓					✓		

Providing timely and meaningful feedback to students' progress and performance is sub-skill which the improvement is achieved by mostly student teachers. Six student teachers supported the improvement in this sub-skill (*see appendix 7*). Two student teachers get improvement from below expectation into meet expectation. While, the other four have changed their ability from developing achievement into meet

expectation (*see appendix 7*). Student teachers who got below expectation did not provide time and rarely gives feedback to students' performance. Developing achievement, on the other hand, provides time and gives meaningful feedback to students' performance occasionally. As those are improved into meet expectation, they have provides time and often give meaningful feedback about student performance (*see appendix 7*).

Additionally, another sub-skill which promoted good progress is adjusting instruction in response to students' performance. This good progress comes from three student teachers. One student teacher gave progress as she got below expectation in first teaching and improved into developing. Other two student teachers achieved their progress from below expectation becomes meet expectation (*see appendix 7*). The criteria of each achievement in this sub-skill depended on the ways and to whom student teachers adjusting the instruction (*see appendix 7*). Student teacher adjusted her response to one student performance which less motivation by calling her name and giving some advises (*see appendix 7*).

B. Discussion

The researcher has presented the result of the finding about the ways student teachers make self-reflection through video recording, student teachers' teaching skill ability in microteaching class and the improvement of teaching skill experienced by student teachers as the effect of self-reflection using video recording in microteaching class. After presenting and explaining the finding above, this following session is intended to discuss about the finding by reflecting some theories to avoid misconception between the researcher and the readers. Therefore, in this part, the researcher discusses those findings that emphasized with the research questions as follows.

1. Student Teachers' Steps in Making Self-Reflection

The finding showed that there are four steps which student teachers take in doing self-reflection included choose

the teaching aspects, narrow down those teaching aspects, look for the solution and make time to carry out the goal. Further, the discussion will be described based on every step as follows.

a. Choose Teaching Skill Area that Needs Improvement

The finding showed that the first step student teachers did in their self-reflection is choosing teaching skill aspects that want to improve. Watching video recording of teaching practice gave student teachers information about their strengths and weaknesses. After understanding about their various weaknesses, student teachers tried to determine what aspect of teaching skill that they wanted to improve based on their weaknesses. The finding of interview showed that each student teacher has many activities that need improvement but not all of them are easy to find the solution. Therefore, choosing and deciding which aspect of those weaknesses are the first step taken by student teachers.

In line with Richard that deciding the aspect of teaching behavior that teacher interested more is the first step to do self-reflection.¹²⁷ Richard added that deciding this aspect can be done by analyzing teacher's strengths and weaknesses. He also suggested that teachers should ask themselves, whether there is any teaching area that wants to understand more about.¹²⁸ Student teachers also did the same thing by asking themselves about their teaching area and analyzing the weaknesses. This aimed to find the problems which caused particular activity is unsuccessful. The process of asking themselves can be one of ways to reflect about student teachers' problems or teaching skill activity that less developed during the teaching practice. As student teachers understand their problem, it would be a lot easier to decide aspects of teaching skill that need to improve.

Additionally, all seven student teachers have done the first step of self-reflection which described above. They mentioned their weak and strong points. They also

¹²⁷ C. Richards, *The Language Matrix*, 60

¹²⁸ *Ibid.*

determined teaching area that they wanted to improve. As student teachers did all those things, they have fulfilled the first step of doing self-reflection. This means that 100% of student teachers in microteaching class understand the step of self-reflection especially in the ways of getting information about the problems of teaching.

b. Narrow Down Teaching Aspects Which Most Urgent

The result of interview showed that after student teachers deciding the aspects that they want to improve, the next step is narrow down all those aspects into some specific aspects. Then, choose the most important one of those aspects which really needs to understand more and look for the solution. Student teachers sorted their teaching aspects which have been chosen previously into the most specific one. All teaching aspects must be important and it needs to look for the solution as well. However, if it is that case, it would take much time to look for solution for all aspects, since every student has many kinds of problem in his/her teaching. Therefore, break down those aspects into some specifics is one of ways to make it easier to search the solution.

In line with Richard, the effective way to do self-monitoring is by analyzing it with focus on one aspect of teaching in one time.¹²⁹ Sorting and narrowing the choices could help student teachers to focus on one aspect of teaching. Focusing on one aspect with enough time gives benefit for both student teachers and the chosen solution. Student teachers will not get overwhelmed to do this, since they only focused on one aspect. It would also give effective solution, as student teachers are not in a rush when looking for the solution. The more student teachers have time in looking for the solution, the more solution choice which got by student teachers. As a result, student teachers can choose the most appropriate solution from those choices.

¹²⁹ C. Richards, *The Language Matrix*, 71.

Further, the finding showed that five out of seven student teachers did this step in their self-reflection. They have confirmed about the choices of teaching aspect by asking themselves. They also broke down the chosen aspects into some aspects and tried to look for the solution one by one. It means that 71% of student teachers understand well about the ways to overcome their problem. As they said that they breakdown their teaching aspects, it has categorized as the step of solving the problem. Student teachers step to overcome the problem before looking for the solution is breaking down the chosen aspect into some points. It made them easier to look for the solution as they only focused on one teaching aspect in particular time.

c. Take Action to Find Solution for the Problem

Looking for the solution is the next step after deciding and narrowing the teaching aspects that need to improve. In this step, student teachers started to make plan and look for the ways to solve the problem. According to Richard, the third step after choosing and sorting teaching aspects of self-monitoring is setting a plan to overcome specific problem area of teaching which have been chosen.¹³⁰ The findings showed that student teachers started looking for the solution by watching video recording of teaching practice both their friends' video and video on YouTube. Student teachers also tried to solve their problem by discussing with other people and searching on the internet. There are many ways to look for the solution which used by student teachers. Therefore, student teachers should choose the best solution which could give effect to their next teaching.

Student teachers need to think about the effectiveness and the effect for their next teaching before choosing the solution. Richard provided a question in third steps of self-monitoring. This question is for teachers to ask themselves about the effect for their teaching after applying the solutions.¹³¹ As student teachers answered that they

¹³⁰ Ibid.

¹³¹ Ibid.

reflected and thought about the effectiveness of their solution, literally it is dealing with the way student teachers choosing for appropriate solution. Student teachers need to reflect on themselves and ask whether the solution will give effect on their student behavior or not. Therefore, as student teachers think about the effect, they will consider for better improvement. A plan for searching solution should be followed by the thought of possibility effect for the next teaching. Since, it helps student teachers to choose the best solution which give better result in next teaching practice.

In addition, all student teachers have done this step in their self-reflection process. They mentioned their ways and strategies to overcome their problem. They also reflected their chosen strategy of solving the problems. This gives information that 100% of student teachers be aware with this step of self-reflection especially the step of looking for the effective solution which gives effect to their next teaching. As student teachers said that they rethinking and asking themselves about the strategy they choose, they tried to ensure that the strategy is already appropriate and would give impact to their next teaching. Another proof can be seen from student teachers as they mentioned the strategy to solve the problem. They mentioned various ways to solve the weaknesses and all of those are accessible for student. It means that student teachers understand well how to solve their own problem.

d. Make Time to Reach The Goal

After choosing the best solution for their teaching practice, student teachers make time to try out the solution before applying it in the real teaching practice. In line with Richard's thought that the last step of doing self-reflection is setting time frame to reach the goal.¹³² Reaching the goal here means that applying the solution and expecting for better result of teaching. Student teachers have their own ways to reach the goal of applying their solution. The finding showed that student teachers tried out their solution by monitoring their video of teaching practice.

¹³² Ibid.

Student teachers believed that there is no time to try out the solution in real teaching practice; therefore they tried to monitor their solution while watching their video. In line with Richard that teachers also need to monitor the teaching activity and the solution to find the effectiveness of the strategy that has been chosen.¹³³ Student teachers matching their solution and teaching activity which they were lack of. It gives information for student teachers about the extent to which the solution influenced the teaching activity. This leads to the thought of further action for student teachers if their solution did not work well. Student teachers still could change the strategy when they thought that the solution might not give better result.

Besides, student teachers also recalled back their teaching activities and tried to make connection with the solution while watching their video. Student teachers checked and made connection between teacher behaviour in video teaching lesson and the solution, to know how far the solution has been successful to overcome the problem. In line with Richard, teachers need to check their video of teaching to discover the effectiveness of the new strategy.¹³⁴ As student teachers made connection between their solution and their problem by watching video, they have tried to reach their goals. Student teachers might not practice their solution. However, as they monitored and made connection between their solution and teaching activity, they have tried to know that their solution will fulfil their expectation. If not, student teachers still have time to change the strategies.

Moreover, there are five student teachers who doing this step of self-reflection. It means that 71% of student teachers have understood of the ways to get information about the extent to which their strategy fulfilled their expectation. As student teachers monitoring and making connection between their solution and the teaching aspect, they tried to know about how well the strategy work to their teaching aspect. It also gives information that

¹³³ Ibid.

¹³⁴ Ibid.

student teachers tried to examine whether their new strategy is reliable to solve the problem or not.

2. Student Teachers' Teaching Skill Who Doing Self-Reflection

The second research question of this study would mainly discuss about student ability in teaching practice before and after doing self-reflection. Firstly, the researcher discussed about the first teaching practice then second teaching practice which described in detail as follows.

a. Student Teachers' Teaching Skill before Doing Self-Reflection

This section discussed about student teachers achievement of teaching skill before doing self-reflection. This discussion used theory of teaching skill based on William and Mary College's book to analyze the achievement. There are four kinds of achievement for each teaching skill included exceed expectation, meet expectation, developing and below expectation.¹³⁵ The same as the finding, this discussion would be presented based on each teaching skill.

1. Teaching Based on Lesson Plan

Teaching based on lesson plan consists of six sub-skills. Those are communicating objective of the lesson, explaining the content, providing clear direction for student, providing independent practice of skill, summarizing the lesson and modifying lesson during instruction.¹³⁶ Based on the finding, the common achievement which mostly appeared in those sub skills are meet expectation and developing. However, meet expectation is more appeared than developing achievement which means student teachers' ability in teaching based on lesson plan have met expectation. According to William and Marry College, meet expectation happened when the skill is regularly and

¹³⁵ *Handbook for Practice & Student Teaching Experiences*, 52.

¹³⁶ *Ibid*, 50–54.

proficiently demonstrated of the competency and most of the indicator performance.¹³⁷

Teaching based on lesson plan has met expectation since four of six sub-skills have got the most meet expectation achievement. One of sub-skills which achieved meet expectation is explaining the content accurately sub-skill. This sub-skill required student teachers to deliver and explain the content accurately based on the material used which written in the lesson plan. Harmer stated that even though the possibility of teaching activity did not work according to lesson plan, however it is still expected that teachers could apply as what has been planned in the lesson plan.¹³⁸ As the main skill is teaching based on lesson plan, it is required for student teachers to apply the skill according to their lesson plan.

As long as student teachers explained the content of the lesson completely according to the material written in the lesson plan, they have achieved this sub-skill. Student teachers who achieved meet expectation this sub-skill mostly explained the material completely based on topic and material written in the lesson plan. Those who got developing achievement meant that they were less in explaining their material. For example teaching practice of student teacher A, she has descriptive text material in her teaching but she only explained about the grammar and the way how to make descriptive text. Actually, she missed to explain the component of descriptive text; she did not explain the content of the lesson completely, therefore she got developing achievement.

Another sub-skill which achieved meet expectation is providing clear direction activity for student. Here, all student teachers achieved meet expectation. Student teachers are required to provide

¹³⁷ Ibid, 52.

¹³⁸ Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, 133.

clear direction for student's activity which helped them to follow the activity easily. In student teachers teaching practice, the activity to support them in providing clear direction is by using simple language. Simple language is used to avoid complicated sentence which could cause misunderstanding or confusion for students. So, students will understand about what they will do for next activity.

In line with Harmer's statement that there are two common rules which teacher should fulfill when giving instruction, (1) make it as simple as possible and (2) the instruction must be logical.¹³⁹ Using simple language can be a way to give clear instruction. As student teachers used simple language when giving instruction, the students would not get confused about what they would do. As a result, the learning activities would go smoothly without spending so much time in repeating the instruction. Mostly student teachers have used simple language when giving instruction, so the students could follow each activity provided by student teachers.

The next sub-skill which achieved meet expectation is providing guided and independent practice of skills. The activity which promoted independent practice of skill is activities that required student to practice the skill. One of the examples is giving homework or providing activity that helped students get deeper understanding about the material. Marzano stated that general task or activity which supported independent practice included classifying, comparing, creating metaphors, and creating analogies.¹⁴⁰ He added that giving homework is an area that teachers could provide to help students deepen their knowledge.¹⁴¹ Classifying, comparing, creating are major area activity in teaching. The real activity can be designed based on the material used by student teachers

¹³⁹ Harmer, *How to Teach English: New Edition*, 37.

¹⁴⁰ Marzano, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, 64.

¹⁴¹ Marzano, 67.

to support those major activities in learning process. Additionally, giving homework for the students also trained to practice the skill independently at home.

According to the result of teaching practice, there are activities that facilitated independent practice for student. Those are included the activities like creating something such as making advertisement activity by student teacher G, classifying sentence by student teacher F, making a descriptive text by student teacher B and so forth. Some student teachers also gave homework for their students. As student teachers provided those kinds of activity and homework, they have achieved meet expectation. According to William and Mary College, meet expectation achieved when the skill are demonstrated the competency and most of indicator performance.¹⁴² Five of seven student teachers have provided those activities and homework therefore they have demonstrated of providing independent practice sub-skill and categorized as meet expectation.

Furthermore, another sub-skill which achieved meet expectation is summarizing the lesson. This sub-skill required student teachers to provide summarizing activity in teaching practice. According to Lewis et al., there are strategies for summarizing included survey, question, read, recited, review.¹⁴³ Mostly student teachers summarized the lesson by giving question for students. Student teachers give some questions based on the material and students answered the questions. Student teachers also make review in the end of teaching practice. The finding showed that four student teachers did this activity; therefore they achieved meet expectation in summarizing the lesson.

Other three student teachers who did not achieve meet expectation, they provided summarizing in task activity. There is one student teacher who asked her

¹⁴² *Handbook for Practice & Student Teaching Experiences*, 52.

¹⁴³ Lewis, Laurel School District, and Thompson, "Quick Summarizing Strategies to Use in the Classroom," 2.

students to make advertisement. In this activity, she asked students to mention the component of advertisements. Indirectly, she asked students to summarize what they have learnt that day. This activity categorized as developing achievement, because student teacher only asked students to mention the component of advertisement. They missed some of aspect materials like kinds of advertisement. Therefore, she achieved developing achievement. The meaning of summarize is recalling back major concepts of what students have learnt. As student teachers tried to remind their students about the material and students can answer the major concepts of material, they have achieved meet expectation.

Besides meet expectation, there is also sub-skill which got developing achievement. This sub-skill is modifying and improvising the lesson during instruction. There might many ways and areas to modify and improvise the lesson during instruction. However, the researcher found the language used by student teachers as part of modifying area during instruction. Since, the language is used by teachers in almost all classroom activity including giving instruction, delivering material, giving feedback and so on. According to Richards and Lockhart, teachers spent most of their time in teachers talking during the learning process including giving direction, explaining activity, clarifying of procedure used in activity, and checking students' understanding.¹⁴⁴ Therefore, teachers should make simple talk and easy to understand to avoid wasting time in the classroom.

The language used in giving instruction should make students understand about the following activity. The finding showed that there are some ways used by student teachers to modify the language during instruction included providing power point by student teacher C. Another way used by student teachers F, she

¹⁴⁴ Richards and Lockhart, *Reflective Teaching in Second Language Classrooms*, 182.

used different tone and pace of her voice when giving instruction. In line with Richard and Lockhart's perception about modify the language. They mentioned that besides repetition, there are other strategies that can be used to modify the language including speaking more slowly, uses pause, modify the grammar and changing the pronunciation by make it clearer.¹⁴⁵

Student teachers used some strategies to modify the lesson during instruction. They often modify their language during instruction by using their own style like make the grammar simpler; speak slowly, do repetition and so on. The finding also showed some different strategies from the theory stated above like using power point and other aids to make student understand the instruction. As long as what teachers did is trying to make students understand about the instruction, teachers have developed their ability to modify the lesson during instruction. The result showed that three student teachers have used the strategy to modify the lesson during instruction by applying some ways mentioned above when giving instruction. Other student teachers who got developing achievement applied those strategies only in some of the activity and only used some ways like using power point and repetition.

The last sub-skill of teaching based on lesson plan which got meet expectation and developing is communicating the objective of the lesson. The way student teachers delivered the objective of the lesson consists of both explicit and implicit way. Student teachers who achieved meet expectation of this sub-skill delivered their objective directly to the student. This means that student teachers explained the objective of the lesson orally based on the lesson plan they have written. Since this sub-skill is part of teaching based-lesson plan, so the objective of the lesson must have written in the lesson plan paper. While for student teachers who got developing achievement, they

¹⁴⁵ Richards and Lockhart, 183–184.

delivered the objective of the study implicitly during the activity, generally in lead-in activity.

Delivering the objective of the lesson is required for teachers to explain what students would learn. According to Moss and Brookhart, learning target is a description of via word, picture, action or combination of all which described by teachers about what student will achieve in a lesson.¹⁴⁶ The ways to communicate the objective of the lesson can use through word, picture and action or the combination. As student teacher explained directly to their students, it can be categorized as using words to describe objective of the lesson. This way is categorized as meet expectation, because teachers explained directly to students about the goals. Students will easier to understand the goals which informed explicitly rather implicitly.

In addition, when student teachers engaged students in lead-in activity and tried to make them understand about the learning target, it is described as using action and word. Implicitly, student teachers delivered the objective of the lesson through the activity. Student teachers can ask their students to guess about what they will learn as they introduce the topic and the material. Introducing the learning objective implicitly is categorized as developing achievement because, not all students are easy to understand something implicitly. Students will easier to understand something clearly and directly explained to them. The way to communicate objective of the lesson through activity is belong to developing achievement.

Both explicit and implicit ways of communicating the learning target is important. It gives benefit for both students and teachers. For students introducing learning objective can guide them in reaching the goal of learning. Students can develop and put more effort to achieve the learning as they know the

¹⁴⁶ Moss and Brookhart, *Learning Target: Helping Students Aim for Understanding in Today's Lesson*, 9.

learning target. Besides, student teachers also get benefit of communicating objective of the lesson. Moss and Brookhart stated that as teachers designing and sharing specific learning target, teacher will continuously improve their ability in decision making.¹⁴⁷ As a result teachers will better in describing what student will learn, how well they learn it and what they will do. Communicating the objective of the lesson will give impact not only for students but also for teachers. Teachers will get used to deliver the objective of the lesson and it reminds them to keep focused on the learning target in the classroom.

According to the finding in six sub-skills of teaching based on lesson plan, researcher found that there 64% of student teachers who achieved meet expectation, 29% achieved developing and 7% of student teachers achieved below expectation. Mostly in teaching based on lesson plan, student teachers achieved meet expectation. Student teachers used lesson plan as reminder framework to keep focus on what they have been planned. It means that student teachers can take advantage of using lesson plan and they can use it properly.

2. Using motivational Strategies to Promote Learning

Using motivational strategy skill has four sub-skills which would discuss here. Those sub-skills are included using extrinsic and intrinsic motivational strategies, assessing motivational issues affecting student learning, diagnosing individual motivational problems, and using strategies that reflect culturally responsive pedagogy. The finding showed that meet expectation and developing achievement are the common achievement which is reached by student teacher in this skill. To understand completely about the achievement, this would be discussed based on each sub-skill.

¹⁴⁷ Moss and Brookhart, 10.

The first sub-skill which categorized as meet expectation is using extrinsic and intrinsic motivational strategy. Based on the finding there are five of seven student teachers achieved meet expectation. This means that student teacher have provided extrinsic and intrinsic motivational strategy. Most student teachers provided intrinsic motivational strategy by giving powerful words in teaching. According to Fry et al., intrinsic motivational strategy is motivation which comes from inner of students themselves, this encourage students to learn more about the subject, willing to and desire to master the subject.¹⁴⁸ The finding showed that student teachers tried to encourage and motivate students to the learning process by giving powerful words like good job, excellent, well done and so on.

Those powerful words are commonly found in the learning process which can motivate students. It seemed the words are simple but when teachers tried to use those words, unconsciously they helped to push the students to learn more. The students felt that their teachers appreciate what they did and they felt that they have done something good. Even though the powerful words are part of extrinsic motivation that comes from outside, but it can affect students' intrinsic motivation. In line with Brown's perception, positive feedback that comes from teachers can push students' feeling of self-determination.¹⁴⁹ Using powerful word is one of ways to give positive feedback for students. Mostly students are motivated when teacher gives compliment words about what they have done. As a result they will love more about what they are doing and trying to do it better.

In addition, student teachers also provided extrinsic motivational strategy. The result showed that some student teachers provided snack and additional grade as the reward for students who doing better in

¹⁴⁸ Fry, Ketteridge, and Marshall, *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*, 28.

¹⁴⁹ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 77.

completing the challenge. Some of them also provided reward in the form of star card. Those kinds of reward are belonged to extrinsic motivational strategy. According to Brown, extrinsic motivation is typical motivation that comes from outside of the self.¹⁵⁰ Furthermore, Brown stated that this reward is included money, prizes, grade and so on.¹⁵¹ It is clearly seen that extrinsic motivation is derived from external reward that student got when they achieved something. Those rewards caught students' attention to do better in the particular activity and teachers used the reward to engage students in that activity.

Student teachers who provided extrinsic and intrinsic motivational strategy are categorized as meet expectation. While, the ones who provided only one of those kinds motivational strategies got developing achievement. Meet expectation achieved when student teachers regularly and proficiently demonstrated the competency and most of the performance indicator.¹⁵² Student teachers have demonstrated most of the performance indicator as they provided both extrinsic and intrinsic motivational strategy. Both extrinsic and intrinsic motivational strategies are important in learning activity. Extrinsic motivational strategy engaged students to follow the activity and attracted students' interest as teachers provided rewards. While, intrinsic motivational strategy leads students to enhance learning as students find it interesting and enjoyable about the subject, activity and so on.

Differ from previous sub-skill, assessing motivational issues affecting student learning sub-skill is applied by student teachers in developing way. The finding showed that only two student teachers achieved meet expectation in this sub-skill. These two student teachers engaged students to choose teaching aspects

¹⁵⁰ Ibid, 76.

¹⁵¹ Ibid.

¹⁵² *Handbook for Practice & Student Teaching Experiences*, 54.

like topic, material used and activity. Four student teachers got developing achievement which means they did not ask their students to get involved in choosing topic, activity and so on. Assessing motivational issue affecting learning can be seen in the student teachers' teaching practice when teachers engaged students to choose topic, activity or their learning goals.

According to Brown, one element of extrinsic motivations which promoted intrinsic motivation is allowing students to set part of their learning process, it can be learning goals, activity, material, project and so on.¹⁵³ Similar to student teachers in their teaching practice in which some of them engaged students to choose the topic or the material that they will use in the next meeting. By allowing students to choose the topic or material, teachers got information about students' interest in what they like to learn. In this part, student teachers assessing motivational issue which affected students learning. Teachers get information about students' interest related to the topic; therefore they will take consideration in providing topic based on students' choice. Providing topic which students like can help students absorb the knowledge easily. As a result, it helps students to improve their learning outcome. Since students choose their own topic of lesson, they will be motivated to follow the learning process. This part is the student teachers' ways in assessing students' motivational issue which affect learning.

Another sub-skill which got developing achievement in this motivational strategy skill is diagnosing individual motivational problems. Like previous sub-skill, there are only two student teachers who achieved meet expectation. Other four student teachers got developing achievement. This sub-skill is required teachers to make communication with students individually and asked them whether they have difficulty in understanding the lesson or not. Students'

¹⁵³ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 78.

difficulty in learning is one of factors in motivational problem. Students might have no motivation in learning which make them did not follow the lesson enthusiastically. Therefore, it is difficult for them to understand the lesson. To know students' motivational problem, student teachers can make communication to ask students' difficulty in learning.

In line with Hudson and Bushardt, one way to diagnose specific individual motivational problem is by communicating with students dealing with their prior knowledge and difficulty in learning.¹⁵⁴ Teachers could ask students during the learning process about their difficulty in understanding the lesson. Like some of student teachers did in the learning process when they tried to approach students individually and make a conversation with them. Student teachers asked students dealing with the difficulty of understanding the lesson in this conversation. As students sharing their problem in learning, teachers can help them to engage more in learning and explain again what students did not know about.

Creating communication between students and student teachers is really important. Student teachers can understand more about students' style in learning as students mentioning their problem. It also gives student teachers to know what kinds of students they are individually. The more communication and conversation created, the higher student teachers will accomplish the achievement. Meet expectation achieved when student teachers regularly and proficiently demonstrated the competency.¹⁵⁵ Student teachers who often make conversation and communication with students individually, they achieved meet expectation in this sub-skill. Moreover, student teachers who make communication with students individually only in some activity, they achieved developing achievement.

¹⁵⁴ Hudson and Bushardt, "Diagnosis and Treatment of Student Motivational Problems," 3.

¹⁵⁵ *Handbook for Practice & Student Teaching Experiences*, 54.

According to William and Mary's theory, developing achievement means that demonstrating progress towards competency but not yet consistently proficient.¹⁵⁶ Student teachers only communicated with students individually in some activities, therefore they achieved developing criteria.

Among all those sub-skills, using strategies that reflect culturally responsive pedagogy is the most successful sub-skill dealing with motivational strategy. The finding showed that all seven students have achieved meet expectation. This means that student teachers have fulfilled the criteria to achieve this sub-skill. Based on student teachers' teaching practice, the part that can categorized as strategy that reflect culturally responsive pedagogy is the topic and the material used in the lesson. As long as the topic and the material that provided by student teachers are related with students' life, student teachers achieved meet expectation.

This finding is in line with Cooper et al., they said that it is important for teacher to conduct classroom atmosphere that culturally responsive to the student learning.¹⁵⁷ The simple part of teaching practice that researcher found is the topic used which indirectly being part of cultural pedagogy. Cooper et al. added that the element of culturally responsive teaching is all aspect of teaching and learning.¹⁵⁸ This included curriculum, content area, the classroom climate to student-teacher relationships, assessments and the activity as well.¹⁵⁹ However, in this part would only discuss about content area. This content area is called as the material in student teachers' teaching practice. This material and topic should relate to students' life, so student will easily access and learn outside school.

¹⁵⁶ Ibid.

¹⁵⁷ Cooper et al., *Classroom Teaching Skills*, 196.

¹⁵⁸ Ibid.

¹⁵⁹ Cooper et al., 190.

Furthermore, the finding from four of sub-skills which experienced by student teachers, there 57% student teachers achieved meet expectation, 36% achieved developing and 7% accomplished below expectation. It means that 57% of student teachers using motivational strategies that promote learning for all students and the other 36% on the way in demonstrating in providing motivational strategy that promote learning for students.

3. Engaging Students Actively in Learning

Engaging student actively in learning consists of four sub-skills in which each of them got the most achievement in meet expectation. The chart showed that meet expectation reached higher than other categorization (chart 4.5) in each sub-skill. This finding also showed that there is only one person who got below expectation in only one sub-skill. Besides meet expectation, there also another achievement which appeared in this skill that is developing achievement. However, like what stated before, categorization which mostly achieved by student teachers is meet expectation. To see completely about the achievement and how they achieved would be discussed based on each sub-skill here.

The first sub-skill which engaged student actively in learning is generating enthusiasm for the lesson sub-skill. Generating enthusiasm for learning actually still has connection with motivation. This sub-skill is one of the student teachers' ways to ignite and provoke students' willingness to keep enthusiast in learning. As stated by Rost that to raise students' source of energy which made student to keep their effort in learning is by generating their motivation.¹⁶⁰ Igniting student enthusiasm or motivation in learning can be done by constructing activity which connected to students' self-response. Rost also suggested that to engage students' attention, teachers should provide

¹⁶⁰ Rost, "Generating Student Motivation," 2.

various learning aids like picture and chart, tangible reference like games and index card, and various activities that supported various learning style.¹⁶¹

The finding showed that student teachers provide various activities like discussion, game, role play and many more to engage students in teaching. They also provided various learning aids like picture, power point, video, audio and even realia to help students in learning process. Student teachers who achieved meet expectation provide more activities and more learning aids to keep students enthusiast to the learning. Providing various fun activities can avoid students get bored easily. While providing various learning aids help them understanding the lesson which leads to enjoy the learning.

The next sub-skill which has connection in engaging student actively for learning is helping students understand the relevance of the lesson to them. The finding showed that six of seven student teachers have achieved meet expectation in this sub-skill. It means that student teachers provided the part of teaching practice which supported this sub-skill. The part of teaching practice which supported this sub-skill is the material that used in the teaching practice by student teachers. The material sources that used by teacher should considering and reflecting student real life. So, student will easily learn and understand the lesson.

In line with evaluation book about selecting learning sources that the consideration teachers should take when adapt, adopt and modify the learning material are content, format, methodology, evaluation assessment, treatment social issue which based on students need.¹⁶² As teachers chose the learning material, it is important to use material that related to the real world which accessible for students. Providing material and topic which related to students' life in the

¹⁶¹ Ibid, 3.

¹⁶² *Evaluation and Selection of Learning Resources: A Guide*, 10.

real world will make them easily understand the relevance of the learning to them. Since, students can learn not only in the classroom but they can learn outside school area as well.

After discussing about helping student to understand the relevance of the lesson, this part would be discussed about how teachers pacing the lesson to maintain students interest. This sub-skill is dealing with the way teachers conducting the learning activity which moved fairly and it kept student interest in learning. Pacing the lesson has relation with the ways teachers organize the activity. Flynn stated that she has a problem to pace the lesson like when she realized that her classroom activity should move on 15 minutes ago.¹⁶³ Organizing the activity which spent proper time will create good pacing. Pacing the lesson itself could not stand alone when it comes to maintain student interest. Rost suggested that to engage students' attention, teachers should provide various aids like picture and chart, tangible reference like games and index card, and various activities that supported various learning style.¹⁶⁴

The finding showed that mostly student teachers provided various activities which made students keep interest in the learning process. Those activities are included gaming, discussing, presenting, mingling and so forth. Some other even provided gaming activity and the reward as well. It means that student teachers who provided various activities and supported a good pacing have achieved meet expectation. Other student teachers who got developing achievement only provided one of those criteria like only applying various activities or only provided various aids of learning like video, picture, audio, power point and so on.

Providing those activities which supported a good pacing will create an interesting learning activity

¹⁶³ Flynn, "Learning to Pace Your Lessons in the Classroom," 1.

¹⁶⁴ Rost, "Generating Student Motivation," 3.

that move smoothly. As stated in Marzano's book which derived from Emmer and Gerwels that good pacing are used when teachers tried to make the activity moving without causing interruption to the activity flow.¹⁶⁵ Mostly student teachers applied their various activities and they can finish it without any serious problem or interruption during teaching practice. In line with what Harmer said that the important task teacher should do in class is organized various activities which include delivering information, telling them how to do it, putting student into group and pair activity, and closed the lesson when the time is up.¹⁶⁶ Therefore, student teachers have used good pacing in applying various activities as there is no a big problem or interruption happened during the lesson process and can finish the lesson on time.

The last sub-skill which belongs to engaging student actively in learning is using learner-centered activity and assignments that give students multiple opportunities to respond. This sub-skill required student teachers to provide activity that supported students to give respond. The activity that teachers provided should considering students need of learning style, learning goal, curriculum, and content. As stated by Nunan that learner-centered is an approach of learning where learner as the centre consideration in choosing content and learning experiences.¹⁶⁷ Since this sub-skill is focused on learner-centered and the criteria is required student to respond. So, the activity that student teachers need to provide is the activity which gives chance students to respond in various ways.

There are two possibilities of the ways student respond including oral respond and written respond. However, the researcher mostly observed oral respond from students, since it is clearly seen through video. The

¹⁶⁵ Marzano, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, 100.

¹⁶⁶ Harmer, *The Practice of English Language Teaching*, 111.

¹⁶⁷ Nunan, *Language Teaching Methodology: A Textbook for Teacher*, 178.

finding showed that the activities which provided by mostly student teachers have supported the students to respond. Those activities are included discussion session, question answer session, doing some exercises after explaining activity and so on.

Another activity which provided students to respond is when teachers explained the material, teachers often gave question about the topic and students need to answer those question. According to Nunan, there are activities which involved students into oral interaction including question answer, dialogue-role play, matching activity, pictures stories, puzzle-problem, and discussion-decision.¹⁶⁸ Similar to the activity which mentioned in Nunan's book, student teachers also provided discussion, question-answer, and matching activity. Those activities have supported students to give respond. Student teachers who provided many activities that promoted students to respond achieved meet expectation. While, for those who only provided some of them, they achieved developing criteria.

Additionally, engaging student actively in learning skill has good achievements in meet expectation. Four sub-skills which experienced by student teachers, 67% of student teachers achieved meet expectation, 29% got developing achievement and 4% achieved below expectation. It means that 67% of student teachers are success in providing strategy to engage students actively in learning. Another 29 % also showed developing in the skill of engaging student actively in learning. This means that they are trying to develop their ability in providing strategy of engaging student actively in learning.

4. Helping Students Develop Thinking Skill

Helping students develop thinking skill that promote learning consists of three sub-skills. Those are promotes critical thinking strategies through questions, promotes creative thinking skills through brainstorming,

¹⁶⁸ Nunan, *Designing Task for the Communicative Classroom*, 67–68.

and elaborative strategies, and uses problem-solving models and approaches that encourage student-initiated thinking. The finding showed that there are two sub-skills which mostly student teachers achieved meet expectation and in one sub-skill student teachers got developing achievement. The whole explanation will be discussed in next paragraph completely based on each sub-skill.

Promotes critical thinking strategies through questions is sub-skill which mostly student teachers achieved meet expectation. The finding showed that student teachers provided activity dealing with question. The question that student teachers provide is various based on the topic and material used. The question which supported critical thinking in the learning process is when student teachers explained about the material and students are asked to answer based on their opinion. Another activity also found when student teachers gave reading material like narrative, descriptive, recount text and so on. In this activity student teachers often asked students to answer question and asked their opinion about the content.

The same activity also suggested by Hughes. He mentioned that many classroom activities which promoted critical thinking is commonly using reading text.¹⁶⁹ Reading text usually provided a series activity which needs students to give respond. As what Hughes said that the next activity after reading is asking students' opinion about the text orally or in written form.¹⁷⁰ Similar to what student teachers did in teaching practice. Some of them provided reading topic and asked their students to do exercise, give opinion and so on. There also student teacher who provided critical thinking activity without using reading text like narrative, descriptive and recount text. For example student teacher B, she provided discussion activity even

¹⁶⁹ Hughes, *Critical Thinking in the Language Classroom*, 9.

¹⁷⁰ Ibid.

her material is not about reading. Her material is about invitation but she still has a way to help her student to think critically. The activity that she provided is discussing about the objective of the invitation. Here students will share their opinion about the objective of invitation based on their own knowledge.

The next sub-skill that supported thinking skill is promoting creative thinking skills through brainstorming. This sub-skill is required student teachers to provide activity that supported students' creativity through brainstorming. The finding showed that student teachers who got meet expectation in teaching practice have provided activity for students to write some paragraphs based on material like narrative, recount text and so on. Another way is asking students to design and create a product based on the material such as announcement, advertisement, and invitation.

According to the book which edited by Xerri and Vassallo, creative thinking as classified by Bloom Taxonomy is part of higher order thinking skill and the activity that supported higher order thinking skill is including creating and evaluating.¹⁷¹ The same kind of activity which found in student teachers' teaching practice which supported creative thinking skill is creating something. Some student teachers asked their students to create and design an invitation, announcement and advertisement. Some other provided activity which asked students to write several paragraphs based on the material which discuss that day. Student teachers provided the topic and the condition. By providing this activity, student teachers intended to develop students' creativity as they created and designed the work based on their own idea.

The last sub-skill which helped to develop thinking skill is using problem-solving model that encouraged student-initiated thinking. This sub-skill required student teachers to provide problem-solving

¹⁷¹ Xerri and Vassallo, *Creativity In English Language Teaching*, 49.

activity which needed student to think. Problem solving activity that provided by student teachers is when they are asked to make a conversation about inviting someone. In this kind of activity, student teachers only provided the theme like formal and informal invitation. Students are asked to design the situation and the vocabulary used. In the end of the activity, student will practice role play.

Similar activity is introduced by Nunan which cited from Scarcella and Pietro. According to Nunan, sociodrama approach by Scarcella is focused to develop student social interaction.¹⁷² While for Di Pietro's approach, Nunan assumed that it is focus more in the improvisation.¹⁷³ Both approaches are same in the purpose to give students' opportunity to develop vocabulary, discourse and their communication. The purpose is created because student will determine and modify their role and action.¹⁷⁴ As students determined the role, line conversation and the action, they have explored their ability to solve the problem. In line with the finding that some student teachers provided activity that asked their students to make conversation and then ask students to do role play.

The finding showed that there are only two student teachers who meet expectation in this sub-skill. The other student teachers got developing and two student teachers below expectation. Indirectly, this finding is affected by the material used in the teaching practice. Student teachers who used grammar as the material for example, might provide problem-solving activity in the form of exercise. While this kind of problem-solving have low level as students only answer the question. That is why they got developing achievement. For those who achieved meet expectation, they have provided higher order thinking when they

¹⁷² Nunan, *Designing Task for the Communicative Classroom*, 128.

¹⁷³ *Ibid*, 129.

¹⁷⁴ *Ibid*, 128–129.

applied problem-solving through making and designing conversation.

Further, the finding showed that mostly student teachers achieved meet expectation and developing achievement. There 47% of student teachers achieved meet expectation, 43% accomplished developing and 10% student teachers reached below expectation. It means that 47% student teachers ability is success in helping students develop their thinking skill. They are engage students and provide activities that supported in developing students' thinking skill. Other 43% student teachers have developed their ability in helping students develop their thinking skill. They have demonstrated their ability by showing a little progress in helping students develop their thinking skill.

5. Monitoring Students Learning

Monitoring student learning has three kinds of sub-skills. Those are included checking student understanding about instruction, providing timely and meaningful feedback to students' progress and performance, and adjusting instruction in response to students' performance and progress. The finding showed that this each sub-skill has achieved different kind of achievements. As this skill consists of three sub-skills, the discussion below will explain based on each sub-skill.

Sub-skill which mostly student teachers achieved meet expectation is checking student understanding about instruction. The finding showed that six of seven student teachers reached meet expectation. This means that those student teachers often checked student understanding during giving instruction whether it is before, during and after. Checking student understanding can be crucial part for teachers, since this is dealing with what students will do next. Harmer said that as teachers explained the instruction, it is important for teachers to check whether the students already

known what they are asked to do or not.¹⁷⁵ If students do not understand about the instruction, they will get confused about the following activity. Therefore, checking students understanding about the instruction is important. Another way to check students understanding is by asking students to explain the activity after teachers giving instruction.¹⁷⁶ Teachers make sure that students already understood about the instruction by asking them to repeat what teachers already explained.

The same ways of checking student understanding is applied by student teachers in their teaching practice. The question that student teachers ask is like, *do you get the point? Do you understand?* And so on. Student teachers also asked students to explain the activity that they will do by asking *so, what you have to do next? or what will you do after this*. Those kinds of questions are intended to check student understanding whether the instruction explained by the teacher is clear enough to follow. As the instruction has been understood by the students, means that the students will easy to follow the classroom activity and teacher will not waste of time just to give instruction.

The next sub-skill is providing timely and meaningful feedback to students' progress and performance. This sub-skill is required student teachers to provide time and feedback about students' performance. Mostly student teachers provide time in the end of the lesson to give feedback if it is dealing with students' performance. However, other student teachers give positive feedback right after students did a good job. Student teachers usually used powerful words like good job, well done, very good and so on.

In line with Nunan's viewpoint that the simple words of *good, all right, and okay* are belongs to positive feedback.¹⁷⁷ This kind of positive feedback is

¹⁷⁵ Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, 4.

¹⁷⁶ *Ibid.*

¹⁷⁷ Nunan, *Language Teaching Methodology: A Textbook for Teacher*, 196.

often used by student teachers as well. However, student teachers also have another way to give positive feedback like asking what students do not understand and explaining to them once more. The ways teachers did this part is by saying the name. Like student teacher C did, she said to one student in the end of the lesson that the student already made a good announcement with the good component. Another example is from student teacher B, she called the name of the student and give advice about her understanding. According to Nunan, teachers should not only put attention to the ways of giving feedback but also should remember to whom they giving the feedback.¹⁷⁸

The last sub-skill which belonged to monitoring student learning is adjusting instruction in response to student performance and progress. This sub-skill is actually hard to observe, since the instruction in respond students performance is only happened in some cases. The finding showed that the common feedback for students' performance is delivered in short words. Another feedback is delivered in the end of the lesson. While adjusting instruction in response to students' performance is based on the student performance and skill. If the feedback is possible to give directly after students showed some mistake during the lesson, then teachers will give correction directly. On the other hand, when student teachers recognized that their students have difficulty in understanding the lesson, it will better to give respond to the students individually in the end of the lesson.

In line with Harmer' opinion, teachers should put a serious concern dealing with the way teachers giving feedback and correcting students' mistakes.¹⁷⁹ Teachers should understand when and who will they give feedback. According to Harmer, in particular case and particular student, correcting student mistake might

¹⁷⁸ Ibid, 197.

¹⁷⁹ Harmer, *The Practice of English Language Teaching*, 144.

cause demotivated for some other students.¹⁸⁰ That is why teachers should understand the situation, to whom and the reason why they give feedback so the feedback itself will really useful for student to improve their weaknesses. Every student has their own level of motivation and understanding. Teachers should take into account the kind of students they will give feedback. Some students feel okay when teachers correcting their mistakes, the others might get demotivated if get the same correction ways. Therefore teachers should put serious concern dealing with the ways to give feedback for students.

Moreover, based on those result, monitoring students learning skill has good performance. From three sub-skills, there 52% of student teachers accomplished meet expectation, 38% got developing achievement and 10% reached below expectation. It means that student teachers are successful in the way of monitoring student in learning especially in the ways of checking students' understanding and adjusting instruction in response to students' progress and performance. Most of the good achievements come from those two sub-skills. In another sub-skill, student teachers showed good progress in providing time and meaningful feedback to students' performance.

b. Student Teachers' Teaching Skill after Doing Self-Reflection

This session discussed about student teachers achievement of teaching skill after doing self-reflection. The section is dealing with the improvement of doing self-reflection through video recording towards teaching skill in student teachers' teaching practice. To find out the improvement the researcher compared the result of teaching skill between the first teaching practice and the second teaching practice. The same as previous research question,

¹⁸⁰ Ibid.

to analyze teaching skill of student teachers used some theories.

This third research question is used theory of William and Mary College's book to measure student teachers' achievement in teaching practice. The result of student teachers' improvement as the effect of doing self-reflection will be discussed based on each teaching skill.

1. Teaching Based on Lesson Plan

There are five sub-skills which have improvement in this teaching practice. The first sub-skill is communicating the objective of the lesson. There are three students teachers who experienced improvement in second teaching cycle. In the first teaching practice, there is one student teacher who got below expectation. According to the book of Marry and William College, below expectation means that inconsistency or poor performance of the competency.¹⁸¹ Student teacher who got this achievement did not communicate the objective of the lesson. In the second teaching practice, the achievement improved into developing. This means that student teacher tried to communicate the objective of the lesson indirectly through engaging student to the activity.

Developing achievement means that demonstrating progress towards competency.¹⁸² Student teachers showed the progress in communicating the objective of the lesson competency by giving question and introducing the topic and the vocabulary in the first activity. According to Moss and Brookhart, learning target is a description of via word, picture, action or combination of all which described by teachers about what student will achieve in a lesson.¹⁸³ Student teachers can use those kinds of strategy to communicate the

¹⁸¹ *Handbook for Practice & Student Teaching Experiences*, 54.

¹⁸² *Ibid.*

¹⁸³ Moss and Brookhart, *Learning Target: Helping Students Aim for Understanding in Today's Lesson*, 9.

learning target. However, the finding showed that mostly students teachers using words orally.

Two other student who improved from developing into meet expectation have communicated objective of lesson directly in second teaching practice. According to William and Mary College' book, meet expectation means that student teachers regularly and proficiently demonstrated the competency and most of the performance indicator.¹⁸⁴ Therefore, as student teachers tried to communicate use question, they have developed from below expectation dealing with the effort of student teachers in communicating the objective. While, meet expectation means that they communicated the objective of the lesson directly through words which easiest way to understand by students.

The next sub-skill which has improvement is explaining content of the lesson accurately. There is one student teacher who contributed achievement from developing into meet expectation. Explaining content of the lesson must be appropriate with the material used and written in the lesson plan. Harmer stated that even though the possibility of teaching activity did not work according to lesson plan, however it is still expected that teachers could apply as what is has planned in the lesson plan.¹⁸⁵ Student teachers must deliver content of material accurately which has been written in lesson plan. Student teacher who got developing achievement missed some contents of material while the ones who meet expectation have explains all the content completely based on the material.

Another sub-skill which has enhancement is providing guided and independent practice sub-skill. This sub-skill is dealing with the activity that provided by student teachers to make students practice their skill

¹⁸⁴ *Handbook for Practice & Student Teaching Experiences*, 54.

¹⁸⁵ Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, 133.

independently. Two student teachers experienced the improvement from developing achievement into meet expectation achievement. As written in book of William and Mary College that meet expectation means that student teachers regularly and proficiently demonstrated the competency and most of the performance indicator.¹⁸⁶ This means that student teachers proficiently demonstrated the competency in providing guided and independent practice skill.

The sub-skill achieved by providing activity that supported students to practice the skill independently. The finding showed, the activity that provided by student teachers in microteaching class is included creating and design activity, matching, classifying, and writing activity. Those activities give opportunity for student to applying their knowledge and practicing by creating, designing, writing and so on. Student teachers have meet expectation when mostly activity in the classroom is supported student to practice the skill independently.¹⁸⁷ As improved from developing which student teachers only provided several activities that supported independent practice.

Furthermore, next sub-skill which has improvement in the teaching based on lesson plan is summarizing major concept of the lesson. The improvement experienced by three student teacher from below expectation into developing, below expectation into meet expectation and developing into meet expectation. Below expectation means poor performance of the competency.¹⁸⁸ It is described as student teacher did not provide summarizing activity. While, developing criteria is teachers demonstrated progress towards competency but not yet consistency proficient.¹⁸⁹ Student teacher who did not provide summarize activity before, it developed as they tried to engage student in

¹⁸⁶ *Handbook for Practice & Student Teaching Experiences*, 52.

¹⁸⁷ *Ibid.*

¹⁸⁸ *Ibid.*, 54.

¹⁸⁹ *Ibid.*

activity and asked them to answer the question based on material. The ones who improved to meet expectation means that teachers provided summarize and do it together with students. The way to make summarize can be done by using question, survey, question, read, recited, review.¹⁹⁰ Student teachers achieved meet expectation means that they regularly demonstrated the competency and most of indicator.¹⁹¹ Therefore, they got meet expectation as they do summarizing along with students in the end of the lesson.

Finally, the last sub-skill which supported improvement is modifying the lesson during instruction. There are two student teachers who got improvement from developing into meet expectation. Developing achieved happened when student teacher sometime modifying the lesson during instruction by using several ways of modifying. Developing achievement is demonstrating progress towards competency but not yet consistency proficient.¹⁹² Sometimes student teachers modify the language when giving instruction, in another activity student teachers did not modify the language. Then, it is improved into meet expectation as student teachers often modify the lesson using various ways like uses simple grammar, clearer pronunciation, uses pauses and so on. In this case, student teachers have achieved proficient demonstration of the competency.¹⁹³

Additionally, teaching based on lesson plan has supported good progression. The finding showed that five of six sub-skills in teaching based on lesson plan have contributed improvement. It means that self-reflection through video recording gives effect on student teachers' ability in teaching based on lesson plan. Student teachers took advantage from video recording to get information about their teaching skill.

¹⁹⁰ Lewis, Laurel School District, and Thompson, "Quick Summarizing Strategies to Use in the Classroom," 2.

¹⁹¹ *Handbook for Practice & Student Teaching Experiences*, 54.

¹⁹² *Ibid.*

¹⁹³ *Ibid.*

As five of six sub-skills showing improvement, student teachers have reflected their teaching skill which generated better effect for them.

2. Using Motivational Strategies to Promote Learning

In using motivational strategies to promote learning skill there are three sub skills which supported improvement. Those are employing extrinsic and intrinsic motivational strategies, assessing motivational issue affecting student learning and diagnosing individual motivational problem. The first sub-skill which contributed improvement is employing extrinsic and intrinsic motivational strategies. There is only one student who helping this improvement from developing achievement into meet expectation. Student teachers who achieved developing are usually only applying one kind of motivational strategy whether only extrinsic or intrinsic motivation. While, student teachers who improved into meet expectation, they have provided both extrinsic and intrinsic motivational strategies.

As stated William and Mary's book, developing achievement is demonstrating progress towards competency but not yet consistency proficient.¹⁹⁴ Student teacher only provided intrinsic motivation strategy by using powerful words like good job, very nice to motivate students in the classroom. She improved her ability in second teaching practice as she using powerful words and rewards in her teaching. She consistent demonstrated the competency and most of indicator performance as she used both intrinsic and extrinsic motivational strategies.¹⁹⁵

Furthermore, assessing motivational issue affecting students learning is the next sub-skill which achieved better result in second teaching practice. One student teacher contributes improvement from below expectation into developing achievement. Below expectation means that poor performance of the

¹⁹⁴ Ibid

¹⁹⁵ Ibid

competency.¹⁹⁶ Student teacher did not assess motivational issue in her teaching. However, she improved into developing as she asks students to choose punishment and rewards used during learning process. According to Brown one of extrinsic element motivation can turn into intrinsic motivation is by allowing student to set part of their learning process, it can be learning goals, activity and so on.¹⁹⁷ Student teachers developed her ability by letting student to choose one of teaching aspects that is rewards and punishments.

Additionally, the last sub-skill which has improvement is diagnosing individual motivational problem. The improvement in this sub-skill happened from below expectation into developing by one student teacher and from developing into meet expectation by two student teachers. It is hard for student teachers to diagnose student's individual motivational problem since the way to diagnose is by communicating with them.¹⁹⁸ Student teacher rarely communicates with student to recognize their motivational problem. Therefore she got below expectation. The enhancement into developing happened as she sometime, makes communication with students and asks their difficulty in learning.

Some other student teachers communicate with their students when they doing exercise or something. Student teachers got the opportunity to monitor student's problem by coming closer and asking them some question. Another way student teachers did to ask student's difficulty is in the end of the lesson before closing activity. When the time is enough to ask student feeling about the learning, teacher will ask them about it. The improvement itself showed that one student teacher did not communicate with student about their problem in learning in the first teaching practice. While in the

¹⁹⁶ Ibid.

¹⁹⁷ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 78.

¹⁹⁸ Hudson and Bushardt, "Diagnosis and Treatment of Student Motivational Problems," 3.

second teaching practice, she has developed it by communicating with the students.

Other student teachers improved this into meet expectation as they often make communication with students. In line with William and Mary college' book, meet expectation achieved when teachers regularly and proficient demonstration of competency.¹⁹⁹ Student teachers do better in second teaching by regularly make communication with students in many activities and ask them whether they have difficulty in getting knowledge or not.

Further, the finding showed that three of four sub-skills have contributed improvement in student teachers' teaching practice. It can be categorized that self-reflection through video recording influenced student teachers teaching skill, especially in providing the activity that supported motivational strategy. Student teachers tried to understand students motivation in learning by watching and reflecting the first teaching practice. As student teachers reflected their teaching skill, they tried to evaluate their problem and apply new strategy as the solution. Therefore, the use of video recording gives better impacts in teaching skill, as there are three sub-skills promoted improvement.

3. Engaging Students Actively in Learning

Engaging student actively in learning actually has four sub-skills and all of them contributed improvement. The first sub-skill which has improvement is generating enthusiasm for the lesson. Three student teachers changed their ability from below into developing and from developing into meet expectation. Michael Rost suggested that to engage students' attention, teachers should provide various aids like picture and chart, tangible reference like games and index card, and various activities that supported various learning style.²⁰⁰ Student teachers who get below

¹⁹⁹ *Handbook for Practice & Student Teaching Experiences*, 57.

²⁰⁰ Rost, "Generating Student Motivation," 3.

expectation, they provide only one learning aids and few activities in learning process. However the improvement showed into developing as they provide learning aids and several fun activities. More improvement is showed in meet expectation as student teachers provide more learning aids and various activities in teaching process.

In addition, the next sub-skill which has improvement is helping students understand the relevance of the lesson to them. This sub-skill, student teachers are expected to use the material and topic that easily found in students' real life. Since the criteria that teachers need to consider when choosing the material is include social issue, content, format and so on.²⁰¹ Using authentic material which related to student' world will easier for student to understand the relevance of the lesson to them.

The finding showed that the material and topic used by student teachers is already met those criteria. So, the improvement is quite successful from developing into meet expectation. The finding showed that there is one student teacher who got developing achievement in the first teaching practice. It has improved in the second teaching practice which all seven student teachers have meet expectation. It means that student teacher have provided the material and topic dealing with students' life.

Another sub-skill which has improvement is pacing the lesson to maintain interest. This sub-skill is dealing with the ways student teachers provide, arrange and organizing the activities to maintain student interest to the lesson. The finding showed that student teachers provided various activities to maintain student interest and tried to finish those activities without any trouble. There are many ways to engage student to the lesson including provided various aids like picture, chart, various activities to support different learning style and

²⁰¹ *Evaluation and Selection of Learning Resources: A Guide*, 10.

so on.²⁰² As student teachers provided various activities and applying those activities without any problem, they are categorized as good pacing. Since the pacing is dealing with how teachers manage the time during the lesson.

The improvement showed that there are two student teachers who gave contribution in this improvement. The improvement is from developing achievement into meet expectation. As in the developing the student teacher only provided some activities and they spent more than 20 minutes to finish it. The class that spent more than the time that has been set might due to the way teachers arrange and applying the activities. Differ from those criteria of developing achievement. Student teachers who achieved meet expectation must have provided various activities and finished it on time.

The last sub-skill which gives contribution of improvement is using learner-centered activities and assignments that give students multiple opportunities to respond. Student teachers in this sub-skill are expected to provide activity that made students to give respond. Since, it is focused on the learner-centered so the activity used should consider the learner to gives respond. The same opinion explained by Nunan that learner-centered is an approach of learning where learner as the centre consideration in choosing content and learning experiences.²⁰³

The improvement is from developing into meet expectation which experienced by one student teacher. In the first teaching practice student teacher only provides several activity that supported students to respond. Moreover, as student teachers achieved meet expectation, she provides more activities activity that gives students' opportunity to respond. Those activities included asking students to answer question after reading text, asking students to make sentence based on

²⁰² Rost, "Generating Student Motivation," 3.

²⁰³ Nunan, *Language Teaching Methodology: A Textbook for Teacher*, 178.

topic and material and often giving question related to material.

Moreover, student teachers seemed showing good progress in engaging students actively in learning. It can be proved in the finding that all of sub-skills have supported improvement in second teaching practice. It means that student teachers get benefit from doing self-reflection through video recording and it is successfully affected on student teachers' teaching ability in this skill. Student teachers understood enough about how to use video recording as self-reflection. Therefore, student teachers could achieve better result in their second teaching practice.

4. Helping Student Develop Thinking Skill

This sub-skill actually consists of three sub-skills and student teachers experienced improvement in all sub-skills. One of those sub-skills is promoting critical thinking strategies through questions and other inquiry-based activities. The finding showed that student teachers often engaged students in question. Even when teachers are explaining the material, they also give question to students. It is appropriated with what Hughes said the activity that teachers used after reading is asking students' opinion about the text orally or written form.²⁰⁴ Giving question can develop students' critical think especially the question in which the answer is based on students' opinion.

There are two student teachers who got developing achievement which turned into meet expectation achievement in the second teaching practice. Student teachers provide several activities which supported critical thinking in the first teaching. They changed and add more activities which consisted of questions to support critical thinking in second teaching practice. It seems difficult to provide the activity that supported critical thinking. The possibility factor is due to the material used in the learning process. Teachers

²⁰⁴ Hughes, *Critical Thinking in the Language Classroom*, 9.

who used text material have bigger opportunity to provide activity that supported critical thinking. Hughes mentioned that many classroom activities which promoted critical thinking are commonly using reading text.²⁰⁵

Another sub-skill which contributed improvement in develop thinking skill is promoting creative thinking skills through brainstorming, flexibility, and elaborative strategies. The same as before that the activity which provided critical thinking might have relation with the material used. This sub-skill required student teachers to provide activity which supported students to think creatively through brainstorming. The activity that supported creative thinking included creating and evaluating.²⁰⁶ The researcher found similar activity to creating activity. The activity is when student teachers asked students to make and design short functional text like advertisement, announcement, and invitation and to write some paragraphs based on the topic like descriptive, narrative, and recount text.

This improvement happened from developing achievement into meet expectation by three student teachers. In the first teaching practice student teachers provided several activities which supported creative thinking skill. However, it has increased into meet expectation as they provided more activities and task which supported creative thinking skill in second teaching practice. Students are often asked to create, design and write project like advertisement, invitation and paragraph. Students creative thinking is developed as they created the design and choose the vocabulary based one students' style.

Additionally, the last sub-skill which supported enhancement is using problem-solving that encourage student-initiated thinking. There are two student teachers

²⁰⁵ Ibid.

²⁰⁶ Xerri and Vassallo, *Creativity In English Language Teaching*, 49.

who contributed improvement. One student teacher has improvement from below expectation into developing achievement. Another one changed her ability from developing into meet expectation. Interactive problem-solving introduced by Nunan which used sociodrama which made students to do role play.²⁰⁷ This gives students opportunity to solve the problem by designing and choosing the context and their own role. The more specific one, they can develop their grammar, vocabulary and so on.

Similar activity is found in teaching practice like making conversation and asking students to do role play. Another activity also provided to support students-initiated thinking like asking students to analyze and arrange sentences. Student teachers who improved from below expectation, she did not provide problem-solving activity or activity that supported student-initiated thinking. As she improved into developing, she provided small problem-solving activity like asking students to analyzing the sentence and arranging it into the right conversation. Another one improved from developing into meet expectation as student teachers asks students to read the passage and asked them to find the main idea. The process of finding the main idea makes students to think about and try to solve the problem. Students will look for and guess the main ideas as they read the passage.

The finding showed that all sub-skills in this skill have contributed improvement. This means that student teachers are aware enough about the ways to do self-reflection using video recording. Their self-reflection supported them in decision-making as they evaluate, understand the problem and find the way to overcome their weaknesses. As a result using video in self-reflection gives better impacts towards student teachers' teaching skill, especially in the skill of helping students develop their teaching skill. Student teachers

²⁰⁷ Nunan, *Designing Task for the Communicative Classroom*, 128.

have provided activity that supported students in developing their thinking skill.

5. Monitoring Students Learning

Monitoring student learning actually has three sub-skills, but there are two sub-skills which have improvement. The first sub-skill is providing time and meaningful feedback to students' progress and performance. It is required student teachers to provide time and give feedback about students' progress and performance. The researcher found that some student teachers provide time in the end of the lesson to give feedback for student's performance. Other student teachers give meaningful feedback that can motivate students to follow the lesson. The positive feedback that usually student teachers used is by saying good job, well done, thank you and so on. Some others also asked student's difficulty in understanding the lesson in the end of the lesson. Student teachers will call the name as they asking to make students feel free to share. According to Nunan, teachers should understand well the ways to give feedback and who they will give its feedback.²⁰⁸

Further, the improvement comes from below expectation into meet expectation which experienced by five student teachers and from developing into meet expectation which experienced by one student teacher. Student teachers who got below expectation, they did not provide time and feedback for students. The enhancement moved up into meet expectation as they provide time and meaningful feedback during the teaching process. Moreover, the developing which is experienced by student teacher achieved as she provided time and feedback in some activities.

Another sub-skill which student teachers have improvement is adjusting instruction in response to students' performance and progress. There are there

²⁰⁸ Nunan, *Language Teaching Methodology: A Textbook for Teacher*, 197.

student teachers who contributed improvement in this sub-skill. One student teacher improved from below expectation into developing and two other experienced improvement from developing into meet expectation. Student teacher who got below expectation did not adjust the instruction. As her ability increased into developing, she adjusted instruction in response to student's performance by correcting student's mistake.

In line with Harmer' opinion that teachers should put a serious concern dealing with the way teachers give feedback and correct student mistake.²⁰⁹ The other student teachers who improving their ability into meet expectation, they often adjusting in response to students' performance by considering students and the kinds of feedback teachers should give. As defined in book of William and Mary College that meet expectation means that student teachers regularly and proficiently demonstrated the competency and most of the performance indicator.²¹⁰

In addition, based on the finding there are two of three sub-skills which supported better enhancement in student teachers' teaching practice. This means that student teachers are successful enough in getting benefit from self-reflection using video recording. Student teachers showing good progress in second teaching skill, this is due to the consequence of the ways student teachers get information from their video. As student teachers recognizing their problem from video recording, they tend to look for the ways to overcome their problem. It then, leads to the improvement as their solution is applied successfully in second teaching practice. Therefore, doing self-reflection using video recording is really helpful for student teachers' self-repairing of their teaching skill.

²⁰⁹ Harmer, *The Practice of English Language Teaching*, 144.

²¹⁰ *Handbook for Practice & Student Teaching Experiences*, 52.