CHAPTER I

INTRODUCTION

1.1 Background of The Study

Teaching can be defined as giving lessons to students in an institution of learning. It can also be defined as showing students how to do something so that the students will be able to do it themselves. Teachers have enormous responsibilities of helping their learners learn new things by giving the knowledge. Providing feedback to learners on their performance is one of those responsibilities. Through the feedback, students will know if they already meet the expectation or if there anything that should be improved later.

Black and William (1998) perceived that the role of feedback in learning is effective for students' learning. They claimed that giving students only grades is not beneficial. Feedback is needed in order to provide each learner with specific guidance on strengths and weaknesses to impact the learning process. In addition, Cook (2000) as cited from Yan (2006, p.20) stated that feedback can be either positive or negative and may serve not only to let learners know how well they have performed but also to increase motivation and build a supportive classroom climate. From those explanations, it can be concluded that favourable feedback about performance has positive effect on students' performance. So, teacher should try to give feedback in the right level with each student to ensure high success rates.

In teacher educational program, student teachers have to perform their skill of teaching through microteaching session. Ambili (2013) stated that microteaching is used in most of the pre-service teacher education programs generally, and it is a proven method to reach good improvement in the teaching experiences. Skills and practices of microteaching need to be implemented as an innovative method of preparing students to be effective teachers. Furthermore, Koksal and Demirel (2008) stated that in order to create better opportunities for student teachers to improve their teaching knowledge and skill, the more effective teaching practice is needed. The appropriate methods also should be administered in order to achieve the course aims so that student teachers are actively involved in real teaching-learning processes. They can also learn to deal with real classroom problems, can access a variety of teaching resources, and can use the time effectively.

In their study, Benton-Kupper (2001) looked at student teachers' perceptions about the application of a microteaching. After completing the microteaching sessions, student teachers in three sections of a general secondary methods course reflected on their practical experiences. The findings of the study indicated that the microteaching practice is very useful for student teachers to learn about the skill of teaching. Student teachers indicated that they found microteaching experiences helpful in enabling them to recognize and identify strengths and weaknesses in their mini lessons.

In order to reach the aim of microteaching, increasing the quality of observation and feedback is needed. The observation should be more

systematic and the feedback should be more specific, descriptive, and detailed. Some previous related study below have proven that feedback session in microteaching have important part in improving students' teaching skill.

Study on students' perception in microteaching by Savitriadigone (2012) used survey as the instrument showed that students gained knowledge of teaching language skill and language elements as well as receiving feedback from lecturer and classmates for the improvement of their teaching performance. After getting feedback they felt more confident in facing teaching practicum.

Eksi (2012) conducted an action research in aiming to develop a more reflective and constructivist approach in microteaching sessions. The participants were 24 teacher trainees in an English Language Teaching Department at a large state university. The data were collected through questionnaires and semi-formal interviews. Findings from the analysis of data revealed that teacher trainees conceptualise microteaching as useful for professional development as it connects theory to practice. They also acknowledge the benefits of giving and receiving feedback. The participants also report that they reflect more effectively and learn from one another's performance better through a structured feedback form.

Another study by Can (2009) investigated the effectiveness of a teaching practice course which realized using the microteaching methods. The participants of the study were six student teachers who experienced teaching

practices for two times in a real classroom environment. Each of the two teaching practices of the student teachers was videotaped. Analysis of the video records revealed that student teachers achieved a better performance after getting feedback in the first teaching practice. Their improvement in second teaching are in terms of explaining basic theories and principles, identifying and observing necessary teaching roles and behaviours, preparing lesson plans, and conducting more effective teaching practices.

Another study by Fernandez and Robinson (2007) investigated the perceptions of 74 student teachers at Florida State University towards microteaching. The students in this research expressed that the opportunity of practicing the pedagogical theories they have learned in the course was extremely beneficial. They indicated that they had spent a lot of time talking about theories while they needed the chance to try the theories and get feedback on their actual performance. At the end, student teachers appreciated other people's views and feedback about their teaching performance.

In educational study program in English Department at State University of Jakarta, microteaching takes place in English Language Teaching and Methodology (ELTM) 2 subject. ELTM 2 is one of the obligatory subjects in English Department. The students have to pass the ELTM 2 subject through the microteaching test if they want to follow the PKM (*Praktek Kuliah Mengajar)* program in the next semester. So, the researcher desires to conduct this study because microteaching is beneficial for students in facing PKM in

real classroom. Through the microteaching, the students will know how to make lesson plan, select the appropriate materials, manage the classroom, make decision based on the certain situation, and improve teaching skill. In the process of improving their teaching skill, the teachers' feedback holds important part, because through those feedback the students will know their strengths and weaknesses. So that they could improve themselves to be ready to do the PKM (*Praktek Keterampilan Mengajar*) later.

This study focuses on the types of feedback given by the teachers and investigate the effect of teachers' feedback in microteaching towards students' teaching skill in English Department focused in ELTM 2 course. The improvement of students' teaching skill can be seen in the next microteaching after receiving feedback from the teachers. Since the microteaching in the 12 DBR class is conducted per group and they get their score as a group, the effect of the feedback will be seen per group not per individual.

1.2 Research Questions

The research questions of this study are:

- What feedback are given by teachers to students' microteaching in ELTM 2 course?

- To what extent does the feedback improve students' teaching skill in ELTM 2 course?

1.3 Purposes of the Study

The purposes of this study are:

- To identify the types of feedback given by the teachers in microteaching.

- To investigate the effect of teachers' feedback in microteaching in improving the students' teaching skill.

1.4 Scope of the Study

The study was focused on the students' microteaching and the teachers' feedback in microteaching through classroom observation, test, and interview. The classroom observation was used to describe in the real context the teachers' feedback in students' microteaching. The test was used to give information about how far the teachers' feedback give effect for the improvement of students' teaching skill which represent in fulfilment of indicators for each skill. And, the interview was used to support the data gathered.

1.5 Significance of the Study

The result of this study would be useful for the teachers, the students, and the other researchers. For the teachers, it could give reflection about how far the feedback given in microteaching season help the students' teaching skill improvement. It would help them to know in what way the feedback should be given and in what way the microteaching should be conducted by the students. Besides, it could help the teachers know what problems happened

during the teaching and learning activities, so another teachers who will conduct the same course later can prevent the same problem. For the students, it could help to raise their awareness about microteaching and its impact for them as a pre-service teacher. For others who want to conduct a study related to teachers' feedback in microteaching, hopefully this study would provide references.