

STUDENTS' PERCEPTION ON ADVANTAGES OF FEEDBACK IN IMPROVING TEACHING SKILLS

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ABSTRACT

This study aims to describe students' perceptions of feedback given by lecturers to improve teaching skills in the Micro Teaching class. Feedback is a strategic way chosen by lecturers to evaluate students' teaching performance. This type of research is descriptive quantitative. The population were seventh semester students of the English Teaching Department, Faculty of Tarbiyah and Teacher Training, IAIN Batusangkar academic year 2017/2018 by involving 38 students as sample and 9 students as tried-out sample using simple random sampling technique. The research instrument was a closed questionnaire consisted of 48 statements. Then to analyze the data, the researchers interpreted the data used Djemaris. The results of the study described that students' perceptions on feedback given by lecturers in the Micro Teaching class were strongly positive (76.31%) and positive (23.68%). This means that generally, students' perceptions on the feedback given by lecturers in improving teaching skills in the micro teaching class are very good.

Keywords: Students' perception, advantages of feedback, teaching skills, micro-teaching

BACKGROUND OF THE PROBLEM

To be a good teacher in the future especially for English teacher, students who take a teacher's program must follow a subject lesson named micro teaching class. Micro teaching is one of the subjects that place major contribution in preparing students become qualified teacher in the future. According to Mc. Knight in Hasibuan and Moedijono (2008:44) micro teaching has been described as scaled down teaching encounter designed to develop new skills and refine old ones. It means the student-teachers teach a small groups of students (5-10 students) and in limited time (5-10 minutes) and develop some basic of teaching skills.

Micro teaching has purpose to give a real teaching experience to the students-teachers to develop their basic teaching skills before they come to the real situation in school, and also preparing the students-teachers to practice the theory and make they know the manner about teaching and give them chance to learn the good way to be a real teacher and apply the skills in the real teaching (Allen in Hasibuan and Moedjiono, 2008: 45; Anthonia, 2014:185; Sabri ,2010:148). There are several teaching skills that must be mastered by students to be good teachers in the future. According to Fauzi and Lugowi (2009:13) there are eight basic teaching skills in micro teaching class. The first is open and closure skills. The second is explaining skill. The third is variation skill. When the students feel bored in the class, the student-teachers should use their creativity to make condusive and excited atmosphere in the classroom. The fourth is reinforcement skill. The fifth is questioning skill. The sixth is management class skill. The seventh is guiding the active learning skill. The last one is making the lesson plan. Every student-teacher practice every skill in micro-teaching class.

IAIN Batusangkar provides micro-teaching subject for every student of any education department at Faculty of Tarbiyah and Teacher Training (FTIK Faculty). Usually, the students take this subject in the sixth or seventh semester with 3 credit ours. In the class, a group or 8 or 10 students are lead by a lecturer as an instructor to do teaching performance. Students' teaching perormance is dominant in micro-teaching class. The lecturer's role is mostly in assessing and evaluating the performance. Sabri (2010:161) explains steps in micro teaching class. The steps are, first is introduction. In this step, the lecturer introduces the micro teaching itself to the student-teachers. Second, the lecturer gives the student-teachers model of teaching. Third is preparation. The student-teachers must prepare all of things related to teaching preparation and performance. Fourth, the lecturer asks the student-teachers to do a teaching performance. The last steps in micro teaching is feedback. After the student-teacher finish performing teaching, the lecturer usually gives the students feedback related to their teaching performance and gives comment about the

students' teaching skills. The feedback is useful to evaluate the application of basic teaching skills and sometimes the feedback also evaluates the student-teachers' behavior while teaching.

Feedback in micro teaching class is really important to have. According to Hattie and Timperley (2007:81), feedback is conceptualized as information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. In this case, the student-teachers got the feedback from their lecturer that comment on their teaching performance. Then, Ur (2009: 242) states that feedback is information that is given to the learner about his or her performance of a learning task, usually with the objectives of improving this performance. Infact, feedback given by lecturer/ teacher to the students for evaluate their performance and can make some improvement after having the feedback.

Sabri (2010:163) states feedback is one of the important elements of micro teaching. Feedback is given after the students-teacher finish their teaching performance. After that, their friends can give them a feedback that include discussion, critics, and evaluation from the student-teacher teaching performance. In micro teaching class need an open minded person and someone who has a high motivation to repair or to evaluate themselves. While, Purohit in Chawla (2011:8) found that microteaching feedback helps significantly in the classroom performance of language teachers. Microteaching feedback appeared to invite more pupil response than interaction analysis feedback. When the lecturer start to give feedback to the students' teaching performance it will influence the students' teaching performance to the next performance.

Feedback give in micro-teaching class has several advantages. There are nine advantages of feedback in micro-teaching class (Sabri (2010:164). The advantages are, first, make all of the person in the classroom (students and teacher) becoming active. Second, feedback give a chance to the students to give a comment or critics and discuss a problem together. It means, feedback that given by the lecturer helps the students to explore their mind through discussing several problem that found in the class. Third, feedback can give a chance to the students to know themselves and try to improve. When the students get a feedback from the lecturer, they can evaluate themselves. Fourth, the students know their weaknessess and try to improve. Giving feedback help the students to know their weaknessess in doing teaching performance. They also know their weakness in practice some teaching skills.

Fifth, feedback make the students being an open-attitude person. When they get a feedback from the lecturer they will accept that and try to do better for the next. Sixth, feedback improve the students confidence. Having feedback from the lecturer will make the students feel more confidence to perform better in the classroom. Seventh, feedback develop students' team work. Based on the feedback that given by the lecturer in micro teaching class, the students can easy to make a team work in the class, because in the class they already share their opinion about what they do in doing teaching performance. Eighth, feedback makes the students' teaching skill more perfect. Like the theory said before, there are eighth teaching skill that must be mastered by the students. In this case, the feedback helps the students to improve their teaching skill after having the feedback from the lecturer like open and closoure skill, explaining skill, questioning skill, variation skill, reinforcement skill, using media appropriately, management class skill, and making the lesson plan skill. The last one, feedback that given by the lecturer can be a research for the students. The students observed what the effective feedback for increase or impeove the students performance in teaching and they get some idea to transfer the main idea to be a research.

Based on preliminary research by interviewing one of the micro-teaching lecturers and some of the seventh semester students who followed the micro teaching class, it was gotten that both lecturer and students agree that giving a feedback is really important to evaluate the students' teaching performance in applying several basic teaching skills. The lecturer hopes that feedback make the students know what should be improved for the next performance. While, the students think that feedback can influence their teaching performance and know what should be improved for the next. However, on the other hand, there are also some students who assumed that feedback can not influence their teaching skills and their performance did not change much. It indicates tha the advantages of feedback are not for all of the students. In other words, students have different perception on feedback given by lecturer to assess their teaching performace.

The fact is similar to what Murdoch-Eaton and Sargeant (2012) found in their research. Actually, there are still students who do not response well to the feedback given. They concluded

that senior students viewed feedback more positive than the junior one. For them, feedback can inform their specific learning needs and personal development. Micro teaching students are the senior one. Therefore, they should response well to the feedback and take it as an important part to improve their teaching performance.

Actually, perception can reflect someone's understanding and feeling about something. The perception itself can occur because of some experiences. Perception is a process how someone can be selective, manage and interpret some information and experiences (stimulan) and then can make a conclusion (Danarjati, 2013:23; Syafwar, 2009:68). In addition, Rahmat in Elsara (2013:11) states that perception is experience about an object, event that have by interpret the information and give conclusion. Perception will come from someone if they can see some activity or something and they have some opinion and thinking how the activity run well and make an conclusion result. The important thing is everyone has their own perception toward something. Perception also can influence someone act in the future.

This research was done to find out student-teachers persepction on feedback given by lecturer in micro teaching class to improve their teaching skills.

RESEARCH METHOD

This research used quantitative approach to analyze numerical data about students' perception on feedback given to improve their teaching skills in micro-teaching class. The design was descriptive which involved collecting data in order to answer questions the current status of the subject or study.

Population of this research was 47 students of the seventh semester of English Teaching Department of IAIN Batusangkar registered in 2017/2018 academic year who took micro teaching class. The sample of this research taken by using simple random sampling. There were 38 students as the samples and 9 students as tried-out samples. In collecting the data, the researcher administered a closed-questionnaire use Likert scale as basic type to measure the questionnaire data. The scale is divided into four categories. They are Strongly Agree (SA) or *Sangat Setuju (SS)*, Agree (A) or *Setuju (S)*, Disagree (D) or *Tidak Setuju (TS)*, and Strongly Disagree (SD) or *Sangat Tidak Setuju (STS)*.

The validity and reliability of the questionnaire was taken by doing try out and the result described that the questionnaire was valid and reliable by doing small revision. In analyzing the data, the researcher used descriptive analysis. In this technique, the data analyzed by several steps; selecting the data, tabulating the data, classifying the students' answering in the table based on the three components of perception; cognitive, affective, and conative, interpreting the data, and making conclusion.

RESEARCH FINDING AND DISCUSSION

Research Finding

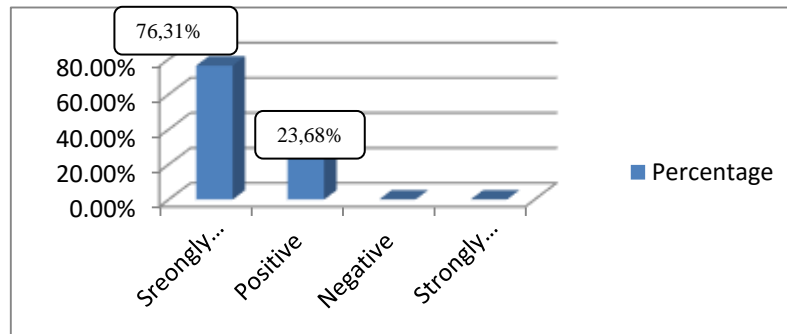
As it is explained above that feedback given by lecturer in micro-teaching class should influence the students' teaching performance. Feedback is given to evaluate the application of teaching skills by the student-teachers. In this research, there were 18 items were constructed about advantages of feedback to improve teaching skills in the questionnaire. After getting and analyzing the data, it is obtained that 76.31 % students had strongly positive perception and 23.68 % students had positive perception on feedback given by lecturer to improve teaching skills in micro-teaching class. The percentage can be seen in the following table and diagram.

Table 1. Frequency of Data Distribution of Students' Perception on Feedback Given by Lecturer to Improve Teaching Skills in Micro Teaching Class

No	Class Interval	Frequency	Percentages	Interpretation
1	≥ 58	29	76.31 %	Strongly Positive
2	43-58	9	23.68 %	Positive
3	29-43	0	0%	Negative
4	< 29	0	0%	Strongly Negative
Total		38	100%	

Based on the table above, in class interval ≥ 58 , there was found 76.31 % students who had strongly positive perception on feedback given by lecturer in micro teaching class, in class interval 43-58, there was found 23.68 % students who had positive perception on feedback given by lecturer in micro teaching class. While, none of students have negative and strongly negative perception. The percentage of the students’ perception from the class interval above can also be seen in the histogram below.

Histogram 1. The Percentage of Students’ Perception on Feedback Given by Lecturer to Improve Teaching Skills in Micro Teaching Class



The researcher got the intensity of the students’ perception on feedback given by lecturer in micro teaching class. The result can be seen in following table. It was also found the maximum score, minimum score, mean, and standard deviation by using SPSS 20 as follows:

Table 2. Statistics Result of Students’ Perception on Advantages of Feedback Given by the Lecturer to Improve Teaching Skills in Micro Teaching Class

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
VAR	38	52,00	72,00	2388,00	62,8421	5,73527
Valid N (listwise)	38					

Based on the table above, there was obtained 72 as the maximum score, 52 as minimum score, 62.8421 as mean, 5.73527 as standard deviation, and 2388 as sum of score of students’ perception on feedback given by lecturer in micro teaching class. As the mean obtained 62.8421, it indicates that approximately students’ perception on advantages of feedback given by lecturer is strongly positive.

DISCUSSION

The finding describes that students have positive and strongly positive perception on feedback given by lecturer to asses their teaching performance in micro-teaching class. It indicates that students think, feel, and agree that feedback is useful and needed to be better in teaching performance. As candidate teachers, the student-teacher should master teaching skills well. Micro-teaching class give them opportunity to practice a lot and diganose their strengths weaknesses in performing teaching.

One of the advantages of feedback in micro teaching class is an effort by lecturer and student-teachers to improve teaching skills (Sabri, 2010). Student-teachers are trained to open and close the lesson effectively, explain the lesson systematically, asking and answering questions, managing the class, making variation in teaching, choosing and using appropriate media, preparing the lesson by constructing lesson plan well, giving meaningful reward and punishment for their performance, and so forth. It is also expalined by Anthonia (2014:188) that giving feedback toward the students’ teaching skill helps the students to improve their skills while teaching.

As it is explained before that feedback is actually a part of formative assessment that is given by lecturer during the process of practicing teaching. Feedback given in the classroom can influence much the learning and achievement, but this impact can be either positive or negative. Due to the preliminary research result, it was obtained that not all students think that feedback is important for them. Some of them even said that they did not know whether feedback influenced

their performance or not. Actually, from the finding, it proved that the students need feedback and agree that it can influence their teaching performance to be better. The researchers thought that the difference occurred because their experience is quite different from what they understand about feedback. Therefore, teachers or lecturers should make sure that the feedback given during the learning process could give positive feedback only to the students' performance. Then, they can learn much from the feedback and improve their understanding.

Feedback is a strategy that is useful for both teachers and students. Through feedback, teachers get data about the successful of teaching activity and the improvement of students' comprehension and ability. Feedback helps learners much to more aware of themselves and understand their strength and weaknesses. It can be assumed that feedback as a part of classroom assessment can change both teaching and learning. (Steadman: 1998)

The positive and strongly positive feedback had by the students should reflect the improvement in teaching performance. Walgito (2004: 87) states that perception as a process of receiving the stimulus through the sense to get the conclusion about an object or event. In this case, feedback given by lecturer is an object or activity experienced by student-teachers and then they make conclusion based on the experience. It can be concluded that the positive and strongly positive perception are the result of the improvement of student-teachers performance in applying teaching skills in micro-teaching class.

CONCLUSION

Based on the data description and data analysis, it can be concluded that the experiences that the students have during micro-teaching class make them have strongly positive and positive perception on feedback given by lecturers especially to improve their skills in teaching. Students who took micro teaching are senior students who already think more mature about any assessment that is needed to improve their understanding and ability. Those students need feedback as a part of teaching and learning process, that is why they give strongly positive and positive perception to the feedback received from their lecturer.

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