

Chapter four

Finding and Discussion

The researcher obtained the data from the interview conducted. The findings address some issues of the research. There are three research questions in this research, they are the benefit of feedback as a tool for reflective practice, the implementation of feedback as a tool for reflective practice and last is the student teachers feeling towards the feedback. So, the finding here answering those three research questions. Also, pseudonyms are used to keep participants' identity. The pseudonym used in this research are Ice bear, Panda, Grizz and Charlie.

The benefit of feedback as a tool for reflective practice.

The first research question is about the benefit of feedback as a tool for reflective practice. There were various findings from the student teachers. Those were feedback that could improve teaching skill, know student teachers' characteristics, and understand more about the class condition. Hence, each finding is explained in the following paragraphs.

Feedback can improve the teaching skill. This finding explained that feedback could help to improve the teaching skill. Most of the participants stated that feedback from the supervisor could help improving student teachers' teaching skill. Ice bear, Panda, and Charlie agreed that feedback could improve the teaching skill. As stated by Ice bear, "To make the teaching skill better in the future, the objectives are accordance with the SK and KD (Standard Kompetensi and Kompetensi Dasar) from the government" (Ice bear.6). Improving the teaching skill, Ice bear also added

that feedback could make the teaching objectives match with the SK and KD from the government. Panda explained that feedback could improve the teaching skill. "I also can improve my teaching skill" (Panda.3). Charlie added that the reason that made feedback important was that it could improve the teaching skills. He mentioned "Because it can improve the teaching skill" (Charlie.4).

By having feedback, the student teachers could learn about how to teach more flexible and not monotonous in the future. Panda said "so, after graduated from ELED and become a teacher, I can be a teacher who is not monotonous can be more flexible in teaching" (Panda.2). Panda explained that after she graduated and became a teacher, she could be a flexible and not monotonous teacher because she had learned from the supervisor's feedback. Gordon (2003) found that reflective practice can help teachers to examine their teaching, which one is the ideal one, take the action to improve the teaching and asses them. Thus, the statement was in line with Gordon (2003) who said that feedback from the supervisor can improve the teaching skill.

By having feedback from the supervisor, the student teachers could make the feedback as the tools for evaluating the teaching. As stated by Charlie, the importance of feedback was to evaluate the teaching. "The important thing about feedback is that we can evaluate the way we teach" (Charlie.5).

Furthermore, the student teachers are able to learn more about their mistakes than reflect by themselves. Charlie mentioned that feedback from supervisor able to make the student teachers understand the teaching from other perspective. As said by

Charlie “ So I can learn my teaching from what others said about my teaching” (Charlie, 12). It is supported by Iqbal, Ramzan, and Arain (2016) who mentioned that opinion and perspectives from others could be worth in teaching. Therefore, others’ opinion and perspective also can be considered to help student teachers better during the teaching process.

Moreover, student teachers also can understand more about what should be done and get some suggestion for the teaching. As described by Grizz “ Because, the activities that we want to conduct can be easier because the supervisor gives us a suggestion about what should we do” (Grizz.3). It support Dolapciaglou (2007) as cited by Toman (2014) statement that, some questions like what kind of topic did I choose?, what should I need first to complete the topic?, the resources did I get?, what should I do next?, did I understand the topic and others can help student teachers to conduct the reflection. By help from supervisor’s feedback, student teachers can improve the teaching skill by knowing about what should be done for the teaching process.

Student teachers know the students' characteristics and level of understanding. This statement also came from Panda. Panda added that by getting the feedback, she could understand the students' level of understanding. "Then, knowing on which level are the students’ understanding, so there is so many benefits from the feedback" (Panda.5). By having a feedback, Panda stated that she could understand on which level the students were. Both Panda and Charlie agreed that feedback could help them to know the students' characteristics. As mentioned by Panda, "Hmmm, knowing students characteristics is when teaching" (Panda.6). Then,

Charlie also added, "Secondly, it can more understand the type of students" (Charlie.8). According to Zeki and Guneyli (2014), it takes much time for teachers to indicate so many types and different characteristics of different students. By help from feedback, student teachers could understand the students' characteristics well.

Student teachers understands more the class condition. The other finding of the benefit of supervisor feedback was about understanding the class condition. This was mentioned by Grizz who stated that "Then, during the teaching process, I can understand the class condition more" (Grizz.5). This statement came from Farrel (2015) as cited in Farrel (2014) who said that reflective practice can support student teachers' development and improve classroom practice once the student teachers has graduated. Besides, the feedback and reflective practice can help student teachers in improving the classroom practice. Charlie also added that the other benefit of feedback was that she could understand more on how to get the students' attention in the class. Based on Charlie's statement, "Hmm probably, it is the teaching skill for example about how to grab students' attention to us" (Charlie.9).

The student teachers' implementation of feedback as a tool for reflective practice.

This part answers the second research question about the implementation of feedback as a tool for reflective practice. Hence, it explained the types of feedback that the supervisor gives, and the student teachers follow up action towards the feedback. There are some types of feedback received by student teachers. There are two types of feedback, written and oral feedback. Then, there are four follow up actions that conducted by student teachers, first is checks the supervisor's feedback and analyze it, second is record and highlight the important points, third discuss with peers and the fourth recalls the memory of teaching. The detailed information is explained in the paragraphs below.

Types of feedback. The student teachers received different types of feedback. There are two types of feedback that student teachers received. The first one is about the written feedback and the second is the oral feedback.

Written feedback. One of the types of feedback received by student teachers was the written feedback. One out of four participants said that the type of feedback given by supervisor was the written feedback. As mentioned by Ice bear, "So, the supervisor writes the feedback over my RPP or lesson plan" (Ice bear, 13). Ice bear received feedback about the lesson plan, and the supervisor gave the written feedback on the lesson plan as well. In addition, the feedback session also done one by one between student teachers and supervisor. As mentioned by Ice bear that, "So,

supervisor calls the name one by one to give the feedback about the RPP or lesson plan". (Ice bear, 14).

Oral feedback. The other type of feedback received by student teachers was oral feedback. The other three participants said that the supervisor gave them an oral feedback. The feedback session also done either one by one or group feedback. It was mentioned by Panda who said that “ so the supervisor usually comes to the class and observes the students one by one" (Panda,14) After that, “the supervisor informs the feedback orally starting from the beginning of the class until the end of the class" (Panda,13). Other statements also mentioned by Grizz who stated that “then, after teaching, the supervisor gathers all the student teachers together and supervisor gives the feedback orally”. (Grizz,11). Besides, Charlie also stated that “Hmm, I got an oral feedback”. (Charlie, 14).

Topics of feedback. From the types of feedback, this finding also elaborated on the topic of feedback given by the supervisor. The student teachers mentioned some topics that student teachers are received. They are feedback about the teaching process, classroom management, English knowledge, and teaching media.

Feedback about the teaching process. The feedback that the student teachers received was feedback about the teaching process. There were various feedbacks included in this finding. The first one was feedback about the RPP or lesson plan. It was mentioned by Ice bear and Grizz who said that “There many feedbacks that I have got from my supervisor, and the first one is about the RPP or lesson plan”. (Ice bear.1). Grizz also mentioned that “Eee feedback that usually given by supervisor is feedback on RPP or lesson plan". (Grizz.1). For the reason, lesson plan or RPP was

still considered as the part of the teaching process. Another statement came from Panda who stated that "The feedback is usually about the whole teaching related to the learning process". (Panda.1). Panda said that she receives feedback about the whole process of teaching. Charlie said that "If I am not mistaken, it is about technique, about the tendency of using English rather than Indonesian language". (Charlie.2). Charlie got the feedback about teaching technique counted as a part of the teaching process. The last statement was from Grizz who stated that "Feedback about content is usually about the activities." (Grizz.2). Grizz mentioned that the activity is included in the supervisor's feedback.

Feedback about classroom management. Another finding showed that the feedback about the classroom management also included as the topic. This statement was explained by Charlie who said that "I often get the feedback about the way I manage the class". (Charlie.1). Also, Charlie mentioned that the supervisor gave feedback about the classroom management.

Feedback on English knowledge. The other topic that the supervisor gave to the student teachers was about English knowledge. This statement was reinforced by Ice bear and Charlie. Ice bear stated that "The second feedback is about teaching material". (Ice bear.2). Ice bear explained that feedback about the lesson or the material was included as the topic of feedback given by supervisor. Another statement came from Charlie who said that "I was wrong in using grammar, if I am not mistaken that is criticized by the teacher but not too much". (Charlie.3). Charlie said that she got feedback about the mistake on the grammar during teaching.

Feedback about teaching media. The supervisor also gave the feedback about teaching media. It was mentioned by Ice bear who said that "The third feedback is about the teaching media". (Icebear.3). Ice bear stated that he got feedback about the media used during teaching.

Student teachers' follow up actions. The next finding is about the student teachers follow up actions towards the feedback. The student teachers are conduct the follow up actions from the feedback from supervisor. The student teachers follow actions include checks the supervisor's feedback and analyzes it, record the feedback and highlight the important points, discuss with peers and recalls the memory of teaching.

Student teachers checks the supervisor's feedback and analyzes it. One student teachers stated that he checked the supervisor's feedback and analyzed it. The supervisor gave the written feedback on the lesson plan, and the student teachers analyzed the feedback. Then, they tried to understand and find the solution from the feedback. Ice bear mentioned that "I check the written feedback from the supervisor and then analyze the feedback" (Ice bear, 12). Duijnhower (2011) stated that reflection is a process of identifying the problem and seeking how to solve the problem, and the student teachers could analyze, evaluate the supervisor's feedback, and decide how to take the action and do the revision. This point explained earlier that Ice bear analyzed the feedback from the supervisor.

Student teachers record and highlight the important points. Another way of implementing reflective practices based on the supervisor feedback is that by recording the supervisor's feedback. Then, the student teachers highlighted the

important points from the feedback. Charlie also stated that she wrote the feedback and the important points from the supervisor's feedback. As stated by Charlie, " I write the feedback and highlight the important parts, so I know where my weaknesses are" (Charlie, 13). While Charlie only wrote the important points from the feedback, Panda also recorded the feedback. It was mentioned by Panda that "So, I record the supervisor's feedback, and I play repeatedly. The, I write the important points on the sticky notes, so I can remember the points and start reflecting. Hence, the notes can help me to conduct the reflection" (Panda, 12). Also, Panda did the reflection by seeing at the important points from the supervisor feedback.

Student teachers discusses with peers. Student teachers also discusses with peers after receiving feedback from the supervisor. It was mentioned by Grizz who said that she discussed with the peers who had better teaching and discussed the feedback in order to find the solution along with the peers. The evidence comes from Grizz statement who said that "I ask my friends who are right or not given feedback. I ask them to explain and I try to correct. If I still do not get the correction, then I ask for the other friends' opinion. (Grizz.7). It was also mentioned by Gungor (2016) who stated that reflecting with peers could develop the professional teaching, the open-mindedness, and whole-heartedness on the reflection process.

Student teachers recalls the memory of teaching. The student teachers also had another way of implementing the feedback. Charlie and Grizz agreed that they also used their memory of teaching as one of their way in implementing the feedback. As stated by Charlie, "First, I was like to recall my memory. For example, the voice is less loud or about the material, and I usually take a note the feedback whether it is

about time management or the others, so I read the note and recall when I observe my supervisor. Then, I try to connect between them” (Charlie.11). Charlie connected the memory of the observation and the feedback given, and she tried to connect between the two. It was different from Grizz’s statement who said that she recalled the memory of teaching and observed others’ teaching while recalling the memory of the observation. It was mentioned by Grizz who described that “I recall my memories about the way I teach. Then, I also observe peers that have better teaching during teaching practice and analyze them” (Grizz, 10). According to Rodgers (2002), reflection needs to involve the past experience, thinker able to recall other events that are similar or different from the experience. Then, in this case, Charlie and Grizz recalled the memories of feedback and teaching from the observation, and they drew an image on the observation to connect them.

Student teachers’ feeling towards supervisor’s feedback.

This finding is to answer the third research question about the student teachers’ feeling towards the feedback. It is about how student teachers' feeling about receiving feedback from supervisor is and does the reflection after that. Based on participants' statement, the three participants feel helped and a little bit confused when receiving feedback from supervisor. Besides, other participants feel challenged when receiving feedback from supervisor. The findings are explained in the following paragraphs.

Student teachers feels helped when receiving feedback. Three participants out of four agreed that receiving feedback from the supervisor could help them. The reason was that receiving feedback from the supervisor could make them know their

mistake better. Besides, supervisor's feedback also made the student teachers feel a little bit confused because student teachers felt like that they had already fulfilled what the supervisor wanted, but it turned out lacking. As mentioned by Ice bear, "My feeling when I got feedback is that I feel helped. I feel helped in improving my teaching to make it better on the next meeting also feel helped to know about my mistake better" (Ice bear.10), and Grizz said "I feel helped because it can improve my teaching too" (Grizz, 8). Based on Gungor (2016), a negative and harsh comment can influence the student teachers' self-confidence in teaching while positive feedback can help student teachers to revise and improve the teaching. Those statements were in line with Gungor who said that when they feel helped after receive feedback; they can improve teaching at the next meeting. On the other hand, Charlie felt that receiving feedback sometimes makes her a little bit confused. It is mentioned that I feel helped because I can improve my teaching skill. I also feel a little bit confused. Besides, I feel that it already fits with the supervisor's suggestion, but it turns out it was still lacking. (Charlie.12)

Student teachers feels challenged when receiving feedback. While the other three participants mentioned that feedback made them feel helped, one participant mentioned that receiving feedback was somehow challenging. The reason was that by receiving supervisor's feedback, she also needed to improve something that I had not tried before. It was mentioned by Panda that "It is challenging because I get something that I have not tried before" (panda, 11). Therefore, Panda needs to improve something that probably has not tried before.