

**STUDENTS' FEEDBACK AS A WAY TO IMPROVE PRE-SERVICE  
TEACHER'S ABILITY TO TEACH: A NARRATIVE INQUIRY**

A THESIS

Submitted to Fulfil One of the Requirements for *Sarjana Pendidikan* Degree at  
English Education Department of Faculty of Educational Sciences and Teachers'  
Training Siliwangi University



**Tresna Widya**

**152122159**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATIONAL SCIENCES AND TEACHERS' TRAINING  
SILIWANGI UNIVERSITY  
TASIKMALAYA  
2019**



**APPROVAL SHEET**

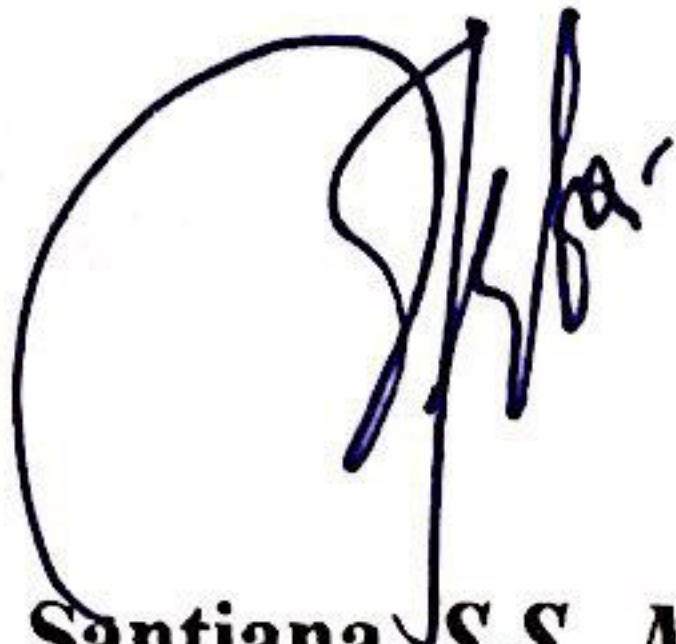
**STUDENTS' FEEDBACK AS A WAY TO IMPROVE PRE-SERVICE  
TEACHER'S ABILITY TO TEACH: A NARRATIVE INQUIRY**

**TRESNA WIDYA**

**152122159**

**Approved by:**

**Supervisor I,**



**Santiana, S.S., M.Pd.**  
**NIDN. 0405077601**

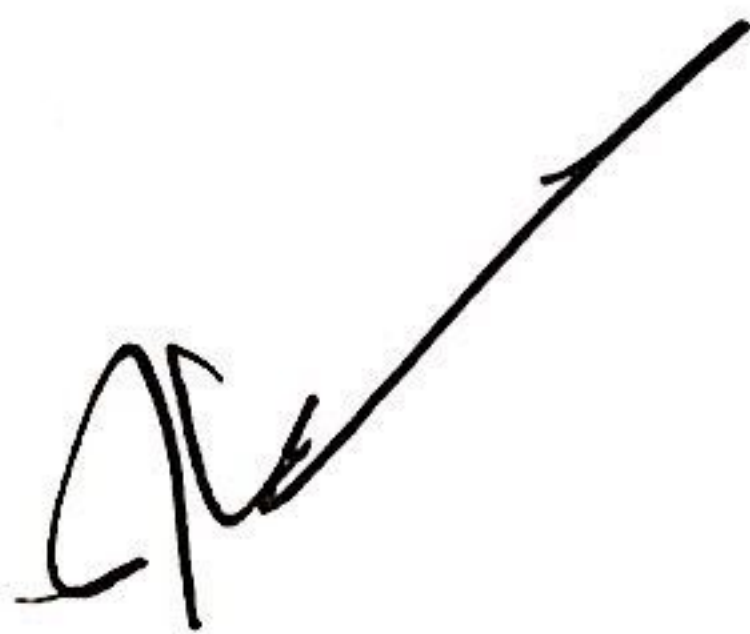
**Supervisor II,**



**Asri Siti Fatimah, M.Pd.**  
**NIDN. 0021118901**

**Assigned by:**

**Dean of *FKIP* Siliwangi University  
Tasikmalaya,**



**Dr. H. Cucu Hidayat, M.Pd.**  
**NIDN. 196304091989111001**

**Head of the English Education Department of  
*FKIP* Siliwangi University Tasikmalaya,**



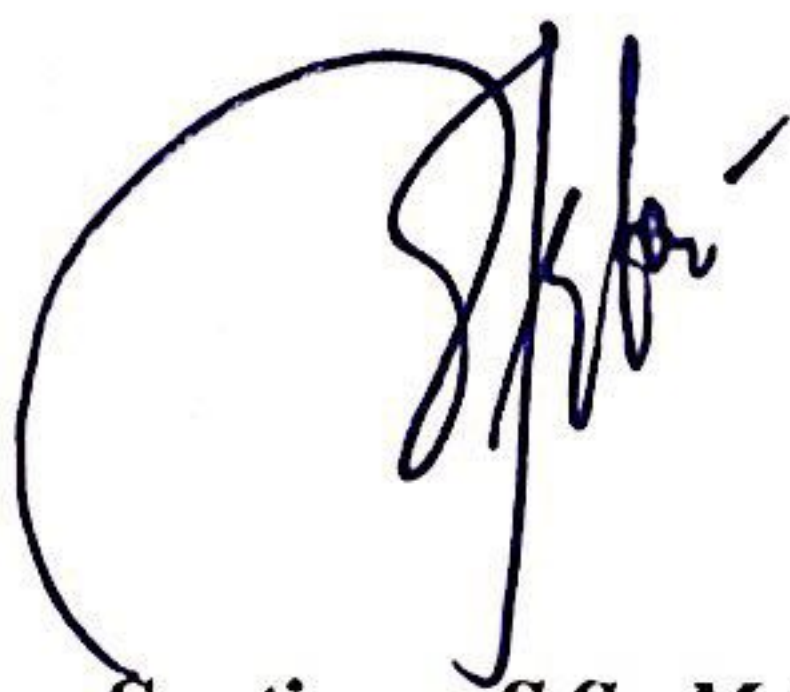
**Dr. Dian Kardijan, M.Pd.**  
**NIDN. 404077101**



## APPROVAL SHEET

This thesis has been established through an examination held on 7<sup>th</sup> August 2019

**Examiner I,**



Santiana, S.S., M.Pd.  
NIDN. 0405077601

**Examiner II,**



Asri Siti Fatimah, S.Pd., M.Pd.  
NIDN. 0021118901

**Examiner III,**



Rahmat, S.Pd., M.Hum.  
NIDN. 0413117802

**Examiner IV,**



Melisa Sri, S.Pd., M.Pd.  
NIDN. 0402018202

**Examiner V,**



Arini Nurul Hidayati, S.Pd., M.Pd.  
NIDN. 0406048801



## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "*Students' Feedback as A Way to Improve Pre-service Teacher's Ability to Teach: A Narrative Inquiry*" beserta seluruh isinya adalah sepenuhnya karya saya sendiri, dan saya tidak melaksanakan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan. Atas pernyataan ini saya siap menanggung konsekuensi atau sanksi terhadap etika keilmuan atau ada klaim dari pihak lain terhadap keaslian skripsi ini.

Tasikmalaya, Agustus 2019

Yang membuat pernyataan,



Tresna Widya

NPM. 152122159



## ABSTRAK

**TRESNA WIDYA. 2019. “Students’ Feedback as A Way to Improve Preservice Teacher’s Ability to Teach: A Narrative Inquiry”.** Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan (FKIP). Universitas Siliwangi. Tasikmalaya.

Kemampuan mengajar menjadi isu populer untuk dilakukan penelitian selama beberapa dekade dalam dunia pendidikan. Setiap orang memiliki kemampuan masing-masing dalam cara mengajar. Ketika seorang mahasiswa S1 menjadi guru praktikan, kemampuan mereka dalam mengajar akan terlihat dan harus dilakukan pengembangan kemampuan mengajar jika dibutuhkan. Namun, sangat jarang *feedback* yang diberikan oleh siswa menjadi dasar dari peningkatan kemampuan mengajar. Oleh karena itu, penelitian ini membahas tentang kontribusi *feedback* yang diberikan oleh siswa kepada saya sebagai guru praktikan pada saat melakukan praktik mengajar di salah satu Sekolah Menengah Kejuruan di Kota Tasikmalaya. Desain penelitian yang saya gunakan dalam penelitian ini adalah *narrative inquiry* dan buku harian yang merupakan cerita pengalaman dan penggabungan dari *feedback* yang dibuat oleh enam murid sebagai data utama. Kemudian, buku harian saya analisis dengan menggunakan *narrative analysis* (Ozyldirim, 2006). Pada akhirnya, hasil menunjukkan bahwa *feedback* yang dibuat oleh siswa memberikan kontribusi yang positif sehingga kemampuan mengajar saya terlihat meningkat.

**Kata kunci:** *students’ feedback, teaching performance, narrative inquiry.*

## ABSTRACT

**TRESNA WIDYA. 2019. “Students’ Feedback as A Way to Improve Preservice Teacher’s Ability to Teach: A Narrative Inquiry”.** English Education Department. Faculty of Educational Sciences and Teachers’ Training. Siliwangi University. Tasikmalaya.

Teaching skills are popular issue for decades of research in the field of education. Everyone has their own abilities in teaching performance. When an undergraduate student becomes a pre-service teacher, their ability to teach will be seen and the development of teaching skills must be done if needed. However, the students’ feedback as the basis of improving teaching skills is rarely used. Therefore, this study discusses the contribution of students’ feedback in my profesional development as a pre-service teacher when doing teaching practicum in one of the Vocational High Schools in Tasikmalaya. The research design that I used in this study was narrative inquiry and diary talked about my experience during teaching practicum as the main data. Then, my diary was analyzed by using narrative analysis (Ozyldirim, 2006). In the end, the results showed that the students’ feedback gave a positive contribution so that my teaching performance seemed increasing.

**Keywords:** students’ feedback, teaching performance, narrative inquiry.

## PREFACE

All praises are due to Allah *swt.*, the highest, the creator of the universe. Because of His grace, I am as the writer able to complete the thesis entitled “*Students’ Feedback as A Way to Improve Preservice Teachers’ Ability to Teach: A Narrative Inquiry*”. This study is submitted to fulfil of the requirements for the Degree in English Education Department of Faculty Educational Sciences and Teachers’ Training, Siliwangi University.

In finishing this study, the writer can be accomplished because of many supports and pray from several people. In this occasion, I would like to express my gratitude to them, may Allah *swt.* Reply their kindness in better ways, especially to the honourable:

1. Head of the English Education Department of Faculty of Educational Sciences and Teacher’s Training of Siliwangi University, Tasikmalaya;
2. Santiana, *S.S., M.Pd.* the first supervisor who has given the best guidance;
3. Asri Siti Fatimah, *M.Pd.* the second supervisor who has given the best guidance;
4. All lecturers of English Education Department of Faculty of Educational Sciences and Teacher’s Training of Siliwangi University, Tasikmalaya;
5. My beloved parents (Erom and Ai) for their prayer, love and motivation;
6. My sisters (Desti, Rida, Amelia and Zahira) for their prayer and motivation;
7. My beloved friends (Fani, Azmi, Satria, Indri, Risni, Farida, Agnes and Jajang) who gave motivation to the writer in writing this thesis;

8. All people who have helped me finished this thesis that cannot be mentioned one by one.

The writer welcome suggestions and constructive criticism from the readers to improve towards my writing. Hopefully, this thesis can be useful and gives the advantages both for me and the readers.

Tasikmalaya, August 2019

Writer



## ACKNOWLEDGEMENTS

I thank to all who contributed on completion of my thesis. First and foremost, praises and thanks to Allah *swt.*, for His showers of blessings because this thesis will be not completed without His blessings.

I would like to express my deep and sincere gratitude to my first supervisor, Santiana, *S.S., M.Pd.*, for her support and guidance during writing this thesis. I am also thankful to my academic supervisor and my second research supervisor, Asri Siti Fatimah, *M.Pd.*, for her invaluable guidance and support during writing this thesis. It was a great privilege and honor to study under their guidance.

My acknowledgement would be incomplete without taking to the biggest source of my strength and my everlasting love. They are my parents and my sisters who loves me, encourage me, pray for me and always support me to get bachelor degree.

I have great pleasure of my acknowledgment to my beloved friends (Fani Marini Nurmalitasari, Muhammad Azmi Ulfaz, Satria Taqdir Muroby, Indriyaning Rahayu, and Agnes Azkiah). May Allah richly bless you guys.

Tresna Widya

## TABLE OF CONTENTS

	<b>Page</b>
<b>APPROVAL</b>	
<i>PERNYATAAN</i>	
<i>ABSTRAK</i>	
<b>ABSTRACT</b>	
<b>PREFACE</b> .....	i
<b>ACKNOWLEDGEMENTS</b> .....	iii
<b>TABLE OF CONTENTS</b> .....	iv
<b>TABLE LIST</b> .....	vi
<b>ENCLOSURES LIST</b> .....	vii
<b>FIGURES LIST</b> .....	viii
<b>CHAPTER I INTRODUCTION</b>	
A. Background .....	1
B. Formulation of the Problem .....	3
C. Operational Definitions.....	3
D. Aim of the Research .....	4
E. Significances of the Research .....	4
1. Theoretical.....	4
2. Empirical .....	4
3. Practical.....	4



## **CHAPTER II LITERATURE REVIEW**

A. The Use of Reflection in Teaching Professional Development .....	5
B. The Concepts of Students' Feedback .....	7
C. Previous Study on Students' Feedback .....	8

## **CHAPTER III RESEARCH PROCEDURE**

A. Research Design .....	11
B. Setting and Participants .....	11
C. Data Collection .....	12
D. Data Analysis .....	13
E. Research Schedule .....	15

## **CHAPTER IV RESEARCH RESULT AND DISCUSSION**

A. Research Result .....	16
B. Discussion .....	23

## **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	26
B. Suggestion .....	26

<b>REFERENCES</b> .....	28
-------------------------	----

<b>ENCLOSURES</b> .....	32
-------------------------	----

## **BIOGRAPHY**

## TABLE LIST

	<b>Page</b>
Table 3.1 Research Schedule.....	15



## ENCLOSURES LIST

	<b>Page</b>
Enclosure 1 Students' Feedback.....	32
Enclosure 2 Diaries .....	37
Enclosure 3 Participant Concent.....	51
Enclosure 4 <i>Lembar Penetapan Proyek Tugas Akhir S-1</i> .....	57
Enclosure 5 <i>Surat Keputusan</i> .....	62
Enclosure 6 <i>Kartu Bimbingan Skripsi</i> .....	63

## FIGURES LIST

	<b>Page</b>
Figure 1 Feedback of Student 1 in Second Meeting .....	32
Figure 2 Feedback of Student 2 in Second Meeting .....	32
Figure 3 Feedback of Student 2 in Sixth Meeting.....	33
Figure 4 Feedback of Student 3 in Second Meeting .....	33
Figure 5 Feedback of Student 3 in Fifth Meeting .....	34
Figure 6 Feedback of Student 3 in Sixth Meeting.....	34
Figure 7 Feedback of Student 5 in Third Meeting .....	35
Figure 8 Feedback of Student 6 in First Meeting.....	35
Figure 9 Feedback of Student 6 in Second Meeting .....	36
Figure 10 Feedback of Student 6 in Fourth Meeting .....	36
Figure 11 Diary of First Meeting in Chemistry Analyst Class .....	37
Figure 12 Diary of First Meeting in Telecommunication Transmission Class.....	38
Figure 13 Diary of Scond Meeting in Telecommunication Transmission Class ..	39
Figure 14 Diary of Second Meeting in Chemistry Analyst Class.....	40
Figure 15 Diary of Third Meeting in Telecommunication Transmission Class ...	41
Figure 16 Diary of Third Meeting in Chemistry Analyst Class.....	42
Figure 17 Diary of Fourth Meeting in Telecommunication Transmission Class .	43
Figure 18 Diary of Fourth Meeting in Chemistry Analyst Class .....	44
Figure 19 Diary of Fifth Meeting in Telecommunication Transmission Class ....	45
Figure 20 Diary of Fifth Meeting in Chemistry Analyst Class.....	46
Figure 21 Diary of Sixth Meeting in Telecommunication Transmission Class....	47



Figure 22 Diary of Sixth Meeting in Chemistry Analyst Class .....	48
Figure 23 Diary of Seventh Meeting in Telecommunication Transmission Class	49
Figure 24 Diary of Seventh Meeting in Chemistry Analyst Class.....	50