

APPENDICES

Appendix I

Translation of Qur'an Verse

Surah	Translation	
	English	Indonesian
Al-Kahf verse 70	He said, "Then if you follow me, do not ask me about anything until I make to you about it mention."	Dia berkata: "Jika kamu mengikutiku, maka janganlah kamu menanyakan kepadaku tentang sesuatu apapun, sampai aku sendiri menerangkannya kepadamu."
Yunus verse 57	O mankind, there has come to you instruction from your Lord and healing for what is in the breasts and guidance and mercy for the believers.	Hai manusia, sesungguhnya telah datang kepadamu pelajaran dari Tuhanmu dan penyembuh bagi penyakit-penyakit (yang berada) dalam dada dan petunjuk serta rahmat bagi orang-orang yang beriman.

Appendix II

QUESTIONNAIRE

Name :

School :

No.	Question	SD	D	U	A	SA
1.	The feedback is able to make myself have a well-thought-out, informed approach to language teaching.					
2.	The feedback is able to facilitate myself design and execute lesson plans efficiently.					
3.	The feedback is able to make myself understand and appropriately use a variety of techniques.					
4.	The feedback gives myself insights of monitoring lessons as I unfold and make effective mid-lesson alterations.					
5.	The feedback helps myself effectively perceive students' linguistic and personal needs, along with their various styles, preferences, strengths, and weaknesses.					
6.	The feedback gives myself insights optimal feedback to students.					
7.	The feedback helps myself know how to stimulate interaction, cooperation, and teamwork in the classroom.					
8.	The feedback is able to make myself know how to use appropriate principles of classroom management.					
9.	The feedback is able to make myself know how to use effective, clear presentation skills.					
10.	The feedback helps myself creatively adapt textbook material and other audio, visual, and mechanical aids.					
11.	The feedback informs myself innovatively create brand-new materials when needed.					
12.	The feedback helps myself use interactive, intrinsically motivating techniques to create effective tests.					

Appendix III

INTERVIEW GUIDELINES WITH QUESTIONNAIRE DATA

Interview guidelines is suggested with the data of the questionnaire.

	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Participant	1	2	3	4	5	6	7	8	9	10	11	12		
EFL PST 1	Strongly A	Strongly A	Strongly A	Strongly A	Agree	Unsure	Strongly A	Agree	Agree	Agree	Agree	Unsure	7	
EFL PST 2	Agree	Agree	Unsure	Agree	Unsure	Agree	Agree	Unsure	Agree	Agree	Unsure	Agree	9	
EFL PST 3	Strongly A	Agree	Unsure	Agree	Strongly A	Strongly A	Agree	Unsure	Unsure	Agree	Agree	Agree	10	
EFL PST 4	Agree	Strongly A	Agree	Agree	Agree	Agree	Strongly A	Agree	Agree	Strongly A	Unsure	Unsure	9	
EFL PST 5	Agree	Agree	Unsure	Unsure	Agree	Unsure	Unsure	Unsure	Unsure	Unsure	Unsure	Unsure	8	
EFL PST 6	Unsure	Agree	Disagree	Disagree	Agree	Unsure	Disagree	Unsure	Unsure	Unsure	Unsure	Unsure	7	
EFL PST 7	Agree	Agree	Agree	Unsure	Unsure	Agree	Disagree	Agree	Disagree	Unsure	Unsure	Agree	5	
EFL PST 8	Agree	Strongly A	Unsure	Agree	Strongly A	Agree	Agree	Strongly C	Disagree	Strongly A	Strongly A	Unsure	11	

Question:

Please tell me your reason of your satisfaction of the questionnaire by giving examples of the feedback given your teacher during the field teaching practice in this area:

1. The feedback is able to make myself have a well-thought-out, informed approach to language teaching. (There are 7 participants met)

Participant	Interview Result
EFL PST 1	The approach of language teaching given my cooperating teacher is by making our students feel comfortable with us so the learning process will go on better.
EFL PST 2	Because my cooperating teacher gave me descriptions and characteristics of the students so I got know it (the good approach).
EFL PST 3	Because the cooperating teacher's feedback is very impactful on the learning in the class I taught in field teaching practice. My cooperating teacher gave me a feedback so from the feedback I can design the language teaching very well adjusting with the situation, condition, and needs of the students.
EFL PST 4	During field teaching practice process in MTsN 6 Banjar, my cooperating teacher directed me very clear and well concerning learning materials, what learning system she desired, other supporting things that can facilitate the learning and teaching process.
EFL PST 5	So I agree that the feedback given by my cooperating teacher can make know the ways of the good approach while teaching. For example, my cooperating teacher directed me that the material taught is enough 1 theme.
EFL PST 6	My cooperating teacher said that the students are not really into English that is also caused by the location of the school is in the village (kampung). So, if I made a powerpoint, he asked me to not use full

	English. Besides, the way of explaining is asked to just be “to the point” so that they easily understand and I am asked to not be too long (in terms of video duration) in making a learning video so they’re not bored in watching it.
EFL PST 8	Because my cooperating teacher gave me views about the students’ characteristics of this school, especially their attitudes in learning English, so I tried to adjust my teaching in order to make them comfortable in learning English.

2. The feedback is able to facilitate myself design and execute lesson plans efficiently.
(there are 8 participants met)

Participant	Interview Result
EFL PST 1	The example of feedback given (by my cooperating teacher) in designing lesson plan to be efficient and effective is by resuming the material to be concise, but clear.
EFL PST 2	Because I asked what kind of lesson plan should be used according to this school, then he gave me the example of lesson from his. Besides, I was freed concerning the form of the lesson plan but it must be as concise as possible, not as much as the lesson plan I used in micro teaching.
EFL PST 3	From the feedback I got from my cooperating teacher, I felt easy and directed in designing lesson plan, especially. Also in the application, what I had designed in the lesson plan could be applied in learning and teaching activity as efficiently as possible and directed.
EFL PST 4	She (cooperating teacher) gave me the example of lesson that is more than enough as the reference and gave me suggestions and feedback in order to achieve learning efficiency.
EFL PST 5	I agree the feedback given by my cooperating teacher can make me can design suitable lesson plan for the students (in the learning process). For example, he (cooperating teacher) directed me in designing lesson plan (just) 1 page according to 2013 curriculum.
EFL PST 6	My cooperating teacher suggested me to make a lesson plan just as comfortable as I can, the important thing is the core competence and basic competence are achieved according to 2013 curriculum. That made me flexible in making lesson plan as comfortable and capable as I could make as long as the core competence and basic competence are achieved in the learning.
EFL PST 7	Before starting the lesson, my cooperating teacher described a little to me about the characteristics of the 8 th graders. Even though it is not per individual, but in general it is already drawn by the cooperating teacher. So, from the cooperating teacher’s explanation since the first meeting

	gave me some view on how to design and make a lesson plan relating to the students' characteristics.
EFL PST 8	Luckily, my cooperating teacher gave the same style of the lesson plan as what I often did on my lesson plan. So, it facilitates me a lot in designing the lesson plan and I already know how I execute it in the classroom.

3. The feedback is able to make myself understand and appropriately use a variety of techniques. (There are 5 participants not met)

Participant	Interview Result
EFL PST 2	I don't know and I don't understand because my cooperating teacher didn't explain to me about techniques or theories of the techniques. But, he kind of freed me what kind of teaching I could use adjusting with the students. So, he didn't give any solutions about the appropriate technique.
EFL PST 3	I am completely still unsure in this case. My cooperating teacher rather gave me feedback in general, she can be called "handing it over almost completely to me". Maybe that's her way to respect my effort especially in making lesson plan. Maybe yes, her feedback could make understand what technique I should use in teaching. But was my technique application right? My self completely couldn't assess that it is right. But Alhamdulillah, the lessons were always on the desired target.
EFL PST 5	So, according to me, my cooperating teacher's feedback was like directing only material 1 or 2, lesson plan just 1 page and the maximal of video duration is only 10 minutes (for a learning video), that's it. So, for the answer concerning using various techniques correctly is so so. The technique I used was just based on me. His comment is just like correct and etc. Response like critic is kind of almost nothing about teaching problems.
EFL PST 7	Having no feedback concerning the technique used makes pre-service teacher (me) used techniques based on experiences.
EFL PST 8	My cooperating teacher didn't give a feedback to this but at the same time she always said to me "Good". But I didn't even know whether my teaching is good or not because I am the one who made the style and technique for my teaching. However, I really wanted to be informed what technique of teaching that fits to the students in this school.

4. The feedback gives myself insights of monitoring lessons as I unfold and make effective mid-lesson alterations. (There are 5 participants met)

Participant	Interview Result
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EFL PST 1	The example given is by giving direction to me such as students are less active so I was directed by my cooperating teacher to make questions so that the students are active to answer it.
EFL PST 2	Because the characteristics of the students in every region are different. For example in Sungai Tabuk (my place), I knew that the students in Sungai Tabuk, let alone learning English is kind of less interested. So, I wanted to find out how I could achieve my goal in teaching and the students do not feel bored or burdened.
EFL PST 3	My cooperating teacher gave me descriptions on how she usually opens the lesson. Once at any time, I consulted with her about back-up plan if there's something unexpectedly occurs. At that time, I revealed the things that I had planned if one time there would be mid-lesson alterations. She said it's good and it can be for me to apply it.
EFL PST 4	To be honest, my cooperating teacher gave me a full freedom in managing the class including what teaching method I used. But, if it felt like there's a mistake, she would directly admonished and directed me till the learning and teaching process could still be controlled well.
EFL PST 8	My cooperating teacher gave me an advice that participation from each student is important. From that, I looked for a way so that I could mentor the students for example: when I gave a task, I emphasized that each student's participation will be listed and I send the list to the online group. As a result, almost no one who didn't participate themselves. About making alterations, I was actually not strict pre-service teacher, so I frequently gave a chance to the students in terms of additional time for submitting the task because I knew that the students have many other tasks from other subjects. As a result, it seemed like no one who didn't participate themselves.

5. The feedback helps myself effectively perceive students' linguistic and personal needs, along with their various styles, preferences, strengths, and weaknesses. (There are 6 participants met)

Participant	Interview Result
EFL PST 1	For example, my cooperating teacher gave me a feedback like this: we have to know the students' linguistic abilities. So, every material of the lesson, its vocabulary is adjusted with the students every meeting so don't be too much (the vocabulary).
EFL PST 3	My cooperating teacher's feedback can be called more focusing on the students including many things about them, for their students' linguistic and personal needs, along with their various styles, preferences, strengths, and weaknesses. Therefore, I felt the feedback made me could understand the students well and effectively.
EFL PST 4	In the beginning of the teaching practice, I had high expectations on the students that they had to get used to using English during the learning

	going on. But, in reality, that thing was hard to be applied and my cooperating teacher was always careful of that thing. My cooperating teacher had also given me descriptions of the clarifications of students' abilities in general from the first meeting we met face-to-face.
EFL PST 5	Because my cooperating teacher directed me to give the students just 1 or 2 materials because the students couldn't really understand the material if it is more than it.
EFL PST 7	At the meeting between pre-service teacher and cooperating teacher, it's already a little described by the cooperating teacher concerning the characteristics or personalities of the students in general. So, the pre-service teacher (me) felt helped in adapting the lesson and giving tasks.
EFL PST 8	My cooperating teacher informed me about the students' abilities in general in this school for example the matter of vocabulary. After getting the feedback, I always displayed the memorable vocabulary for them in every meeting as the pre-activity. That was very fun for everybody. Besides, I always kept up with what's familiar with them so I infused a lot about familiar things. As a result, they easily understood the material of English subject.

6. The feedback gives myself insights on optimal feedback to students. (There are 5 participants met)

Participant	Interview Result
EFL PST 2	My cooperating teacher often gave feedback to his students. Every time I taught had to be a feedback for the students. For example, most of my students are lack of their pronunciation that made them couldn't read (English) in the writing. From that, I gave feedback to them such as the correct example (pronunciation) in reading it.
EFL PST 3	As I said before that my cooperating teacher's feedback more focused on the students. So, it's true that the feedback could give me insights on giving optimal feedback to the students.
EFL PST 4	Basically, my cooperating teacher gave me a full responsibility towards the class taught. She gave me a chance to learn analyzing it by myself and applying which feedback is suitable for the students. She would just observe and accompany me in the learning process. And when we met in another day, she would ask me about what trouble I faced. She would gladly shared her experiences and suggestions and feedback that are constructive for the next lesson.
EFL PST 6	At the first meeting, I gave a task, there were many students who didn't submit their tasks. After that, my cooperating teacher gave me suggestions. First, I was advised, if they didn't submit it so they were given motivation so that they submit it. If they didn't submit it again, they were given positive punishment in case there's an improvement.

EFL PST 8	Because I was informed about the characteristics of the students such they don't like feel burdened in learning English. So, I wanted to change that mindset by giving them a good and motivating complement in the online group for example I have given them a recording task, they are ordered to record their voice about Introducing Yourself and send it to the group. After that, I gave feedback such "Good", "Excellent", "Great", level up and I also didn't forget to give comments such as "You should've pronounced like this (...)", "You can actually join English speech because your English is good". So, by doing such feedback turned out a good stimulation for them to happily record their own voices.
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7. The feedback helps myself know how to stimulate interaction, cooperation, and teamwork in the classroom. (There are 5 participants met)

Participant	Interview Result
EFL PST 1	The example of feedback given by my cooperating teacher is designing materials that would be given to the students, my cooperating teacher gave me a suggestion and I responded that suggestion. For example, learning material about conversation so the students would make a dialogue with their classmates.
EFL PST 2	Because the teaching was online, and there were active students and not active one. So, for example there's a student who didn't submit the task, I asked the other students to remind them. Most of them asked: ma'am, what's the assignment? What's the yesterday's assignment? So they missed it probably because they're shocked because of learning online. So, every week, there were fewer students entered the class and the students were always different. Because I was asked to collect scores by my cooperating teacher, I emphasized that every meeting had to be a score, so they worked together to make them understand and remind it (the material and task).
EFL PST 3	My cooperating teacher gave me feedback, one of the feedbacks is by telling about how she usually taught. From that feedback, I got to know and get descriptions on how to stimulate interaction, cooperation, and teamwork in the classroom.
EFL PST 4	As the role of her is more dominant to a figure who guards and fully supports the students from behind, so what I can say is that teamwork builds well over time naturally. She never prohibited me to behave "informal" while teaching. For example: sending a funny sticker (to the online group) as the appreciation of the students' answers or (me) asking something out of the learning material as the greeting.
EFL PST 8	Because my cooperating teacher has showed me like a team work assignment in reading task. And I thought it is good. So, I just followed up her technique in team work assignment. I engaged all the students to make a conclusion together after reading a text. They are asked to give

	their own conclusions. After that, they united their conclusions becomes one conclusion and I verified it with the supposed conclusion.
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8. The feedback is able to make myself know how to use appropriate principles of classroom management. (There are 5 participants not met)

Participant	Interview Result
EFL PST 2	I am unsure or I don't understand about knowing how to use appropriate principles of classroom and my cooperating teacher didn't explain it, either.
EFL PST 3	I am unsure in this case. In general, the learning was successful, even though at the end I knew how to use appropriate principles of classroom, but from the feedback is implied about the value of how to use principles in classroom management.
EFL PST 5	This is so so for me. In understanding the weak personality of the students, it is caused by too much materials taught.
EFL PST 7	The lack of feedback given to the pre-service teacher (me) in terms of learning management made the pre-service teacher didn't really understand it.
EFL PST 8	Because my cooperating teacher never taught or informed me about appropriate principles of classroom management during teaching practicum. Sometimes I felt confused how to properly manage the classroom, I just hoped that the class is going to end well, but I didn't know whether it is appropriate or not for this school.

9. The feedback is able to make myself know how to use effective and clear presentation skills. (There are 5 participants not met)

Participant	Interview Result
EFL PST 3	Actually, my cooperating teacher gave me feedback in general including everything about teaching. But if it focuses on how to use effective and clear presentation skills, I can say that the feedback indirectly gave me a clear description but the feedback indirectly could make me think of how effective and clear presentation skills are supposed to be that I could apply.
EFL PST 5	This is also so so for me. The cooperating teacher just gave me direction about 10-minute video. And about explaining back the lesson so there would be a small discussion in the WhatsApp group based on their own initiatives. And I was directed to use mixed language between Indonesian language and English.
EFL PST 6	I disagree because he (cooperating teacher) kind of didn't give direction of how to explain the material well. When I made a learning video, it is based on my understanding only. Then I watched YouTube about other

	people's learning videos. After that, after I sent my learning video to him, he complemented me: Good and understandable. But, from himself didn't give me feedback relating to good ways for presenting what kind of task for the students.
EFL PST 7	The feedback given is just a little and (my cooperating teacher) didn't really give me feedback on how to use a certain skill for the material taught.
EFL PST 8	I disagree because my cooperating teacher didn't give me about insights on good skills in presenting my teaching performance. She just give complement like "Good", but actually she didn't give me feedback in this case. I am the one who inisiatively made my skills in presenting my teaching.

10. The feedback helps myself creatively adapt textbook material and other audio, visual, and mechanical aids. (There are 5 participants met)

Participant	Interview Result
EFL PST 1	The example of the feedback is making a Power Point that is then made as a video in order to be interesting.
EFL PST 2	Actually, my cooperating teacher gave me a textbook that had to be adapted and it's up to me about which material that I might jumped. But, I taught the students in stages from chapter I, II, and III. Besides, as the school didn't really use technology let alone videos so when I practiced teaching there, it was like wow. As I taught the student by making videos, recording and editing it in such a way that the students liked it. So, I adapted with the material given. And about audio aids, it was what I demonstrated in the video, as well. And about visual aids, I used pictures in the video but the pictures were based on the textbook and I explained the pictures in the video.
EFL PST 3	From the cooperating teacher's feedback, I could adapt textbook material and other audio, visual, and mechanical aids effectively and creatively, too. All are back adapted with the situation, condition, needs of the students. With that thing, I knew what I should do especially to create something creative related to the material and aids that were available to use for teaching.
EFL PST 4	She (cooperating teacher) always supported me whatever I wanted to try while the learning and teaching process. My creativity was genuinely tested while this field teaching practice, especially when determining the theme of learning video. She never limited which source of lesson I had to use while teaching.
EFL PST 8	Actually, my cooperating teacher gave me freedom in making creative lessons. Moreover, I always consulted with her about any material and other audio, visual, and mechanical aids such as selecting native speaker videos for my learning video, pictures, and my voice recordings in my

	learning video so I made sure that my students ended up not feeling bored. During teaching practicum, my students felt happy and not burdened in the learning.
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11. The feedback informs myself innovatively create brand-new materials when needed.

(There are 5 participants not met)

Participant	Interview Result
EFL PST 2	Being innovative is like adding something, isn't it? While I didn't add something at all. What's in the textbook is what I made and explained in my learning video because I was given the teaching time for just 45 minutes. After that, it's over. Just a while. So, I never thought of giving new innovations or something out of the material, just focusing on the material. And even the time was not enough.
EFL PST 4	As I said before that my cooperating teacher is not a structural person and not a perfectionist. I mean, she never obligated me with certain rules or terms I had to follow that are exactly the same without exception. She just gave me rough descriptions about what I should and may not do. The rest, it was based on what I went through. Her feedback always supported me completely what I did and gave me suggestions when needed. So, in the end of teaching practice, I still couldn't make sure which one is literally innovative to use in the next learning.
EFL PST 5	This is also so so for me. His response was just "OK" when I submitted a lesson plan of every material.
EFL PST 6	Because he didn't give me feedback about ways of making a presentation (of the material), but because he complemented "this is good and understandable for the students, it indirectly made me felt not useless of my learning video, it's better for me to make. But, from himself didn't give me feedback about what kind of skill that is good for presentation. Not because of complement given by him as the feedback that made me kind of wanted to innovate (in creating brand-new materials).
EFL PST 7	The feedback given was not much, just a little about the technique the pre-service teacher (me) used in the material. So, if wanting it to be applied in another material, it was less appropriate for the use of the technique.

12. The feedback helps myself use interactive, intrinsically motivating techniques to create effective tests. (There are 5 participants not met)

Participant	Interview Result
EFL PST 1	Because basically the feedback given the cooperating teacher was not going to completely be done by the pre-service teacher (me). Therefore, interactive and motivating techniques are back to the pre-service teacher whether they want or not.

EFL PST 4	Honestly, my cooperating teacher never proposed any techniques as what she wanted. She gave me a full of credibility about it. She also never commented the test I used while teaching. It was like “as long as in the reasonable scope, so it will be fine.” In my opinion, she let me got experiences for real without the interference of other people. But, the minus is that I didn’t really believe which one is genuinely suitable to apply.
EFL PST 5	This case is also so so for me. So, the point is my cooperating teacher was like that: he just said “OK” for most of the time.
EFL PST 7	The most technique used by the pre-service teacher (me) was the technique taken from studying experiences and practices in campus, while the test used was the test taken from other sources besides textbook, or making the test by my own.
EFL PST 8	The feedback my cooperating teacher gave me was that you have to omit some questions when you give a test to them because they have many tasks from other subjects. But I am not sure with it for the sake of the lesson goal. I never gave my students many questions because I know they would be bored. So, I made a test as effectively as I could and I already visualized how the students answered it easily. As a result, all the students could answer the questions fast without thinking any further and the test succeed the learning objectives.

Appendix IV

INTERVIEW

1. How often did your cooperating teacher give feedback to you?
2. Could you tell me about your CTs' attitude in giving feedback after you taught the class?
(Such as busy)
3. Was your CT consistent in giving you a desired feedback every classroom meeting?
Please explain it.
4. Please tell me about your expectations on your cooperating teacher in giving you feedback during teaching practice.

INTERVIEW DATA

1. Frequency

Participant	Interview Result
EFL PST 1	Usually, my cooperating teacher gave me feedback before and after the learning. In one week, there were three classes I taught. My cooperating teacher gave me feedback 2 to 3 times in a week.
EFL PST 2	Not very often. When I asked about something, she gave me little suggestion and discussed it with me. Not every meeting of teaching, I was given feedback.
EFL PST 3	The feedback I received was usually every time I did consultation of lesson plan. The rest, I think there's 1 or 2 times she gave me feedback out of consultation agenda.
EFL PST 4	She can be called "rare" (for giving feedback), she just directed and commented me necessarily. The thing I remember, she gave me feedback at the end of the term when I gave all my lesson plans and task score data of the students.
EFL PST 5	Not very often. The feedback that I remember was given from the very beginning consultation of lesson plan until week 2 or week 3 and the last meeting week 6 if I'm not mistaken.
EFL PST 6	During field teaching practice, my cooperating teacher not very often gave me feedback, he just conveyed what needs to be given as my correction material of the way of teaching in her class.
EFL PST 7	It's rare during field teaching practice. If I'm not mistaken, at least 2 to 5 times.
EFL PST 8	Not very often. She gave me feedback 6 times during 6 teaching weeks. It's not after I taught, but it's random within the term such as when I did consultation of lesson plan.

2. Attitude

Participant	Interview Result
EFL PST 1	She would direct and remind me if I had a trouble in the learning process. For example, making teaching material to not be too much. But if the learning process went well, she didn't give me feedback, usually just reminding the next class schedule.
EFL PST 2	He gave me feedback was like asking me such as how are the students? Then, he discussed the problem and gave me feedback. The feedback was not like "your teaching is good". He can be called "chilled out" (in giving feedback), but it didn't make him ignorant. So, it's like just passing.
EFL PST 3	There were several times she gave me feedback directly after I taught the class. Overall, she always had time for giving me feedback, but I was the one who often asked the feedback and there were just several times for feedback that she conveyed before I asked her.
EFL PST 4	In my opinion, she was very flexible person so that the update of teaching method I did didn't bother her. If it felt not going well, she would gave me suggestion. She fully relied on me. Because of it, I could just consider the best method based on my opinion.
EFL PST 5	My cooperating teacher gave me feedback in detail in the beginning with understandable explanation, as well. The direction given was good enough. But after 2 or 3 meetings after I gave him my lesson plans of every material, there's no feedback given. But when I gave the lesson plans, he just read them. Maybe he's busy or felt my lesson plans were good so there's no response. I think it's just after the first meeting material 1 and the last meeting week 6. Meetings 2 and 3, there's just a little feedback, if I'm not mistaken.
EFL PST 6	It can be called that his attitude in giving feedback was very good. He conveyed it while sitting and he's not so much whimsical. The use of the word used is also clear, understandable, and didn't hurt.
EFL PST 7	He was kind. He smiled while giving feedback like he's excited to tell how the situation of the class is. And the point is he's good in giving suggestions.
EFL PST 8	She gave me credibility to manage all. She was kind of too relaxed while giving feedback is important to me. She tended to frequently run her household chores rather than giving me feedback due to the field teaching practice. Once she misunderstood what I meant because of her chores.

3. Consistency of Desired Feedback

Participant	Interview Result
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EFL PST 1	She can be called consistent. Every time she gave me feedback, it must've been clear. She gave me feedback in chat or voice note via WhatsApp. The frequency of giving feedback to me is for about 2 to 3 times in a week, usually before and after the learning.
EFL PST 2	He gave me feedback implicitly just when I asked him (for feedback) or when I discussed about how to teach the students, it's like suggestions. Not every meeting of my teaching, he gave feedback.
EFL PST 3	It can be called consistent overall because every time I consulted so every consultation she gave me (desired) feedback.
EFL PST 4	Maybe I forgot to explain that we had an agreement to collect lesson plans at the end of the term of field teaching practice. Therefore, she just gave me feedback at that time. While when the learning and teaching process went on, she only served as an observer and gave me feedback necessarily at the end of the learning sometimes.
EFL PST 5	Not consistent. Just meetings 1, 2, 3, 6 had feedback, if I'm not mistaken. In meetings 2 and 3, he just said good or OK. Most of the time, he gave me the feedback with the words that led to "good" or "OK."
EFL PST 6	He gave me feedback at the end of the term and the feedback given was not very consistent because there were different feedback or correction given to me.
EFL PST 7	Not every meeting, I was given (desired) feedback. I had 6 weeks to teach. But I was not given feedback until for 6 times. At least, 5 times from before I taught until the end of the term. I kind of forgot, between 2 and 5 times.
EFL PST 8	When I was given feedback via WhatsApp in the very beginning, I was given many feedback about my lesson plan for a material with a certain teaching method. After that, she gave me credibility. But, when I made another lesson plan for another material with another teaching method, I was given a little feedback. Then, when I did the same thing again, she didn't even give me feedback for so long. So, it's not consistent while I used different methods that I needed feedback. I ever got a clear feedback when I met her in the school but it was just before teaching practice and in the middle of the term.

4. Expectations

Participant	Interview Result
EFL PST 1	I expected that every time my cooperating teacher gave me feedback concerning her experiences while teaching so I could imitate how she taught and adapt with my ability. I also expected concerning things of making a good lesson plan with her.

EFL PST 2	I expected to be informed about how to make an appropriate and good lesson plan because my department asked an EFL PST to follow the institution. It's different. The lesson plan I usually made in campus has more pages than the one in this school because it's just one page. Then, my lecturer asked me to consult the lesson plan but on the other hand the cooperating teacher asked me to use 1 page lesson plan. So, it made me confused. Besides, I expected to be informed about techniques as well as its theories and approaches.
EFL PST 3	At first, I expected her give me more feedback especially concerning teaching practice. Honestly, I was very happy when being given positive and constructive feedback, especially on details things. But on the other hand, she perhaps wanted to give me freedom to adapt with my ability in teaching. Overall during the activities of field teaching practice went well, communication between I and the cooperating teacher was good.
EFL PST 4	At the beginning of the meeting, she said "I also didn't understand the system of online field teaching practice, so let's try to learn it together." I used to have high expectation on applying good teaching methods in which "English must start to be accustomed even though at the beginning it will be difficult" as what my lecturer often said. But, because of the existing limitations: students' ability in understanding, their lack of attention (because the teaching practice was held online), and my ability that's still inadequate, it's obviously not an easy thing to manifest. And with the feedback of the cooperating teacher, actually I would at least fix that thing. Rather than giving teaching techniques, she was more tolerant of the limited circumstances. Becoming a supporter and contributor, but I also needed a person who could give constructive critics.
EFL PST 5	Maybe (my) expectation at first, I expected to easily communicate with him via chat, for either lesson plan consultation or video one, and tasks given to the students. But in reality, he was difficult enough to be asked via online because he said he rarely opened phone and it's easier if being met directly for consultation.
EFL PST 6	I previously expected that if in this field teaching practice, I could get more experiences than in microteaching. My cooperating teacher didn't really give feedback after I taught so I didn't understand what missed and needed to be fixed for the next. But I took the positive side, probably little feedback given showed that I had progressed in teaching the students of the school.
EFL PST 7	I expected to be criticized but Alhamdulillah I was not criticized. I expected that if there's mistake, it should be criticized. He didn't criticize but I asked him (for the feedback) so he gave me feedback, whatever. If there's a problem, I asked him, then he gave me feedback. But, it's good if asked him first before dealing with problems. During the learning, there was a problem. Unfortunately, the CT didn't give me feedback. But, if I asked him (about a problem), then he gave me feedback. If I didn't ask him, he didn't give me feedback.

EFL PST 8	<p>I expected my cooperating teacher gave me more feedback rather abandoning me by just giving me freedom from the beginning until the end of the term. Also, I wanted her to work with me frequently in managing the classroom to help my teaching be successful in this school because I felt like I was the one who frequently thought of how I taught, like there's almost no suggestion for me until I found what this institution is like. So, I needed such roles that she had to provide at that time.</p>
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Appendix V

OFFICIAL LETTERS




KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR 128 TAHUN 2020
TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI SEMESTER GENAP
TAHUN AKADEMIK 2019/2020

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI,

- Menimbang : a. bahwa untuk kelancaran mahasiswa Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin membuat skripsi, maka perlu menetapkan Dosen-Dosen Fakultas Tarbiyah dan Keguruan untuk menjadi pembimbing;
- b. bahwa nama-nama sebagaimana tersebut dalam Surat Keputusan ini dipandang mampu dan cakap untuk ditetapkan sebagai Dosen Pembimbing Skripsi dimaksud.
- Mengingat : 1. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
3. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin;
6. Keputusan Rektor IAIN No. 217A Tahun 2012 tentang Perubahan atas Keputusan Rektor No. 72 Tahun 2007 tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin.
- Memperhatikan : Usul Ketua Jurusan Puji Sri Rahayu, MA Tanggal 02 Juni 2020
- MEMUTUSKAN:
- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI TENTANG PENETAPAN DOSEN PEMBIMBING SKRIPSI MAHASISWA SEMESTER GENAP TAHUN AKADEMIK 2019/2020
- Pertama : Menunjuk dan menugaskan kepada:
1. Nama : Puji Sri Rahayu, MA
NIP/NUP : 197701182008012013
Pangkat/Golongan : Penata Tingkat I/III/d
Jabatan Akademik : Lektor
Sebagai Pembimbing Bidang Konten dan Metodologi
2. Nama : Hidayah Nor, S.Pd, M.Pd
NIP/NUP : 201701017
Pangkat/Golongan : Penata Muda Tingkat I/III/b
Jabatan Akademik : Asisten Ahli
Sebagai Pembimbing Bidang Bahasa dan Teknik Penulisan
- Untuk membimbing mahasiswa penyusun skripsi:
- Nama : Irfansyah
NIM : 170102030128
Jurusan/Prodi : Puji Sri Rahayu, MA
Judul Skripsi : The Study Of Cooperating Teachers' Feedback On EFL Pre-Service Teachers In Teaching Practice II
- Kedua : Biaya akibat dikeluarkannya keputusan ini dibebankan kepada DIPA UIN Antasari Banjarmasin.
- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila terdapat kekeliruan dalam penetapan ini, maka akan diadakan perbaikan dan perubahan sebagaimana mestinya.

Ditetapkan di Banjarmasin
pada tanggal 02 Juni 2020
DEKAN,


Prof. Dr. H. Quairiah, M.Pd.
NIP. 19600106198603200

- Tembusan:
1. Rektor UIN Antasari Banjarmasin;
 2. Ketua Jurusan;
 3. Dosen Pembimbing;
 4. Arsip.



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR : 19 TAHUN 2021
TENTANG
TIM PENGUJI SKRIPSI SEMESTER GENAP TAHUN AKADEMIK 2020/2021**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN

- Menimbang : 1. Bahwa untuk kelancaran pelaksanaan ujian skripsi dirasa perlu untuk mengangkat Tim Penguji tersebut dengan satu Surat Keputusan;
2. Bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap untuk melaksanakan ujian tersebut.
- Mengingat : 1. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
2. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
3. Keputusan Rektor IAIN No. 217A Tahun 2012 tentang Perubahan atas Keputusan Rektor No.72 Tahun 2007 tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
6. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin;
- Memperhatikan : Hasil Rapat Pimpinan Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin

MEMUTUSKAN

- Menetapkan : 1. Terhitung mulai tanggal 1 Februari 2021 mengangkat tim penguji skripsi, atas nama saudara/i IRFANSYAH NIM 170102030128
- Judul skripsi:
COOPERATING TEACHERS' FEEDBACK ON EFL PRE-SERVICE TEACHERS IN FIELD TEACHING PRACTICE
- Dengan susunan tim penguji sebagai berikut:
- Ketua/Anggota : Hj. NANI HIZRIANI, S.Pd, MA
- Anggota : PUJI SRI RAHAYU, MA
- Anggota : HIDAYAH NOR, M.Pd
- Sekretaris : MUHAMMAD RIDHA, S.Pd., M.Pd
2. Tim penguji tersebut berlaku sejak tanggal ditetapkan, dan dianggap berakhir setelah menyelesaikan tugasnya;
3. Segala biaya yang diakibatkan dari kegiatan ini akan dibebankan kepada DIP A UIN Antasari Banjarmasin tahun 2021;
4. Segala sesuatu akan diubah dan dibetulkan sebagaimana mestinya apabila terdapat kekeliruan dalam Surat Keputusan ini.
- Kutipan : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di Banjarmasin
Pada tanggal 1 Februari 2021
Dekan Fakultas Tarbiyah dan Keguruan
UIN Antasari Banjarmasin,


Prof. Dr. H. Jitairiah, M.Pd
NIP. 196001061986032004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: 992/Un.14/III.1.t/pp.00.9/06/2020

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Irfansyah
N I M : 170102030128
Jurusan/Prodi : TBI
Alamat : Sungai Bakung RT 3 RW 0 Kec. Sungai
Tabuk Kab. Banjar Kalimantan Selatan Kode
Pos 70653

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi
yang berjudul:

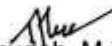
**THE STUDY OF COOPERATING TEACHERS' FEEDBACK ON EFL
PRE-SERVICE TEACHERS IN TEACHING PRACTICE II**

Pada Hari/Tanggal : Senin, 15 Juni 2020

Tempat : Grup WhatsApp

Demikian surat keterangan ini dibuat, untuk dipergunakan
sebagaimana mestinya.

Banjarmasin, 17 Juni 2020
Ketua,


Mahmudah, M.Pd.I
NIP. 198708212015032004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

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Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

28 Juli 2020

Nomor : 1322/Un.14/III.1.t/pp.00.9/07/2020

Lamp : -

H a l : Perubahan Judul Skripsi

Kepada Yth.

Sdr (i) Irfansyah

NIM. 170102030128

Mahasiswa Jurusan TBI

di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**THE STUDY OF COOPERATING TEACHERS' FEEDBACK ON EFL
PRE-SERVICE TEACHERS IN TEACHING PRACTICE II**

Berubah menjadi:

**COOPERATING TEACHERS' FEEDBACK ON EFL PRE-SERVICE
TEACHERS IN FIELD TEACHING PRACTICE**


Menunjuk :

1. Puji Sri Rahayu, MA sebagai Dosen Pembimbing Konten dan Metodologi.
2. Hidayah Nor, S.Pd, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

An. Wakil Dekan Bidang Akademik
Ketua,


Mahmudah, M.Pd.I
NIP. 198708212015032004

RESEARCH LETTERS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT RISET

Nomor: B-2684/Un.14/III.1.1/07/2020

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama	: Irfansyah
Nomor Induk Mahasiswa	: 170102030128
Semester	: VI (Enam)
Alamat	: Sungai Bakung RT 3 RW 0 Kec. Sungai Tabuk Kab. Banjar Kalimantan Selatan Kode Pos 70653
Tugas	: Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

COOPERATING TEACHERS' FEEDBACK ON EFL PRE-SERVICE TEACHERS IN FIELD TEACHING PRACTICE

Tempat yang dituju	: MTs Al-Islamiyah SMIP-1946
Barang yang dibawa	: Seperangkat alat riset
Lamanya Riset	: 2 (Dua) bulan
Dari tanggal	: 27 Juli 2020
Sampai dengan tanggal	: 27 September 2020

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.



Makl. Dekan Bidang Akademik dan
Kebudayaan,

Dr. Haikal Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

Irfansyah
NIM. 170102030128



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT RISET

Nomor: B-2084/Un.14/III.1.1/07/2020

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Irfansyah
Nomor Induk Mahasiswa : 170102030128
Semester : VI (Enam)
Alamat : Sungai Bakung RT 3 RW 0 Kec. Sungai Tabuk Kab. Banjar Kalimantan Selatan Kode Pos 70653
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

COOPERATING TEACHERS' FEEDBACK ON EFL PRE-SERVICE TEACHERS IN FIELD TEACHING PRACTICE

Tempat yang dituju : MTsN 6 Banjar, MTs Ar Rahmah, dan MA Raudhatussyubban
Barang yang dibawa : Seperangkat alat riset
Lamanya Riset : 2 (Dua) bulan
Dari tanggal : 27 Juli 2020
Sampai dengan tanggal : 27 September 2020

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.



Wakil Dekan Bidang Akademik dan
Kelembagaan,

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

Irfansyah
NIM. 170102030128



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT RISET

Nomor: B-2004 /Un.14/Il.1.t/07/2020

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama	: Irfansyah
Nomor Induk Mahasiswa	: 170102030128
Semester	: VI (Enam)
Alamat	: Sungai Bakung RT 3 RW 0 Kec. Sungai Tabuk Kab. Banjar Kalimantan Selatan Kode Pos 70653
Tugas	: Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

COOPERATING TEACHERS' FEEDBACK ON EFL PRE-SERVICE TEACHERS IN FIELD TEACHING PRACTICE

Tempat yang dituju	: MTs Ulumul Qur'an Al Madani
Barang yang dibawa	: Seperangkat alat riset
Lamanya Riset	: 2 (Dua) bulan
Dari tanggal	: 27 Juli 2020
Sampai dengan tanggal	: 27 September 2020

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

Irfansyah
NIM. 170102030128



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT RISET

Nomor: B-2004/Un.14/III.1.1/07/2020

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Irfansyah
Nomor Induk Mahasiswa : 170102030128
Semester : VI (Enam)
Alamat : Sungai Bakung RT 3 RW 0 Kec. Sungai Tabuk Kab. Banjar Kalimantan Selatan Kode Pos 70653
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

COOPERATING TEACHERS' FEEDBACK ON EFL PRE-SERVICE TEACHERS IN FIELD TEACHING PRACTICE

Tempat yang dituju : MAN 5 HSU
Barang yang dibawa : Seperangkat alat riset
Lamanya Riset : 2 (Dua) bulan
Dari tanggal : 27 Juli 2020
Sampai dengan tanggal : 27 September 2020

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.



Wakil Dekan Bidang Akademik dan Kemahasiswaan,

M. Hairul Hudaya, M.Ag
NIM. 17010232006041003

Mahasiswa yang bersangkutan,

Irfansyah
NIM. 170102030128



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT RISET

Nomor: B-24/Un.14/III.1.1/07/2020

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Irfansyah
Nomor Induk Mahasiswa : 170102030128
Semester : VI (Enam)
Alamat : Sungai Bakung RT 3 RW 0 Kec. Sungai Tabuk Kab. Banjar Kalimantan Selatan Kode Pos 70653
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

COOPERATING TEACHERS' FEEDBACK ON EFL PRE-SERVICE TEACHERS IN FIELD TEACHING PRACTICE

Tempat yang dituju : MTs Syarif Ali Angsana
Barang yang dibawa : Seperangkat alat riset
Lamanya Riset : 2 (Dua) bulan
Dari tanggal : 27 Juli 2020
Sampai dengan tanggal : 27 September 2020

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Wakil Dekan Bidang Akademik dan
Kebudayaan,



Dr. Haikal Huda, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

Irfansyah
NIM. 170102030128



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT RISET

Nomor: B-2020/Un.14/III.1.U/07/2020

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama	: Irfansyah
Nomor Induk Mahasiswa	: 170102030128
Semester	: VI (Enam)
Alamat	: Sungai Bakung RT 3 RW 0 Kec. Sungai Tabuk Kab. Banjar Kalimantan Selatan Kode Pos 70653
Tugas	: Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

COOPERATING TEACHERS' FEEDBACK ON EFL PRE-SERVICE TEACHERS IN FIELD TEACHING PRACTICE

Tempat yang dituju	: SMPN 3 Anjir Muara
Barang yang dibawa	: Seperangkat alat riset
Lamanya Riset	: 2 (Dua) bulan
Dari tanggal	: 27 Juli 2020
Sampai dengan tanggal	: 27 September 2020

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.



Wakil Dekan Bidang Akademik dan Kelembagaan,

Dr. Hainul Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

Irfansyah
NIM. 170102030128



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANJARMASIN**

Jalan Pulau Laut Nomor 24 Kota Banjarmasin - 70114

Telepon (0511) 3353586; Faksimili (0511) 3353586;

e-mail : bjmkalsel@kemenag.go.id

Nomor : B-865 /Kk.17.01-1/TL.00/8/2020

13 Agustus 2020

Sifat :

-

Perihal : Izin Penelitian

Yth.

1. Wakil Dekan Bidang Akademik dan Kelembagaan
Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin
2. Kepala MTs. Al-Islamiah "SMIP-1946" Banjarmasin

Di-

Banjarmasin

Assalamu'alaikum, Wr. Wb

Sehubungan dengan Surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Antasari Banjarmasin Nomor B-2084/Un.14/III.1.t/07/2020 Tgl. 29 Juli 2020 Perihal : izin penelitian atas nama :

Irfansyah NIM. 170102030128 Terhitung Mulai 27 Juli sd 27 September 2020 Dengan Judul :

**"COOPERATING TEACHERS' FEEDBACK ON EFL PRE-SERVICE TEACHERS IN
FIELD TEACHING PRACTICE "**

Kami dapat menyetujui atas penelitian tersebut dengan ketentuan :

1. Tidak mengganggu proses kegiatan Belajar dan Mengajar
2. Menyampaikan laporan / hasil penelitian ke Kantor Kementerian Agama Kota Banjarmasin.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

Wassalamu'alaikum, Wr. Wb.



Kepala Kantor Kementerian Agama
Kota Banjarmasin

Muhammad Rofi'i

Tembusan :

1. Kasi Pendidikan Madrasah Kantor Kemenag Kota Banjarmasin
2. Mahasiswa Yg Bersangkutan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANJAR
Jalan Sekumpul Nomor 19 Martapura Kode Pos 70614
Telp (0511) 4721249; Faximile (0511) 4721249
Email: banjarkalsel@kemenag.go.id

Nomor : B-1458 /Kk-17.03-1/Um.00/08/2020

Martapura, 18 Agustus 2020

Lampiran : -

Perihal : Izin Penelitian

Kepada Yth :

Wakil Dekan Bidang Akademik dan Kelembagaan

Fakultas Tarbiyah dan Keguruan

Universitas Islam Negeri (UIN) Antasari Banjarmasin

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat saudara Nomor : B-2048/Un.14/III.1.1/07/2020 tanggal 29 Juli 2020 tentang Penelitian dalam rangka penyusunan Skripsi :

Nama : Irfansyah
NIM : 170102030128
Jurusan : PBI
Fakultas : Tarbiyah dan Keguruan
Semester : VI (Enam)
Alamat : Sungai Bakung RT 3 RW 0 Kec. Sungai Tabuk Kab. Banjar
Kalimantan Selatan Kode Pos 70653
Tempat Penelitian : MTsN 6 Banjar, Mts Ar Rahmah, dan MA Raudhatussyubban
Judul : COOPERATING TEACHER'S FEEDBACK ON EFL PRE-SERVICE TEACHERS IN FIELD TEACHING PRACTICE
Tanggal Penelitian : 27 Juli – 27 September 2020
Lama Penelitian : 2 (dua) Bulan

Pada prinsipnya Kepala Kantor Kementerian Agama Kab. Banjar menyetujui dan memberikan izin penelitian kepada nama tersebut di atas, di MTsN 6 Banjar, Mts Ar Rahmah, dan MA Raudhatussyubban dengan ketentuan sebagai berikut :

1. Tidak mengganggu proses belajar Siswa.
2. Menyampaikan laporan hasil penelitian pada Kantor Kementerian Agama Kabupaten Banjar

Demikian izin penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Kepala Kantor Kementerian Agama
Kabupaten Banjar



Drs. H. Najwan Noor, M. Pd
NIP.196702101992031006

Tembusan :

1. Kepala Kanwil Kementerian Agama Prop.Kal-Sel
2. Kepala MTsN 6 Banjar, Mts Ar Rahmah, dan MA Raudhatussyubban
3. Yang bersangkutan.

Appendix VII

NOTES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

CATATAN SEMINAR PROPOSAL SKRIPSI

1. Nama Mahasiswa : Irfansyah
2. NIM : 170102030128
3. Program Studi : Tadris Bahasa Inggris
4. Judul Proposal Skripsi: THE STUDY OF COOPERATING TEACHERS' FEEDBACK ON EFL PRE-SERVICE TEACHERS IN TEACHING PRACTICE II
5. Dosen Pembimbing : Puji Sri Rahayu, MA
Hidayah Nor, S.Pd, M.Pd
6. Catatan Hasil Seminar:

NO	Catatan/saran Penanggap	NO	Catatan/saran Dosen
1.	Due to the pandemic, make sure your research instruments can be conducted.		By: Puji Sri Rahayu, MA <ol style="list-style-type: none">1. NO NEED THE WORD "THE STUDY OF". Change "Teaching practice II" into field teaching practice.2. The title should not be in the background. Try to rephrase your research focus here. "Based on the background above, this study will focus on (...).3. General Comments: One thing that you have to think over is observation. You need to have an alternative techniques just in case, due to the pandemic, you cannot do observation. Also, make sure when you design the observation sheet and questionnaire, you have already consulted to the theory in chapter two. It will make you easier in data analysis later on. By: Hidayah Nor, S.Pd, M.Pd <ol style="list-style-type: none">1. For the meaning of the verses, you should put it on the appendices.2. You should put the page of the theory based on APA 6th citation.3. For the previous studies, you shouldn't mention the research title.4. In the background, you should explain what the field teaching practice is like in EED UIN Antasari.5. The definition of key terms should be specific based on your own research.6. For the researcher setting, you should explain the characteristics of the schools chosen and explain the criteria of the participants chosen.7. In chapter III, omit the part "Data" and move the explanation of every instrument into "Techniques of Data Collection", and give numbers on them, as well.

Banjarmasin, 15 Juni 2020
Moderator,

Muhammad Hafiz Ilham Akbar





Catatan :
Lembaran seminar ini, diisi oleh moderator.



CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: PUJI SRI RAHAYU, MA



DATES	NOTES	SIGNATURE
28-9-2020	Specify in what extent EFL PSTs feel met with CTs' feedback in field teaching practice.	
7-10-2020	Make sure the instruments are suitable for the two research questions.	
30-11-2020	Present your data obtained systematically.	
29-12-2020	<ul style="list-style-type: none"> -Make sure the references are in any chapter and make sure any theory is in the references. -In definition of key terms, stick with the term "cooperating teachers", not "cooperating mentors." -If possible, add more theories in the discussion related to the findings gotten. -In conclusion, make short conclusions that represent your whole research. It does not need to just repeat some conclusions in the discussion. -Make specific suggestions. 	



CONSULTATION NOTES

ADVISOR OF LANGUAGE AND WRITING TECHNIQUES

NAME OF ADVISOR: HIDAYAH NOR, M.Pd

DATES	NOTES	SIGNATURE
30-6-2020	<ul style="list-style-type: none"> -Put your instruments in the appendix. -Explain your questionnaire qualitatively. 	
24-12-2020	<ul style="list-style-type: none"> -Add more sentences for the 3rd significance of study and make it specific for further researchers. -Tell a time span for field teaching practice and what semester the students can hold it. -Be consistent to use the term "cooperating teachers", not "cooperating mentors" in the definition of key terms. -Do not have to write theoretical description again if it was already written "theoretical review" under the word chapter II. Go directly to the new subtitle "field teaching practice." -Check again that if there are 2 pages or more, you have to write "pp.", if just one, it is "p." -Make an introduction minimum 3 sentences between number 1 and a in the findings. -Make a to-the-point conclusion concisely for each research question. -It is better for you to suggest other researchers to research the other teacher competences: professional, social, and personal competences. -It should have been "REFERENCES", not "BIBLIOGRAPHY." 	

CURRICULUM VITAE

I. Personal Details	
Name	Irfansyah
Place and Date of Birth	Banjar, 3 May 1998
Gender	Male
Marital Status	Single
Religion	Islam
Nationality	Indonesia
Parents	Talib and Tasmiah
Siblings	Suriansyah, Khasiarrahman, and Laili
II. Formal Educational Background	
2005-2011	Islamic Elementary School Tarbiyatul Islamiah
2011-2014	Islamic Junior High School Raudhatusysyubban
2014-2017	Islamic Senior High School Raudhatusysyubban
2017-2021	English Education Department of Antasari State Islamic University Banjarmasin
III. Organization Experience	
2017-2018	Linguistics and Debating Society (LiDS) Educia