

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The researcher would provide the data that are classified into twelve pedagogical competences of EFL PSTs and two kinds of expectations of EFL PSTs.

A. Findings

In this section, the findings that are displayed based on the two research questions raised as follows:

1. The extent of CTs' feedback meeting EFL PST pedagogical competence during field teaching practice

The findings of the first research question are displayed in relation to the twelve pedagogical competences (Brown, 2007, p. 491). The resulting data of participating EFL PSTs' responses are displayed in the form of chart below to validate qualitative analysis (Miles & Huberman, 1994, p. 11) and are verified with the reduced data of interview. The findings are reported in sequence as follows:

a. Having a well-thought-out and informed approach to language teaching

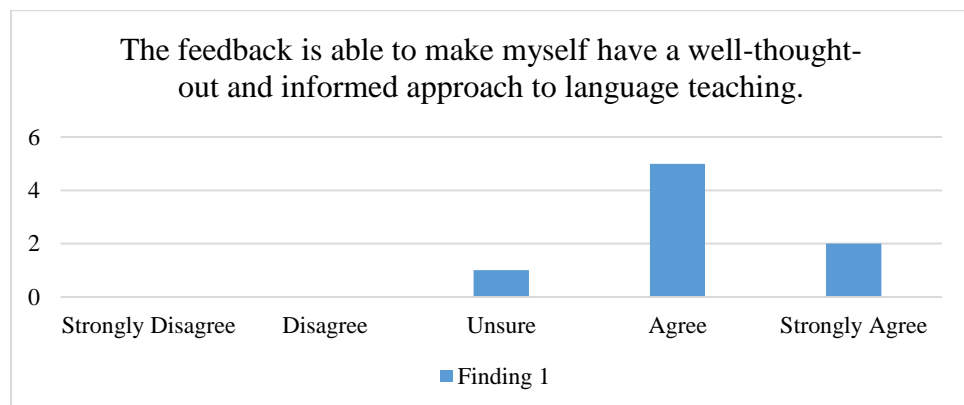


Figure 1. Having a well-thought-out and informed approach to language teaching.

From finding 1, it can be inferred that there are more EFL PSTs that their own CTs' feedbacks can make the EFL PSTs have a well-thought-out and informed approach to language teaching with the fact that five of eight EFL PSTs are satisfied and two are very satisfied with the feedback given. It can be inferred that there are more people satisfied in this area. This means that the CTs' feedback generally meets EFL PSTs' pedagogical competence in terms of having a well-thought-out and informed approach to language teaching. After analyzing this finding, the researcher verified it by doing interview with those seven EFL PSTs to get in-depth information about their own opinions so the research found out some specific aspects of this area.

Based on the interview data, EFL PST 1, EFL PST 2, EFL PST 6, and EFL PST 8 have the similar meaning that the feedback given focuses on descriptions of characteristics of students for adjusting which teaching approach is suitable. While EFL PST 3, the feedback given focuses on the situation, condition, and needs of the students. EFL PST 4 and EFL PST 5 have similar meanings that the feedback given focuses on the material for adjusting which teaching approach is suitable. But EFL PST 4 added that the teaching approach also focuses on learning system and other supporting things by stating, "During field teaching practice process in MTsN 6 Banjar, my CT 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."

b. Efficiently designing and executing lesson plans

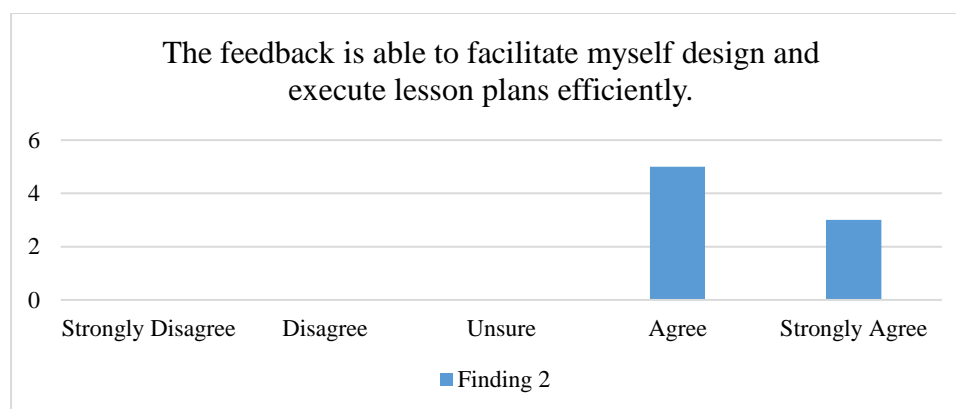


Figure 2. Efficiently designing and executing lesson plans.

In finding 2, it can be inferred that all the EFL PSTs experienced that their own CTs' feedbacks are able to facilitate the EFL PSTs design and execute lesson plans efficiently with the fact that five of eight EFL PSTs are satisfied and three are very satisfied with the feedback given. This finding is so different because there is no EFL PST not satisfied with the feedback given. It means that the CTs' feedback meets EFL PSTs' pedagogical competence in terms of efficiently designing and executing lesson plans. After analyzing this finding, the researcher verified it by doing interview to those eight EFL PSTs to get in-depth information about their opinions so the research found out some specific aspect of this area.

Based on the interview data, EFL PST 3, EFL PST 4, and EFL PST 8 have similar meanings that the form of the lesson plan is based on the institution. EFL PST 2, EFL PST 5, and EFL PST 6 have similar meanings that the lesson plan is based on what kind of lesson plan the EFL PST chooses. But, EFL PST 1, the material of lesson plan has to be concise and clear. EFL PST 7, the lesson plan has to be made sure that it is related to the students' characteristics of the school.

c. Understanding and appropriately using a variety of techniques

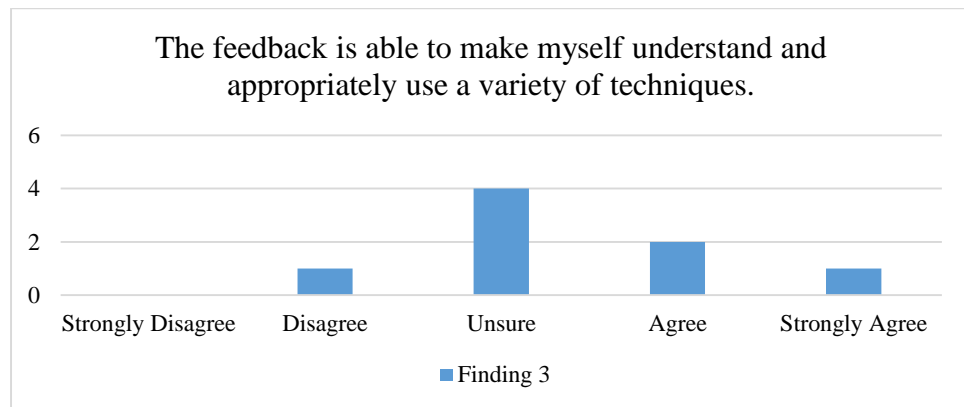


Figure 3. Understanding and appropriately using a variety of techniques.

In finding 3, it can be inferred that there are fewer EFL PSTs that their own CTs' feedbacks can make the EFL PSTs understand and appropriately use a variety of techniques with the fact that four of eight EFL PSTs are unsure and one is dissatisfied with the feedback given. This shows that the CTs' feedback generally does not meet EFL PSTs' pedagogical competence of understanding and appropriately using a variety of techniques. After analyzing finding, the researcher verified it by doing interview to those five EFL PSTs to get in-depth information about their opinions so the research found out some specific aspect of this area.

Based on the interview data, EFL PST 2, EFL PST 3, EFL PST 5 and EFL PST 8 have similar meanings that the CTs just gave freedom of teaching to the EFL PSTs without suggesting any techniques that fits the students of the schools. But EFL PST 7 is different in this case that the EFL PST uses techniques based on experiences.

d. Monitoring lessons as unfolding and making effective mid-lesson alterations

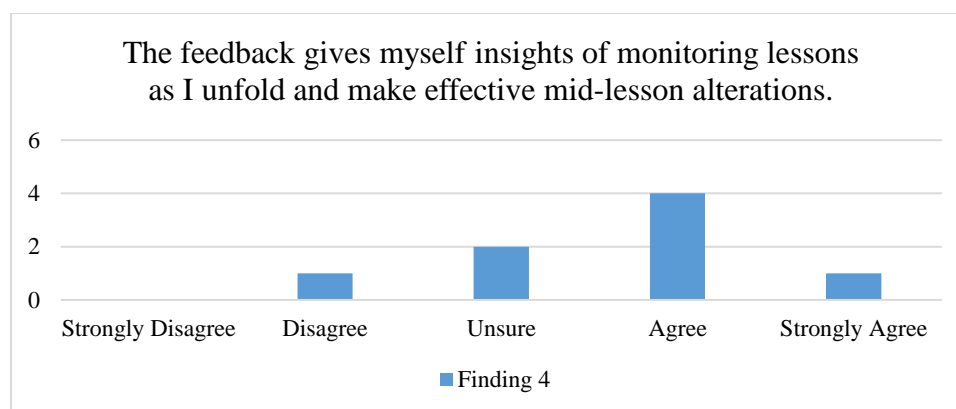


Figure 4. Monitoring lessons as unfolding and making effective mid-lesson alterations.

In finding 4, it can be inferred that there are more EFL PSTs that their own CTs' feedbacks can give the EFL PSTs insights of monitoring lessons as I unfold and make effective mid-lesson alterations with the fact that four of eight EFL PSTs are satisfied and one is very satisfied with the feedback given. This marks that the CTs' feedback generally meets EFL PSTs' pedagogical competence of monitoring lessons as unfolding and making effective mid-lesson alterations. After analyzing this finding, the researcher verified it by doing interview with those five EFL PSTs to get in-depth information about their opinions so the research found out some specific aspects of this area.

Based on the interview data, EFL PST 1 and EFL PST 8 have similar meanings that the feedback given on monitoring lessons is participation of the students. So, the students are going to be active in the classroom. EFL PST 2 knew the way of mentoring the lesson after knowing characteristics of the students so EFL PST 2 will could achieve the goal in teaching and the students do not feel bored or burdened. EFL PST 3 made a back-up plan after knowing descriptions on how the CT opens the lesson. EFL PST 4 used teaching method

that as long as it fits the learning and teaching process by stating, “To be honest, my CT 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.”

e. Effectively perceiving students’ linguistic and personal needs, along with their various styles, preferences, strengths, and weaknesses

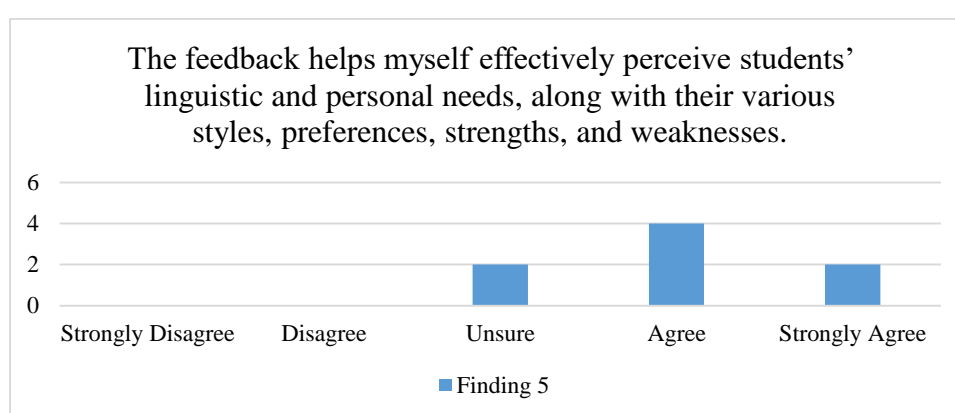


Figure 5. Effectively perceiving students’ linguistic and personal needs, along with their various styles, preferences, strengths, and weaknesses.

From finding 5, it can be inferred that there are more EFL PSTs that their own CTs’ feedbacks can help the EFL PSTs effectively perceive students’ linguistic and personal needs, along with their various styles, preferences, strengths, and weaknesses with the fact that four of eight EFL PSTs are satisfied and two are very satisfied with the feedback given. So, this marks that CTs’ feedback generally meets EFL PSTs’ pedagogical competence in terms of effectively perceiving students’ linguistic and personal needs, along with their various styles, preferences, strengths, and weaknesses. After analyzing this finding, the researcher verified it by doing interview with those six EFL PSTs

to get in-depth information about their own opinions so the research found out some specific aspects of this area.

Based on the interview data, EFL PST 1, EFL PST 4, EFL PST 5, and EFL PST 8 have similar meanings that feedback given focuses on students' abilities in learning English. While EFL PST 3 is given descriptions of students' linguistic and personal needs. EFL PST 7 the feedback given focuses on the characteristics or personalities of the students in general to adapt the lesson and give tasks.

f. Giving optimal feedback to students

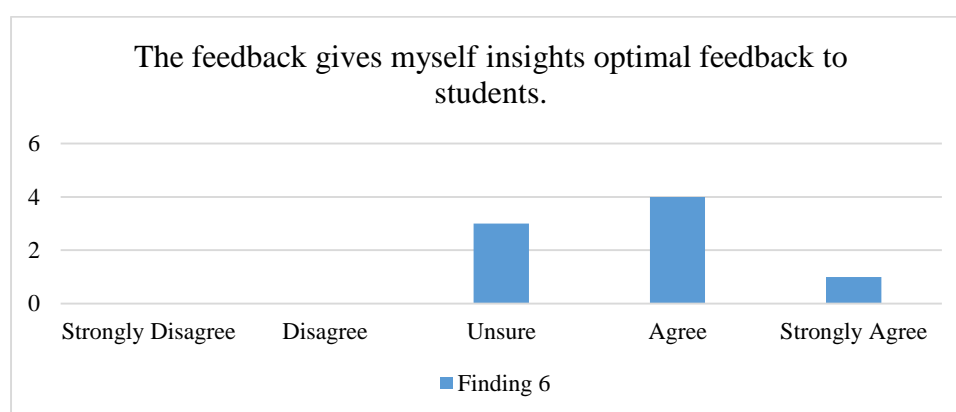


Figure 6. Giving optimal feedback to students.

From finding 6, it can be inferred that there are more EFL PSTs that their own CTs' feedbacks can give the EFL PSTs insights optimal feedback to students with the fact that four of eight EFL PSTs are satisfied and one is very satisfied with the feedback given. So, this finding shows that CTs' feedback generally meets EFL PSTs' pedagogical competence in terms of giving optimal feedback to students. After analyzing this finding, the researcher verified it by

doing interview with those five EFL PSTs to get in-depth information about their own opinions so the research found out some specific aspects of this area.

Based on the interview data, EFL PST 2 stated “I gave feedback to them such as the correct example (pronunciation) in reading it.” From here, EFL PST 2 is suggested to give corrective feedback to the students. EFL PST. EFL PST 3 is given many information that more focuses on the students so it is easier for EFL PST 3 to give optimal feedback to the students. EFL PST 4 is suggested to give constructive feedback to the students. EFL PST 6 is suggested to give motivating feedback and positive punishment for the students who didn’t submit their tasks. EFL PST 8 is suggested to give complement as the feedback to the students after knowing the characteristics of the students in general.

g. Stimulating interaction, cooperation, and teamwork in the classroom

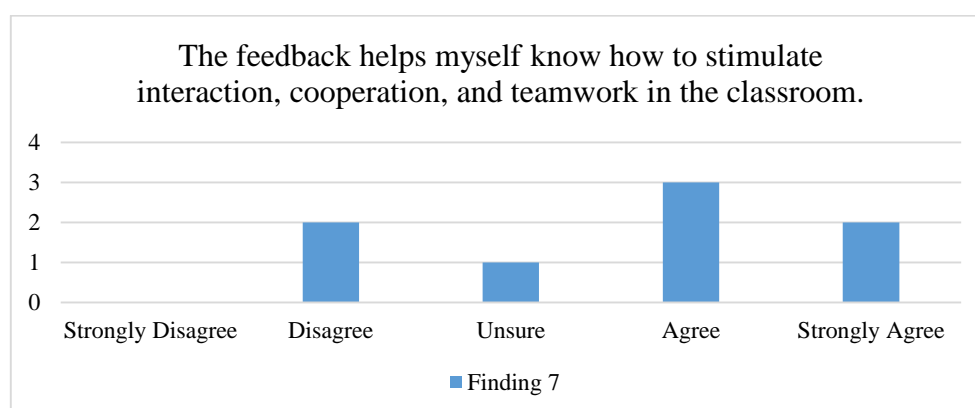


Figure 7. Stimulating interaction, cooperation, and teamwork in the classroom.

From finding 7, it can be inferred that there are more EFL PSTs that their own CTs’ feedbacks can help the EFL PSTs know how to stimulate interaction, cooperation, and teamwork in the classroom with the fact that three of eight EFL PSTs are satisfied and two are very satisfied with the feedback given. So, this finding shows that CTs’ feedback generally meets EFL PSTs’

pedagogical competence in terms of stimulating interaction, cooperation, and teamwork in the classroom. After analyzing this finding, the researcher verified it by doing interview with those five EFL PSTs to get in-depth information about their own opinions so the research found out some specific aspects of this area.

Based on the interview data, EFL PST 1 and EFL PST 8 have similar meaning that the feedback focuses on adapting the material that lead to interaction, cooperation, and teamwork. EFL PST 1 stated that the feedback given is designing materials that can order the students work together for example conversation materials. While EFL PST 8 stated that the feedback given resides in the kind of assignment that potentially made the students work together. Next, EFL PST 2 stated that in order the students worked together, EFL PST 2 stimulated them by emphasizing that every meeting had to be a score because the CT asked the scores. Another finding is from EFL PST 3 who is told by the CT about how the CT usually taught. From that feedback, the EFL PST got to know and get descriptions on how to stimulate interaction, cooperation, and teamwork in the classroom. The other finding is as stated by EFL PST 4 that the feedback given is supporting the students from behind so their teamwork builds well over time naturally. It made EFL PST 4 could behave informal in teaching by stating, "...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."

h. Using appropriate principles of classroom management

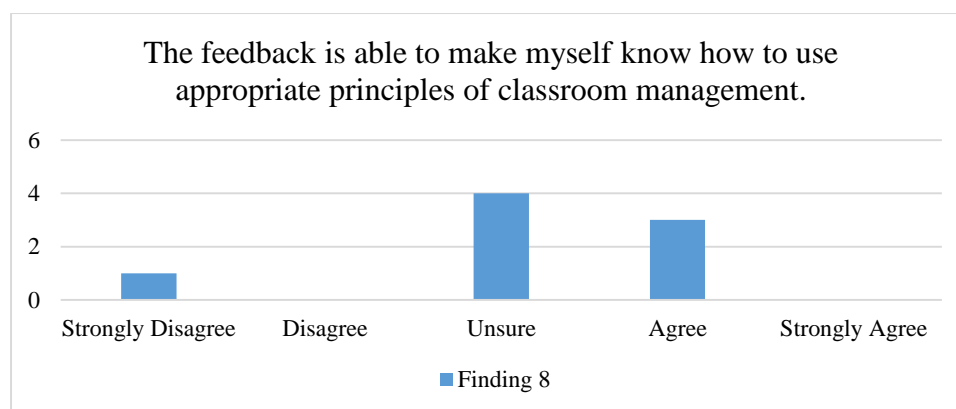


Figure 8. Using appropriate principles of classroom management.

From finding 8, it can be inferred that there are fewer EFL PSTs that their own CTs' feedbacks are able to make the EFL PSTs know how to use appropriate principles of classroom management with the fact that four of eight EFL PSTs are unsure and one is very dissatisfied with the feedback given. So, this finding shows that CTs' feedback generally does not meet EFL PSTs' pedagogical competence in terms of using appropriate principles of classroom management. After analyzing this finding, the researcher verified it by doing interview with those five EFL PSTs to get in-depth information about their own opinions so the research found out some specific aspects of this area which are important to be improved by CTs.

Based on the interview, the researcher found that EFL PST 2 and EFL PST 8 have similar meaning that the lack of feedback given by the CT about the use of appropriate principles of classroom management made the EFL PST did not understand how to use the appropriate principles while teaching. While EFL PST 3 stated that the feedback given is implied so EFL PST 3 did not really know the value of how to use principles in classroom management from the feedback even though EFL PST's performances were successful. Then, EFL

PST 7 is given a feedback which is just weak personality of the students in this case so it does not really affect EFL PST 7's teaching on how to use appropriate principles of classroom management.

i. Using effective and clear presentation skills

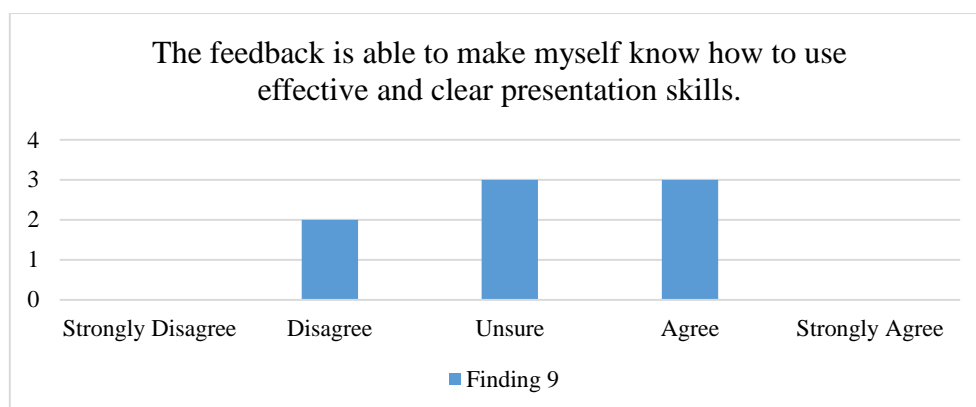


Figure 9. Using effective and clear presentation skills.

From finding 9, it can be inferred that there are fewer EFL PSTs that their own CTs' feedbacks are able to make the EFL PSTs know how to use effective and clear presentation skills with the fact that three of eight EFL PSTs are unsure and two are dissatisfied with the feedback given. So, this finding shows that CTs' feedback generally does not meet EFL PSTs' pedagogical competence in terms of using effective and clear presentation skills. After analyzing this finding, the researcher verified it by doing interview with those five EFL PSTs to get in-depth information about their own opinions so the research found out some specific aspects of this area which are important to be improved by CTs.

Based on the interview data, EFL PST 3 is unsure about the feedback given because it "indirectly" gave a clear description that made EFL PST 3 unsure whether the successful presentation skill is influenced by the feedback.

EFL PST 5 stated that the CT just gave a direction about 10-minute video that made EFL PST 5 unsure whether the successful presentation skill is influenced by such feedback. EFL PST 6 and EFL PST 7 have similar meaning that the CT did not really give feedback on how to convey the material well in their teachings. EFL PST 8 stated that the CT just gave complement like “Good” but actually the CT did not give EFL PST 8 about insights on good skills in presenting my teaching performance so it is just based on the EFL PST’s understanding.

j. Creatively adapting textbook material and other audio, visual, and mechanical aids

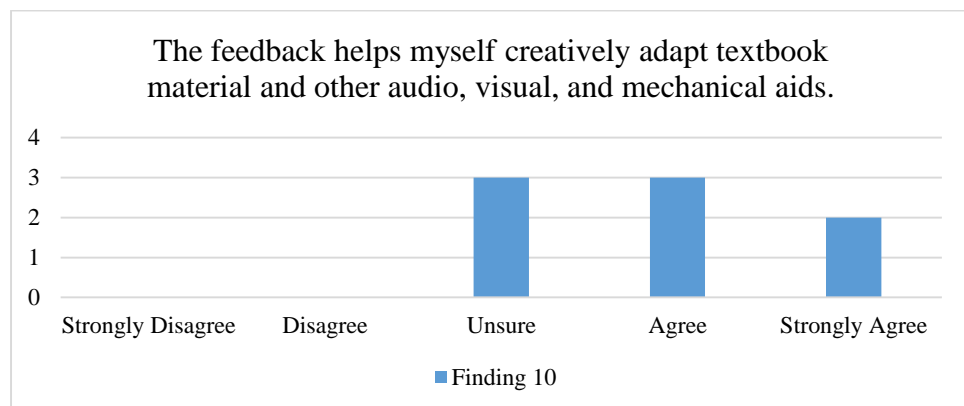


Figure 10. Creatively adapting textbook material and other audio, visual, and mechanical aids.

From finding 10, it can be inferred that there are more EFL PSTs that their own CTs’ feedbacks help the EFL PSTs creatively adapt textbook material and other audio, visual, and mechanical aids with the fact that three of eight EFL PSTs are satisfied and two are very dissatisfied with the feedback given. So, this finding shows that CTs’ feedback generally meets EFL PSTs’ pedagogical competence in terms of creatively adapting textbook material and

other audio, visual, and mechanical aids. After analyzing this finding, the researcher verified it by doing interview with those five EFL PSTs to get in-depth information about their own opinions so the research found out some specific aspects of this area.

Based on the interview, EFL PST 1 stated that the feedback is making a Power Point that is then made as a video in order to be interesting. While EFL PST 2 stated, “My CT gave me a textbook that had to be adapted and it’s up to me about which material that I might jumped...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.” Then, EFL PST 3 got an insight on adapting textbook material and other audio, visual, and mechanical aids effectively and creatively so that those things are back adapted with the situation, condition, and needs of the students. Besides, EFL PST 4 got an insight determining the theme of learning video and the CT never limited which source of lesson that could be used for teaching. EFL PST 8 was given freedom to make creative lessons but it has to be consulted first with the CT. From the insight of the feedback, EFL PST 8 selected native speaker videos (as an example) and pictures, and inserted own voice recordings (for reading section) in the learning video.

k. Innovatively creating brand-new materials when needed

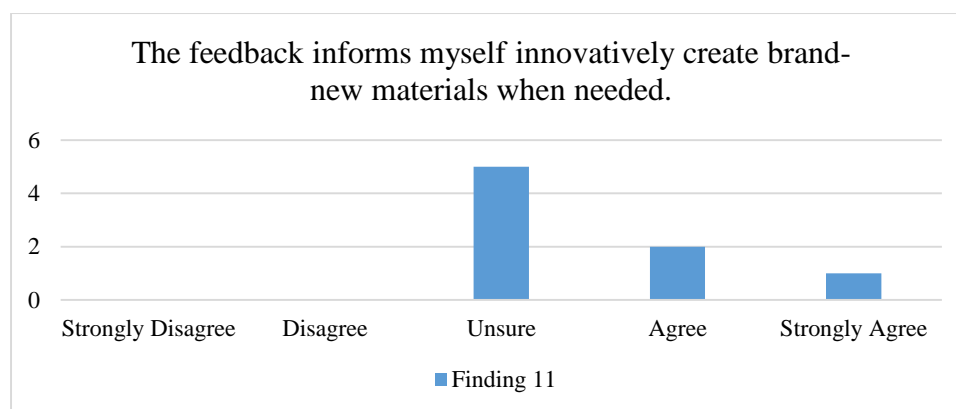


Figure 11. Innovatively creating brand-new materials when needed.

From finding 11, it can be inferred that there are fewer EFL PSTs that their own CTs’ feedbacks inform the EFL PSTs innovatively create brand-new materials when needed with the fact that five of eight EFL PSTs are unsure with the feedback given. So, this finding shows that CTs’ feedback generally does not meet EFL PSTs’ pedagogical competence in terms of innovatively creating brand-new materials when needed. After analyzing this finding, the researcher verified it by doing interview with those five EFL PSTs to get in-depth information about their own opinions so the research found out some specific aspects of this area which are important to be improved by CTs.

Based on the interview, EFL PST 2 was just given by the CT English textbook for the material and given limited time which is 45 minutes for teaching so EFL PST 2 never thought of giving new innovations or something out of the material. EFL PST 4 was given rough descriptions about what should be done and may not be done in teaching, and the rest, it was based on the EFL PST went through. So, in the end of teaching practice, EFL PST 4 still could not make sure which one is literally innovative to use in the next learning. While EFL PST 5’s view in this case, the CT’s response is just “OK” when submitting

a lesson plan of every material so EFL PST 5 is unsure whether or not the feedback can make EFL PST 5 innovatively create brand-new materials. In EFL PST 6's view, the CT just gave complement as the feedback such as "this is good and understandable for the students", but such feedback did not make EFL PST 6 kind of wanted to innovate in creating brand-new materials. Next, in EFL PST 7's view, the CT gave a little feedback about the technique that the pre-service teacher uses in just a certain material. So, if wanting it to be applied in another material, it was less appropriate for the use of the technique.

1. Using interactive and intrinsically motivating techniques to create effective tests

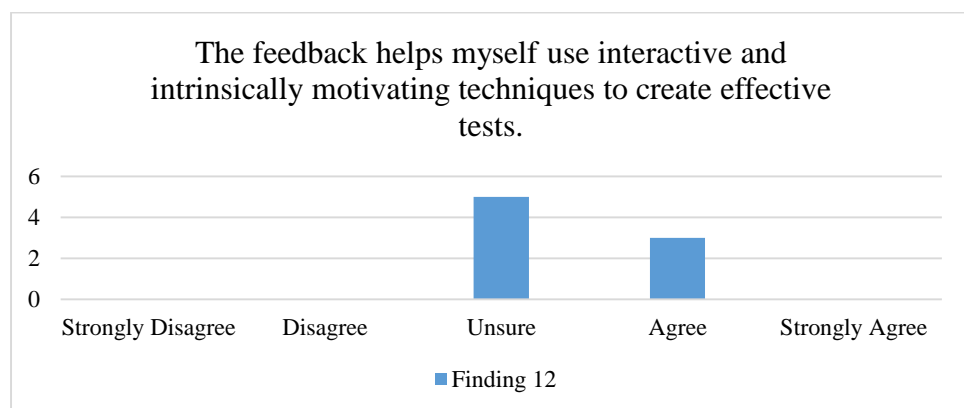


Figure 12. Using interactive and intrinsically motivating techniques to create effective tests.

From finding 12, it can be inferred that there are fewer EFL PSTs that their own CTs' feedbacks help the EFL PSTs use interactive and intrinsically motivating techniques to create effective tests with the fact that five of eight EFL PSTs are unsure with the feedback given. So, this finding shows that CTs' feedback generally does not meet EFL PSTs' pedagogical competence in terms of using interactive and intrinsically motivating techniques to create effective

tests. After analyzing this finding, the researcher verified it by doing interview with those five EFL PSTs to get in-depth information about their own opinions so the research found out some specific aspects of this area which are important to be improved by CTs.

Based on the interview, EFL PST 1 got the feedback given the CT in this case but it was not going to completely be done by the pre-service teacher so interactive and motivating techniques are back to the pre-service teacher whether they want or not. From this data, EFL PST 1 seemed to use own techniques that are considered by the EFL PST. In EFL PST 4's view, the CT gave me a full of credibility about teaching techniques as long as in the reasonable scope and let me got experiences for real without the interference of other people. But, EFL PST 4 did not really believe which one is genuinely suitable to apply. While in EFL PST 5's view, the CT just said "OK" for most of the time concerning teaching techniques that made the EFL PST unsure in this case. Next, in EFL PST 7's view, the most technique used by the pre-service teacher in field teaching practice 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 own tests. From this data, EFL PST 7 is unsure with the suggested technique given because EFL PST 7 also said that the feedback given was not much. Last, in EFL PST 8's, the feedback given by the CT is omitting some questions when holding a test to the students because they have many tasks from other subjects. But such feedback did not really affect to the EFL PST in the success of a test by stating "But I am not sure with it (the feedback) 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.”

2. Expectations of EFL PSTs on CTs in Giving feedback During Field Teaching Practice

The findings of the second research question are displayed in relation to the matter of the process of giving feedback: non-standard mentoring practices and inconsistent approaches to giving feedback (Rakicioglu-Soylemez & Eroz-Tuga, 2014, p. 154). The findings have been reduced and outlined. In the following sections, the themes will be examined from each participant’s responses.

a. Non-Standard Mentoring Practices

From the interview data, EFL PST 3 and EFL PST 8 have similar meaning that they expected the CT to give more feedback. Besides, EFL PST 1 expected the CT could share teaching experience so that the EFL PST could imitate and adapt it with the ability owned. Next, there is another similar meaning that EFL PST 1, EFL PST 2, and EFL PST 5 expected which is that they wanted to be informed about making a good lesson plan. In addition, EFL PST 2 stated that there is a difficulty in making a lesson plan by stating, “The lesson plan I usually made in campus has more pages than the one in this school because it is just one page. Then, my lecturer asked me to consult the lesson plan but on the other hand the CT asked me to use 1 page lesson plan. So, it made me confused.” EFL PST 2 also expected to be informed about techniques as well as its theories and approaches. EFL PST 4 expected on applying teaching

methods in which the students can use the language by stating, “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.” Also, EFL PST 4 expected to be given constructive critics by the CT by stating, “...Becoming a supporter and contributor, but I also needed a person who could give constructive critics.” Next, EFL PST 5 expected the CT could communicate with the EFL PST through chat for consultation, but in reality the CT rarely opened phone and it is easier if being met directly.

b. Frequency

From the interview data, the researcher found that there are seven of eight EFL PSTs have similar meaning that the frequency of giving feedback done by their own CTs during the online field teaching practice is rare. It is proved by EFL PST 2’s statement, “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 added, “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.” While there is one EFL PST (EFL PST 3) given enough feedback by stating, “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.” In addition to that, EFL PST 3, EFL PST 5, and EFL PST 8 have similar meaning that the feedback given when the EFL PSTs did consultation of lesson plan.

c. Attitude

From the interview data, EFL PST 1 and PST 4 have similar meaning that the CT does not give feedback just if the learning process goes well. While in EFL PST 2's view, the CT will give a feedback after the CT asks the situation that EFL go through and discusses it. In EFL PST 3's view, the EFL PST themselves who took initiative to want to start to get about the feedback. From here, the CT seems did not take initiative to start the conversation talking about feedback. In EFL PST 4's view, the CT is very flexible person but if the learning process does not go well, they will give feedback. From EFL PST 5's view, the CT is good in giving feedback at the very beginning, but time to time, it seems no feedback given because the CT is busy. EFL PST 6 and EFL PST 7 have similar meaning that the CT is good in the way of conveying the feedback. From here, the CT seems not ignorant in the process of giving feedback but they really care of their EFL PST. The last, from EFL PST 8's view, the CT just gives credibility to the EFL PST and frequently run household chores rather than giving feedback.

d. Consistency of Desired Feedback

From the interview data, there are 6 EFL PSTs state that the CT did not give feedback consistently. It is proved by EFL PST 5's statement, "...Most of the time, he gave me the feedback with the words that led to "good" or "OK." EFL PST 8 added, "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 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....” While there are 2 EFL PSTs state that the CT gave feedback consistently. EFL PST 5 stated, “Just meetings 1, 2, 3, 6 had (a good) feedback... 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 3 added, “It can be called consistent overall because every time I consulted (something) so every consultation she gave me (desired) feedback.”

B. Discussion

After the data are processed in the form of description, this section presents a discussion of the findings from questionnaire and interview with the theories collected in chapter two about CTs' feedback on EFL PSTs' pedagogical competence in field teaching practice. The researcher discussed the findings into two objectives of this study: (1) the extent of CTs' feedback provided that meets EFL PSTs' pedagogical competence during field teaching practice, and (2) the expectations of EFL PSTs on CTs in giving feedback during field teaching practice.

1. The Extent of CT' Feedback Provided That Meets EFL PSTs' Pedagogical Competence during Field Teaching Practice

Field teaching practice is viewed as critical to the development of EFL PSTs as it is their first hands-on experience with their chosen career and creates opportunities for EFL PSTs to develop their pedagogical skills (Leshem and Barhama, 2007, p. 257). From here, the researcher focuses the feedback of CTs on pedagogical competence of EFL PSTs.

The researcher discussed the findings based on the twelve sub-competences or fields of pedagogical competence in EFL context (Brown, 2007, p. 491). In order to discuss the finding effectively, the researcher divides them into two categories which are some pedagogical competences of EFL PSTs met with the feedback given by CTs and the ones not met with it.

First, there are seven pedagogical competences of EFL PSTs met with the feedback given by CTs based on the findings. The researcher will find some specific areas existed the following competences:

a. Having a well-thought-out and informed approach to language teaching

From the interview, the researcher got some specific areas in this field. First, the feedback given focuses on descriptions of characteristics of students for adjusting which teaching approach is suitable. Second, the feedback also focuses on the situation, condition, and needs of the students. From those two areas, the feedback gives an ease to an EFL PST to achieve knowledge of learners and their characteristics such their learning behavior in which an EFL PST needs to embed in field teaching practice (Shulman, 1987, p. 8). Third, the feedback given focuses on the material for adjusting which teaching approach is suitable. This feedback can help an EFL PST verify what is called pedagogical competence which is the ability of an individual to use a coordinated, synergistic combination of tangible resources such as instruction material such as books, articles, and cases (Madhavaram & Laverie, 2010, p. 5). Fourth, the feedback given focuses on learning system and other supporting things. It is very common that most EFL PSTs must adjust with the rules in terms of learning system and other supporting things or factors of where the institution they hold teaching practicum. From that feedback, an EFL PST can

confirm what Shulman (1987) states that a pre-service teacher also needs to embed knowledge of education context in which sociocultural and institutional factors effect to different teaching contexts (p. 8).

b. Efficiently designing and executing lesson plans

When conducted interview, the researcher found some specific areas to discuss. First, the feedback given focuses on the kind of the lesson plan used during field teaching practice. Some CTs asked their EFL PSTs to use lesson plan based on the institution they hold teaching practice. This is kind of different for EFL PST to have to adapt lesson plan from the institution because one of the EFL PSTs state that “I was freed concerning the kind of the lesson plan but it must be as concise as possible, not as much as the lesson plan I used in micro teaching.” Even though the kind of the lesson is different with the one that they use in microteaching but the feedback given facilitate the EFL PST in designing lesson plan. On the other hand, the feedback received also gives a chance for EFL PSTs to choose the kind of lesson plan that they may also be allowed to use the one from campus only. So, EFL PSTs are facilitated in making any kind of lesson plan if there is direction given by CTs because EFL PSTs need adequate direction in lesson planning in order to augment English language teaching practices (Subedi, 2009, p. 138). Second, the feedback given discusses about the material of lesson plan that has to be concise and clear. The selection of English materials is important in designing lesson plan because selecting or using various resources belongs to the ability of pedagogical competence (Madhavaram & Laverie, 2010, p. 5). Third, the lesson plan has to be adapted with the students’ characteristics of the school. In making lesson plan, EFL PSTs were trained how to engage the students to participate themselves in

learning English. EFL PSTs also must adapt with all of the things belonging to lesson plan such material, learning objectives, core competence, basic competence, and others. In the light of that, Shulman (1987) states that it is important for EFL PSTs to find out students' needs and students' learning behavior (p. 8).

c. Monitoring lessons as unfolding and making effective mid-lesson alterations

The researcher found some specific areas obtained using interview. First, the feedback focuses on student's participation. This feedback facilitates EFL PSTs in managing classroom which is an issue of general pedagogic knowledge that EFL PSTs need to embed in teacher education programs (Shulman, 1987, p. 8). Second, knowing characteristics of the students helps an EFL PST achieve the goal in teaching as Shulman (1987) confirms about knowledge of learners and their characteristics (p. 8). Third, knowing descriptions on how the CT opens the lesson inspires an EFL PST to make a back-up plan. It will facilitate an EFL PST to use another plan if there is a mistake in teaching so it verifies what Lerseth (2013) stated that CTs should provide the EFL PSTs personal teaching experiences (pp. 101-102). Fourth, freedom in terms of teaching method that as long as it fits the learning and teaching process by stating, "To be honest, my CT 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." In line with this, CTs support EFL PSTs what they do to uncover assumptions underlying current practice (Wang & Odell, 2002, p. 489).

d. Effectively perceiving students' linguistic and personal needs, along with their various styles, preferences, strengths, and weaknesses

After conducting interview, the researcher concludes some specific areas in this competence. First, the feedback given focuses on students' abilities in learning English. Second, the feedback given focuses on descriptions of students' linguistic and personal needs. Third, the feedback given focuses on the characteristics or personalities of the students in general to adapt the lesson and give tasks. These three areas show that the feedback can make EFL PSTs manifest their course in knowledge of learners and their characteristics that refers to knowledge of the importance of finding out students' needs and students' learning behavior (Shulman, 1987, p. 8).

e. Giving optimal feedback to students

After conducting interview, there are several specific areas found that the researcher concludes from the participants' responses. First, the feedback focuses on giving corrective feedback to the students. Second, the feedback focuses on giving constructive feedback to the students. Third, the feedback focuses on giving motivating feedback and positive punishment for the students who do not submit their tasks. Fourth, the feedback focuses on giving complement as the feedback to the students after knowing the characteristics of the students in general. These four areas confirm what is stated in feedback triad (Kulhavy & Wager, 1993, pp. 4-6). Fifth, the feedback focuses on many information that more focuses on the students in order to give optimal feedback to the students. This is somewhat different from those four areas because the feedback given to the students has to be relevant and meaningful so it will be effective (Brinko, 1993, p. 584).

f. Stimulating interaction, cooperation, and teamwork in the classroom

The researcher found some areas of the feedback given by the CTs that have been concluded from the findings. First, designing materials can order the students work together. Second, the kind of assignment can potentially make the students work together. In this respect, the first and second feedback areas have similar meaning that EFL PSTs can achieve an opportunity provided by objectives of field teaching practice which is selecting, adapting, and developing original course materials (Richards & Crookes (1988) p. 11). From here, EFL PSTs can adapt materials including assignments that lead to interaction, cooperation, and teamwork activities. Third, emphasizing to have a score can stimulate the students to work together. This stimulation becomes a positive motivation for the students. It will be a feedback for them that can encourage positive motivational beliefs and self-esteem (Nicola & Macfarlane-Dick, 2016, p. 205). Fourth, knowing descriptions on how a CT usually teaches can help an EFL PST stimulate interaction, cooperation, and teamwork in the classroom. This means that the EFL PST knows what teaching style the CT usually uses. Fifth, supporting the students from behind and behaving informally while teaching can build students' teamwork naturally. The fourth and fifth areas point out that EFL PSTs are allowed to expand their self-awareness of personal teaching style which is one of the opportunities in teaching practice (Richards & Crookes, 1988, p. 11).

g. Creatively adapting textbook material and other audio, visual, and mechanical aids

When conducted interview, there are several areas of the feedback in this competence given by the CTs that have been concluded from the findings.

First, direction given by CTs facilitates EFL PSTs in making the contents of their teaching performance for the students. Second, freedom given by a CT in adapting materials in the textbook given makes an EFL PST creatively make the contents of their teaching. Third, knowing an insight given by a CT on adapting textbook material and other audio, visual, and mechanical aids effectively and creatively makes an EFL PST think that those things are back adapted with the situation, condition, and needs of the students. Fourth, getting CT's support facilitates EFL PSTs in determining the theme of learning video and using various sources of lesson for teaching. Fifth, giving freedom given by a CT in making creative lessons makes an EFL PST select and adapt textbook material and other audio, visual, and mechanical aids creatively. From these five feedbacks, direction, freedom, insight, and support given by CTs during field teaching practice seem can help EFL PSTs achieve content standards that EFL PSTs should know and do within a specific content area (Seufert, et al., 2005, p. 4).

Second, there are five pedagogical competences of EFL PSTs not met with the feedback given by CTs based on the findings. The researcher will find some specific areas existed the following competences:

a. Understanding and appropriately using a variety of techniques

In this competence, there are two areas found by the researcher. First, CTs just give freedom of teaching to EFL PSTs without suggesting any techniques that fits the students of the schools. Second, having no feedback concerning the technique makes an EFL PST uses techniques based on their experiences. The first and second areas point out that CT's attention in informing EFL PSTs about certain techniques is very important because EFL

PSTs face directly with the situation of the learning in the school. Despite the rareness of giving feedback to this competence, CTs involved in field teaching practice need to fulfill objectives of field teaching as stated by Richards & Crookes (1988), one of them is gaining diverse opinions on teaching techniques (p. 11). So, descriptions in terms of opinions given by CTs can actually help EFL PSTs know suitable techniques to the institution.

b. Using appropriate principles of classroom management

There are three areas that the researcher concluded from the findings to discuss concerning this competence. First, the lack of feedback concerning the use of appropriate principles of classroom management. Second, the implied feedback about the value of how to use principles in classroom management makes an EFL PST unsure even though all the teaching performances are successful. Third, informing weak personality of the students does not really affect to how to use appropriate principles of classroom management. These three areas are in line with what stated by Ewen (2006) that CTs should give appropriate, honest, sensitive, and useful feedback on teaching (p. 118), especially in classroom management. To give appropriate principles to EFL PSTs, CTs are expected to help pre-service teachers in developing their understanding of the relationship between teaching principles and teaching practice which is not directed to develop specific teaching techniques and procedures, but to develop principles in teaching context (Wang & Odell, 2002, p. 489). Along with doing teaching practice, EFL PSTs can learn teaching principles concerning classroom management that should also be directed by CTs because they have been contacted with the institution. So, it will be easier for EFL PSTs to reach this competence.

c. Using effective and clear presentation skills

There are fewer EFL PSTs that their own CTs' feedbacks. First, implied feedback about description of using effective and clear presentation skills makes an EFL PST unsure whether the successful presentation skill is influenced by the feedback. Second, incomplete feedback such as just giving a direction about 10-minute learning video makes an EFL PST unsure whether the successful presentation skill is influenced by such feedback. Third, the lack of feedback on how to convey the material well in teaching. Fourth, giving complement for an EFL PST's teaching is not effective compared to giving insights on good skills in presenting teaching performance. From these four areas, it can be inferred that CTs are supposed to give EFL PSTs appropriate, honest, sensitive and useful feedback on teaching (Ewen, 2006, p. 118).

d. Innovatively creating brand-new materials when needed

There are five areas for this competence found by the researcher from the findings of interview. First, just giving English textbook and giving limited time do not make an EFL PST think of giving new innovations or something out of the material. Second, giving rough descriptions about what should be done and may not be done in teaching, and the rest, it was based on the EFL PST went through does not make an EFL PST can make sure which one is literally innovative to use in the next learning. Third, just responding "OK" when an EFL PST submits a lesson plan of every material does not make EFL PST can innovatively create brand-new materials. Fourth, giving complement for EFL PST's teaching does not make an EFL PST want to innovate in creating brand-new materials. Fifth, giving description about the technique used for a certain material is less appropriate to be applied in another material. From here,

an EFL PST seems cannot create innovatively brand-new materials. So, these five areas show that the CTs' feedback given seems not appropriate and sensitive on EFL PSTs' teaching performances (Ewen, 2006, p. 118) so it makes them cannot achieve curriculum knowledge that leads to developing materials (Shulman, 1987, p. 8).

e. Using interactive and intrinsically motivating techniques to create effective tests

There are five areas for this competence found by the researcher from the findings of interview. First, giving descriptions about using interactive and intrinsically motivating techniques to create effective tests without adapting with what the pre-service teacher wants seems not effective. Second, giving credibility about teaching techniques without the interference of other people, especially CTs, makes an EFL PST not really believe which technique is suitable to apply. Third, just saying "OK" for most of the time makes an EFL PST unsure about using teaching techniques in creating effective tests. Fourth, the lack of feedback about teaching techniques in creating effective tests makes an EFL PST use the technique taken from studying experiences and practices in campus and use tests from other sources besides textbook or make own tests. Fifth, omitting some questions from a test as the students have many tasks from other subjects does not really affect to the EFL PST in the success of a test by stating "But I am not sure with it (the feedback) 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.” This is a matter of inappropriate feedback given to the EFL PST concerning teaching techniques in creating creative tests. In light of the five areas mentioned, the CTs’ feedback seems not appropriate, honest, and sensitive on EFL PSTs’ teaching performances (Ewen, 2006, p. 118) so it makes them cannot gain diverse opinions on teaching techniques (Richards & Crookes, 1988, p. 11), especially for creating tests.

Based on the explanation above, the researcher found that there are seven pedagogical competences of EFL PSTs that CTs’ feedback meets. While there are five pedagogical competences of EFL PSTs that CTs’ feedback does not meet. From here, there are more pedagogical competences than fewer ones that the CT’s feedback meets. So, the researcher concludes that CTs’ feedback is impactful on EFL PSTs’ pedagogical competence with the fact there are seven of twelve pedagogical competences in the present study received the most levels of agreement which confirms their high degree of satisfaction with the feedback provided by CTs.

2. The Expectations of EFL PSTs on CTs in Giving Feedback during Field Teaching Practice

As giving feedback is crucial for the sake of EFL PST’s teaching performance, the researcher highlight a statement stated by Rakicioglu-Soylemez & Eroztuga (2014) that the matter of the process of giving feedback done by CTs in field teaching practice resides in their personal attribute because it is derived from the non-standard mentoring applications of CTs and inconsistent approaches to giving feedback (p. 154). So, the researcher discusses the expectations of EFL PST

on personal attributes of CTs in giving feedback into two different things: non-standard mentoring practice and inconsistent approaches to giving feedback.

First, the researcher discusses the non-standard mentoring practices:

a. Non-Standard Mentoring Practices

From the findings, the researcher found eight EFL PSTs' expectations on the CTs in the process of giving feedback during field teaching practice. First, the CT is expected to give more feedback to the EFL PSTs. In this respect, the CT is expected to be reflective (Brooks, Sikes, & Husbands, 1997, p. 33) on every performance of the EFL PST because Ewen (2006) states that CTs should set appropriate targets for pre-service teachers' development (p. 118). Second, the CT is expected to share their teaching experience so that the EFL PST could imitate and adjust it with the ability owned. From here, the CT is expected to have willingness to share their experiences (Sinclair, 2003, p. 79). By sharing experiences, CTs can support EFL PSTs to pose questions about current teaching practice (Wang & Odell, 2002, p. 489) based on what CTs have experienced at their school. Third, the EFL PSTs wanted to be informed about making a good lesson plan. It means that the CT is expected to be helpful (Beyene et. al (2002) in lesson planning because Subedi (2009) states that EFL PSTs necessarily need adequate training on issues such as lesson plan for preparing the learning (p. 138). Fourth, the EFL PST expected the CT to inform about techniques as well as its theories and approaches. This shows that the CT is expected to be knowledgeable (Beyene et. al, 2002, p. 95) about techniques as well as its theories and approaches because field teaching practice should provide EFL an opportunity to gain diverse opinions on teaching techniques (Richards & Crookes, 1988, p. 11). Fifth, the EFL PST expected on applying

teaching methods in which the students can use the language by stating, “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.” It seems the CT did not use English during learning. From here, the CT is expected to be supportive (Sinclair, 2003, p. 79) in applying methods that lead to the use of English language because field teaching practice should give EFL PSTs an opportunity to become familiar with specific methods (Richards & Crookes, 1988, p. 11). Sixth, the EFL PST expected to be given constructive critics by stating, “...Becoming a supporter and contributor, but I also needed a person who could give constructive critics.” This marks that the CT is expected to be sensitive (Brooks, Sikes, & Husbands, 1997, p. 33) to give critics that construct the EFL PST’s performance. This in line with what Ewen (2006) state that CTs should give appropriate, honest, sensitive and useful feedback on teaching performance of EFL PSTs (p. 118). Seventh, the EFL PST expected the CT to communicate with through chat for consultation, but in reality the CT rarely opened phone and it is easier if being met directly. This shows the CT is expected to be flexible in consultation agenda because CTs in field teaching practice should also be a role model of attitudes of flexibility that belongs to a goal of professional development for EFL PSTs (Pennington, 1990, p. 150).

Besides the expectations above, the researcher suggests some additional expectations that are tested to the participants concerning inconsistent approaches to giving feedback done by the CTs in terms of frequency, attitude, form of

feedback, and consistency. The researcher tries to find out whether those three things are likely to be additional expectations or not. If there are more EFL PSTs find inconsistent approaches done by the CTs in those three things, it means those three things could be made as additional expectations of EFL PSTs that are commonly expected on CTs verified with the theories in chapter two. Below the researcher discusses in the following things:

a. Frequency

Based on the findings, the researcher divides them into two sides of frequency of giving feedback that the CTs did. First, the researcher found that there are more EFL PSTs (seven of eight EFL PSTs) state that frequency of giving feedback done by their own CTs during the online field teaching practice is rare. One of them stated, “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.” Another stated, “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.” While there is one EFL PST given enough feedback every consultation by stating, “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.”

It can be concluded that the CTs rarely give feedback to the EFL PSTs so CTs are expected to have willingness to often give feedback during field teaching practice. This matter should be improved by CTs because EFL PSTs need adequate feedback as information that they could use to validate or change

a previous response which the focus is on error responses during teaching practice (Kulhavy & Wager, 1993, p. 6).

b. Attitude

From the findings, the researcher found two sides of attitude that the CT did in the process of giving feedback: positive attitude and negative attitude.

After analyzing the data, the researcher found that there are more EFL PSTs experienced negative attitudes done by the CTs in giving feedback. First, the CT did not give feedback just if the learning process goes well. Second, the CT is chilled out in giving feedback. Third, the EFL PST themselves who took initiative to want to start to get about the feedback. From here, the CT seems did not take initiative to start the conversation talking about feedback. Fifth, the CT is good in giving feedback at the very beginning, but time to time, it seems there is no feedback given because the CT is busy. Sixth, the CT just gives credibility to the EFL PST and frequently run household chores rather than giving feedback. From these six matters, enthusiasm in giving feedback is underrated by CTs. In this respect, Ewen (2006) viewed that enthusiasm is an example of appropriate behavior that CTs need to pay attention for the sake of fulfilling the standard mentoring practices (p. 118). So, CTs are expected to include their enthusiasm in giving feedback, not just focusing on the contents of feedback given to EFL PSTs.

Besides, there are fewer EFL PSTs satisfied with the attitudes of the CTs. First, the CT is very flexible person but if the learning process does not go well, they will give feedback. This shows that the CT gives sensitive feedback to their EFL PST's teaching that confirms what Ewen (2006) stated that CT should give sensitive feedback on teaching (p. 118). Second, the CT is good in

the way of conveying the feedback. From these first and second findings, the CT seems not ignorant in the process of giving feedback but they really care of their EFL PST.

As there are more EFL PSTs who experienced negative attitudes done by the CTs, it can be concluded that CTs are expected to be enthusiastic in giving feedback the EFL PSTs.

c. Consistency of Desired Feedback

From the findings, the researcher found two sides of consistency of the desired feedback the CT did in the process of giving feedback: consistent feedback and inconsistent feedback.

First, there are more EFL PSTs stated that the CT did not give desired feedback consistently. One of them stated, “Just meetings 1, 2, 3, 6 had (a good) feedback... 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.” Another one stated, “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 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.” From here, the CT seems does not have appropriate behavior in giving feedback and does have any target for the pre-service teacher’s teaching performance because shaping a good development of performance takes a process from time to time. In line with this, Ewen (2006) state that CTs are expected to have appropriate behavior and set appropriate targets for pre-service

teachers' development of teaching (p. 118). On the contrary, there are fewer EFL PSTs stated that the CT gave feedback consistently. One of them stated, "It can be called consistent overall because every time I consulted (something) so every consultation she gave me (desired) feedback." This should be maintained by CTs.

Overall, it can be concluded that there are more CTs inconsistent in giving a good feedback in this research that has to be noticed by the EFL PSTs. In giving feedback, CTs are expected to be consistent to do commitment in giving desired feedback for EFL PSTs' performances.

Based on the discussion of the three things above, it seems that the results of the findings discussed could be made as additional expectations that are expected generally on CTs in the process of giving feedback.