ABSTRACT

Irfansyah. 2021. Cooperating teachers' feedback on EFL pre-service teachers in field teaching practice. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Puji Sri Rahayu, MA, (II) Hidayah Nor, S.Pd, M.Pd.

Keywords: Feedback, Cooperating Teachers, EFL Pre-Service Teachers, Field Teaching Practice.

Giving feedback done by cooperating teachers in field teaching practice is vital to the development of EFL pre-service teachers in fulfilling teacher competences, especially pedagogical competence because it deals directly with EFL pre-service teachers running the teaching and learning process. Based on the phenomenon, the researcher is interested in investigating the extent of cooperating teachers' feedback on EFL pre-service teachers' pedagogical competence and finding out their expectations on their cooperating teachers during the process of giving feedback. The researcher conducted questionnaire and interview to eight students of English Education Department of UIN Antasari Banjarmasin who held field teaching practice from different cities around South Kalimantan. The data were analyzed using Miles and Huberman's theory that consists of three main steps: data reduction, data display, and conclusion drawing and verification. The resulting data revealed a high degree of satisfaction on the quality of cooperating teachers' feedback meeting EFL pre-service teachers' pedagogical competence. Besides, the result showed that cooperating teachers' personal attributes in non-standard mentoring practices and inconsistent approaches to giving feedback in terms of: (1) frequency, (2) attitude, and (3) consistency of desired feedback become the expectations of EFL pre-service teachers during the process of giving feedback.

ABSTRAK

Irfansyah. 2021. *Feedback* Guru Pamong terhadap Praktikan dalam Praktek Pengajaran Lapangan. Skripsi. Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Puji Sri Rahayu, MA, (II) Hidayah Nor, S.Pd, M.Pd.

Kata Kunci: *Feedback*, Guru Pamong, Praktikan, Praktek Pengajaran Lapangan.

Pemberian *feedback* yang dilakukan oleh guru pamong dalam praktek pengajaran lapangan (PPL) sangat penting untuk perkembangan praktikan dalam memenuhi kompetensi guru, khususnya kompetensi pedagogik karena itu bersentuhan secara langsung dengan praktikan yang menjalankan proses mengajar dan belajar. Berdasarkan fenomena tersebut, peneliti berminat untuk menyelediki jangkaun *feedback* guru pamong terhadap kompetensi pedagogik praktikan mereka dan mengetahui ekspektasi mereka terhadap guru pamong selama proses pemberian feedback. Peneliti melaksanakan kuisioner dan interview terhadap delapan mahasiswa Tadris Bahasa Inggris UIN Antasari Banjarmasin yang melaksanakan PPL dari kota-kota yang berbeda sekitar Kalimantan Selatan. Data dianalisis menggunakan teori Miles dan Huberman yang terdiri dari tiga langkah utama: reduksi data, menampilkan data, dan penarikan kesimpulan dan verifikasi. Data yang dihasilkan mengungkapkan tingkat kepuasan yang tinggi terhadap kualitas *feedback* guru pamong yang memenuhi kompetensi pedagogik praktikan. Di samping itu, hasil menunjukkan bahwa atribut pribadi guru pamong dalam praktek pendampingan yang non standar dan pendekatan yang tidak konsisten dalam pemberian *feedback* dalam hal: (1) frekuensi, (2) *attitude*, dan (3) konsistensi terhadap *feedback* yang diinginkan menjadi ekspektasi praktikan selama proses pemberian *feedback*.