

## ABSTRACT

Bramantyo, H. P. (2024). *The Use of Feedback in Microteaching Class To Improve Students' Questioning Skills*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Sanata Dharma University.

This research investigates the use of feedback in microteaching classes, especially on questioning skills. Feedback is important in microteaching since it can help student teachers improve their teaching skills. There are many teaching skills that student teachers need to master, one of them is questioning skills. Questioning skills is one of skill that is used during teaching and learning activity to stimulate students' critical thinking. This study aimed to answer these two questions: (1) What types of feedback on questioning skills do the students receive in their microteaching class? (2) What strategies do the students use to improve their performance on questioning skills?

The Researcher was helped by 102 students from the English Language Education Study Program who participated at Sanata Dharma University in 2023/2024. This study used a mixed method research explanatory sequential type, which contained two instruments: a questionnaire and an Interview.

The research findings found that the participants or student teachers received both oral and written feedback on questioning ability in their microteaching class while reflecting and reviewing their strategies after receiving feedback. The implementation of a feedback framework, which consists of feed-up, feedback, and feed-forward, is also helpful for the Participants. Writing and rereading the material are also used as strategies for participants after receiving feedback.

**Keywords:** microteaching, feedback, questioning skills.

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Penelitian ini menyelidiki penggunaan umpan balik di kelas microteaching, khususnya mengenai keterampilan bertanya. Umpan balik penting karena membantu calon guru meningkatkan keterampilan mengajar mereka. Salah satu keterampilan yang penting untuk dikuasai adalah keterampilan bertanya. Hal ini dirancang untuk merangsang berpikir kritis pada siswa. Penelitian ini bertujuan untuk menjawab dua pertanyaan: (1) tipe feedback apa yang diterima siswa mengenai keterampilan bertanya mereka pada mata kuliah microteaching? (2) Strategi apa yang digunakan siswa untuk meningkatkan keterampilan bertanya mereka?

Penelitian ini diikuti oleh 102 mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma tahun ajaran 2023/2024. Penelitian ini menggunakan metode penelitian *mixed method* dengan model *explanatory sequential*. Instrumen data yang digunakan dalam penelitian ini adalah kuesioner dan wawancara dalam bentuk fokus grup diskusi.

Hasil penelitian menunjukkan bahwa peserta mata kuliah microteaching mendapat feedback secara lisan dan tertulis terhadap keterampilan bertanya. Strategi yang digunakan setelah menerima umpan balik antara lain refleksi dan review. Pengenalan kerangka umpan balik yang terdiri dari feed-up, feedback, dan feed-forward terbukti bermanfaat bagi para peserta. Selain itu, menulis dan membaca ulang materi merupakan strategi yang digunakan peserta setelah menerima umpan balik.

Kata kunci: Microteaching, umpan balik, keterampilan bertanya