

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the researcher explores the previous study conducted by other researchers that had the similar focus with this study. The literature and the theory in this chapter deal with the focus of this study that cover three big areas. They are: Feedback, Lesson Plan and Microteaching class (PPL 1). Moreover, those kind of focus area will be explained and described in detail in this chapter.

A. Microteaching (PPL 1)

1. Definition of Microteaching (PPL 1)

Pre-service teacher program or famous by called Microteaching is a teacher training class for learning teaching skill. Microteaching is a way to build up skills and confidence, to experience a range of lecturing/tutoring style and to learn and practice giving feedback. It employs real teaching situation for developing skills and helps to get deeper knowledge of the art of teaching¹. According to Lakshmi, Microteaching is training concept that has been applied at the pre-service and in-service stages in professional development of teachers. Microteaching provides teachers with a practice setting for instruction in which the normal complexities of classroom are reduced. In it the teacher receives a great deal of feedback of his performance.² Microteaching is the most important part of the teaching practice as

¹ Ambili Rames, *Microteaching, An Efficient Technique For Learning Effective Teaching*. (Department of Pharmacology, 2009) ,2.

² M.J Lakshmi & Digumarti, *Microteaching and Prospective Teacher* (Delhi: Discovery Publishing House, 2009), 61.

a real form of display of competence that has been procured to the teacher candidate. The other opinion is states by Bunc³, he defines microteaching as teacher as a teacher education technique which allows teachers to apply clearly defines teaching skill to carefully prepared lesson in a planned series of five to ten minutes encounter with a small group of real students, often with an opportunity to observe the result teaching performance. In general the microteaching practice peer teaching done with the model, because this model is flexible implemented before performing real-teaching in the classroom with real student.

The other perspective is stated by Aggarwal, microteaching is a training procedure aiming at simplifying the complexities of regular teaching. In a microteaching procedure, the trainee is engaged in scaled down teaching situaion. It is scaled down in terms of class size, since the trainee is teaching a small group of four to six pupils⁴. In microteaching, teaching practice is held after obtaining the theory of teaching and basic teaching skill. Moreover, the procedure consists of 1 lecturer as the supervisor and 5-12 students that should practice to teach his/her friends during 15-20 minutes. In this class, teacher candidate should teach one teaching specific skill in one concept learning⁵.

Microteaching is also a subject designed to prepare the students to be qualified teacher candidates. In preparing the students to improve all the teaching

³M.J Lakshmi & Digumarti, *Microteaching and Prospective Teacher*....., 13.

⁴ M.J Lakshmi & Digumarti, *Microteaching and Prospective Teacher*....., 13.

⁵ Oemar Hamalik, *Pendidikan Guru Berdasarkan Pendidikan Kompetensi* (PT. Bumi Aksara, Jakarta, 2006), 167.

skill, such as : skill in developing lesson plan, skill in conducting the class, etc. Moreover teaching basic competence are also learned during Microteaching class. Teaching Basic skill in microteaching is a minimum capability to be achieved by Pre-service teacher candidate,⁶ included in this term are: understanding the basics of microteaching, preparing lesson plan (RPP) ,practicing basic skills which are limited and integrated , and evaluating microteaching practice.

2. Teaching Basic Skill in Microteaching

According to Sally, skill is a statement that describes the appearance of certain ability that a blend of knowledge, competences and attitudes that can be observed and measured.⁷ it deals with teacher who has an essential position in educational system⁸. The quality of microteaching class will formulate get is addressed in their competence later. It is necessary to provide good training at the teacher-training program. In addition, the aim of microteaching class program is to shape and strengthen the basic teaching technique and provide feedback for the student. Hence, feedback is the most important thing component as it contributes significantly to the pre-service teaching skill. The candidate teacher should provide competence and focus on student teachers acquisition of specific teaching skill. Furthermore, the principle of feedback is quite useful in developing teaching skill. The basic teaching competencies must be mastered by

⁶ Das Saliwati, *Teori Microteaching*, 2010, 3.

⁷ Das Saliwati, *Teori Microteaching*....., 4.

⁸ Farah, *Analisis Kompetensi Pedagogik*, 26.

teacher candidates become more enriched with a variety of competency mastery learning method that is capable of activating learners.⁹ Similarly in other basic competencies, teacher candidates expected for a more creative and innovative while teaching, so that classes become more alive. Included of the teaching based skills in microteaching class are¹⁰ :

a. Preparation of lesson plan

Planning is imagining the lesson before happen. It includes prediction, anticipation, sequencing and simplifying. Planning actually can be defined as what teachers do when they are planning. Moreover, Lesson planning is very beneficial for educator, because by doing planning before teaching it will reduce anxiety and uncertainty. So, teaching and the direction will be more structured. The other reason is because by having planning will encourage the students to relate the objectives procedures. Principally, during microteaching process, student have to submitted their lesson plan before having teaching performance in front of their friends. Then, the lesson plan will be corrected and given feedback by the supervisor lecturer. Therefore, lesson plan is important in order to guide and address the teaching and learning process, especially for the pre-service teacher, who is still in the learning process.

⁹ M.J Lakshmi & Digumarti, *Microteaching and Prospective Teacher* (Delhi: Discovery Publishing House, 2009) ,61.

¹⁰ Das Saliwati, *Teori Microteaching*....., 4.

b. Teaching Basic skills

Actually, there are some of the teaching basic skill that will be learned by the pre-service teacher during following the Microteaching class. According to Saliwati, there are some skills learned during the class, they are:¹¹

- 1) Skill in opening lesson
- 2) Skill in explaining
- 3) Skill in providing strengthen
- 4) Skill in using media and learning tool
- 5) Skill in planning lesson
- 6) Skill in conducting variation
- 7) Skill in leading discussion
- 8) Skill in managing the class
- 9) Skill in questioning
- 10) Skill in evaluating
- 11) Skill in closing the lesson

All of the skills above are the skill that used during the microteaching class. These are skills must be owned and regulated by the students as the teacher candidates. Finally, It is very important since the microteaching is all about demonstrating, quantifying and improving teaching skill, especially skill in planning a lesson.

¹¹ Das Saliwati, *Teori Microteaching*....., 4.

3. Skill in Planning a Lesson Plan

During the Microteaching class, almost the teaching skills learned and practiced for improving the quality of the teacher candidate. One of the teaching skills is skill in developing lesson plan. Skill of developing lesson plan is part of the teaching skill that need to master in order to make the teaching and learning in the classroom being well. However, mistakes and error in developing lesson plan often happen to the student's teacher in the microteaching class, in this term feedback from the lecturer and the observer are needed to support achieving high quality of student teacher in Microteaching class.

Developing lesson plan cannot be separated from its component. Based on the UU RI No. 14 tahun 2005, there are some indicators in the process of developing lesson plan.¹² They are :

Planning the teaching organization such as formulating the goals of the teaching which have to be reached based on the competency. As the teacher, they must have a goal before having the teaching process. By stating the goal, it will help the teachers to more focus on the visions and priorities for the course.¹³ In formulating the goal, the teacher must state the goal clearly. It is utilized to avoid the ambiguity in understanding it. Furthermore, the goal of the teaching and learning must be coherent with the based competence stated in the curriculum.

¹² Sri Surya Dewi, *The pedagogical Competence of Student Teacher of English Education Department* (Surabaya: IAIN Sunan Ampel Surabaya (*Unpublished*), 2013), 14-16.

¹³ Kathleen Graves, *Designing Language Course : A Guide For Teacher* (Canada : Heinle & Heinle Publisher, 2000), 75.

Planning and organizing the teaching material including explaining and describing the material based on the goal of the teaching and learning and able to arrange the material systematically. One of the roles of the teacher is a facilitator of the material. In this aspect, the teacher must be able to select the material based on the goal and the based competence. Not only able to select an appropriate material, a good teacher also has to able to plan in providing the material systematically.

Planning the organization of the teaching and learning process. Included in this skill are: able to select the appropriate strategy/method which is suitable with the goal, able to select the appropriate strategy/method which is suitable with the material, able to arrange the steps of the teaching process based on the method selected, and able to plan the timing system of the teaching. Managing the classroom is one of the skill that the teacher must have in the classroom. The skills of creating and managing a successful class may be the key to the whole success of a course.¹⁴ It will be the principal thing since managing the classroom will affect the students' comfortably in the classroom. For that reason, teacher must be able to manage the class, including the seating arrangement and the timing good so that the students will achieve the maximum result in the class. Therefore, the teacher must have an appropriate teaching technique based on the students needs in the class.

¹⁴ Jim Scrivener, *Learning Teaching: A Guide Book For English Language Teachers* (United Kingdom : MacMillan, 2005), 79.

Planning the use of the teaching media in order to make easy in reaching the goal of the competency such as: As the aids for the language learning and teaching, media have undoubtedly always facilitated the task of language learning. The teaching media is a technological innovation in language teaching, of mechanical paraphernalia, and of glossy, polished audiovisual aids – with all the anxiety that these can conjure up in teachers.¹⁵ It means that by having the media, such as the flashcards, household object, the realia, magazine picture, and other aids can really help the students to achieve the teacher's goal. Besides, having the media will also make the process of the language teaching and learning a more meaningful and exciting one.

B. The Lesson Plan

Planning is imagine the lesson before teaching activities happen. It is very important for having planning before teaching because it will increase the chance of a successful lesson. Planning is purposed to identify a course of action that can effectively help learners reach their goals and objectives is an essential first step in effective instruction.¹⁶ So, planning is kind of the imagine of the teacher of the activities that will be done during teaching in a real class.

¹⁵ Marianne Celce – Murcia, *Teaching English as a Second or Foreign Language* (Canada : Heinle & Heinle Thomson Learning, 2001) ,460.

¹⁶ Author, *Effective Lesson Plan* (TEAL Teaching Excellenec in Adult Literacy. 2010), 1.

1. Definition of Lesson Plan

Lesson plan describes what teacher plan to do in a class, what they actually do in quite different¹⁷. To begin the teacher might look at the lesson plan to find out what kind of learning she has done to make smooth transitions between activities.¹⁸ If she finds that she has done very little planning in the regard, she might use her lesson plan to consider alternate ways of shifting from one classroom activity to another.

As Harmer explains that lesson planning is the art of combining a number of different elements into a coherent a number of different elements into a coherent whole so that a lesson has an identity which students can recognize, work within and react to-whatever metaphor teacher may use to visualize and create that identity.¹⁹ Mean that the lesson plan is such a teacher's ideas and creativity to provide and create a class in which the students can engage to.

Other opinion state by Aggarwal, that a lesson plan is considered a blue print, a guide map for action, or a comprehensive chart of classroom teaching learning activities. He also gives some additional on his statement that it is elastic but a systematic approach to teaching of the concept, skill and attitudes.²⁰ So, it means that a lesson plan can be defined as a teacher's daily plan of activities to be conducted in a teaching and learning process.

¹⁷ Sandra Lee Mckay, *Improving Classroom Teaching* (San Francisco State University Jai-Ho Yoo, 2010), 1.

¹⁸ Sandra Lee Mckay, *Improving Classroom Teaching*.....,1.

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition* (Longman: Longman Publishing, 2001), 434.

²⁰ J.C Aggarwal, *Principle, Methods, and Technique of Teaching*. 322.

Lesson planning cannot anticipate everything that might happen during the session, but the more thoroughly the predictable elements have been thought, through and prepared for teaching. According to Hayes lesson are a means for helping children to organize their thinking top practice skills and to understand the concept better.²¹

2. Components of Lesson Plan

Lesson are a means for helping teacher / student teacher for helping children to organize their thinking.²² A lesson plan may contain a lot of mains and specific elements, must expert agree that a lesson plan should indicate the instructional objectives, the instructional material, the procedure, the media, and the assessment technique. This perspective is strengthened by Harmer²³. He stated in his book that a formal lesson plan should indicate several elements. They are:

a. Class Description and Timetable Fit

A class description included of the description of the student' characteristic and what the teacher's expected from all of the students. Moreover, it describes the specific character of each student, which one who are the active student and who are the passive student during the learning and

²¹ Denis Hayes, *A student Teacher's Guide to Primary School Placement* (University of Plymouth),147.

²² Denis Hayes, *A student Teacher's Guide to Primary School* ,.....,148.

²³ Jeremy Harmer, *The Practice of English Language Teaching 3th edition* (Longman: Longman Publishing), 313.

teaching process.²⁴ While the timetable fit here means the lesson fits in a sequence of classes, the before and after.

b. Lesson Aims and Objectives

In lesson Aim, it describes the teacher's expectation to the student at the end of the learning process. The teacher may have an overall objective that can improve the student's skill. While the objective here means, the activities use to achieve the aim of the study. Most of the objective in lesson plan are using the bloom taxonomy to rise the goal and aim of teaching process. However, the specific aims are to give students practice in reading both for gist and for detail.

c. Activities, Procedure and Timing

The list of activities, procedures, and the time which is taken for each of them are the main body of a formal lesson plan. The teachers also need to include the aids they are going to use, and show the different interactions which will take place in the class.

d. Problem and Possibilities

A good lesson plan contains the prediction of potential problems and the solution dealing with them. The teachers also need to include some alternative activities in case they find it necessary to divert from the lesson sequence that has been set.

²⁴ Jeremy Harmer, *The Practice of English Language Teaching 3th edition*.....,314.

e. Material to be used in the lesson plan

This kind of component included the teacher material attachment that may be used in the class during the teaching and learning process. Including the material to the lesson plan will facilitate the teacher or the reader in easier to understand the lesson plan.

Therefore, before having teaching and arranging a lesson plan, a good teacher should taking into account well some consideration in their lesson plan. The definition of the Harmer theory are explained below:

Group:		Date:		Time:		No. of students:	
Recent topic work:				Recent language work:			
Aims: (stated in input terms, i.e. what the teacher intends to do)							
Objectives: (stated in output terms, i.e. what the students are expected to do)							
Assessment:							
Materials:							
Anticipated problems:							
Timing	Teacher activity	Student activity	Success indicators	Aims of the stage			
Additional possibilities:							
Homework/Further work:							

Figure 2.1 Harmer's Lesson Plan Blank²⁵

²⁵ Jeremy Harmer, *The Practice of English Language Teaching 3th edition*.....,314.

In addition, he also defines the point that a lesson plan should be required in a lesson plan. Lesson plan should have a clear statement of appropriate aims for the whole lesson, a clear stage in the lesson, with a description of activities, their aims and estimated timing. And if it a lesson that includes language system work it also needs to be considered, a list of specific target language items .²⁷

During creating a lesson plan, many considerations that have to do by the teacher are the specifics of the lesson plan. The specific lesson plan should have in the three big areas, they are: in the statement, in the stages of lesson and the specific of target language. The most important based on Harmer perspectives are the clear of the lesson plan. Clear and specific lesson plan will help not only the teacher when teaching during the learning process, but also help the other teacher to understand what the lesson plan writer's wants.

Lesson are a means for helping teacher / student teacher for helping children to organize their thinking.²⁸ In line theory is delivered by Brown, as Brown lists key questions in planning, he directly points out the content of a lesson plan. they are:²⁹

- a. What kinds of things do you want the pupils learns ?
- b. What are your prices instructional objectives ?
- c. What is the most appropriate sequence of the topics and the tasks ?
- d. What are the most appropriate methods ?

²⁷ J.C Aggarwal, *Principle, Methods, and Technique of Teaching*, 118.

²⁸ J.C Aggarwal, *Principle, Methods, and Technique*.....,148.

²⁹ G. Brown, *Microteaching* (London: Methuen and CO. Ltd, 1975), 24.

e. How should the teaching and learning be evaluated?

It means that lesson plan may contain a lot of main and specific elements, must expert agree that a lesson plan should indicate the instructional objectives, the instructional material, the procedure, the media, and the assessment technique. Both the Harmer and Brown are strengthen each other, therefore the writer try to mix those kind of theory included in this research.

3. The Importance of Lesson Plan

Teacher and learners benefit from thoughtful lesson planning. It provides a framework for instruction, and it guides implementation of standard-based education. Lesson plan is a road map for the instructor of what has been taught and what need to be taught.³⁰ It means that Lesson plan is a basic and the miniature of teaching. Moreover, most of the expert as like Harmer, Ur, Skoverket and Littlewood also give additional statement that teaching without a lesson plan is nothing. A good lesson plan will help a teacher for having good quality in teaching. Moreover, Gower stated that the lesson plan has a number of important functions:³¹

a. An aid to planning

Lesson plan is very important for the teacher as handout to expect the students to be able reach the goal of teaching by the end of the class. It also

³⁰ Author, *The Effective of Lesson Plan* (TEAL teaching Excellence in Adult Literacy, 2010)

³¹ Roger Gower, *Teaching Practice; A Handbook For Teachers In Training* (Macmillan Books for Teacher), 176.

will help a teacher to think logically about the stages in relation with the time of teaching.

b. A working document

Lesson plan will help the teacher to conduct the class as the target of the teaching planning. Moreover, it will prevent a teacher in aimed procedures.

c. A record

Using the lesson plan can be as the documentation in recording the material and all activities was done in the class. In other word, it may can be the reference for the other lecturer in teaching the same material.

Those are some of the reasons whether make the lesson plan is a significant in the process of teaching. Lesson plan is part of teaching skill that is handled in the microteaching process. As the Harmer said that a good lesson plan indicates a good teaching. So, developing lesson plan will also develop the teaching skill. Therefore, after practicing teaching in microteaching, supervisor and the observer give the feedback to the students that may increase the student's ability become a good quality lesson plan.

C. THE NATURE OF FEEDBACK

1. The Definition of Feedback

For the definition of feedback, essentially some theories from the expert that defines based on their perspective, for the examples are the definition from Hatti and Timperley's define feedback as:

“Information proved by Agent (e.g.: Teacher, peer, book, parent, self, experience) regarding aspect of one’s performance or understanding....feedback in thus a “ consequence of performance”³²

From the quotation above, feedback actually can be collected in many ways, not only from one source. A teacher or students can provide information to make it clearer as the alternative strategy. This theory of feedback is strengthened by Winne and Butler write on their journal that feedback is information which the learner can remember it in their memory, whether the information is belief about self and task, or cognitive strategy.³³ This theory has a similar idea with the Hatti theory that explains about feedback as the content of understanding of student’s have from the learning experience. Definition of feedback actually has a general definition as Harmer says that “*Feedback is sensory information that a person receives as a result of a response*”.³⁴ In general, students do some activities or do some works instructed by teacher. It must be an error or mistake made during or after the works. So, that is become the teacher’s role to give encourager and correction to build more confidence and solve the students’ problems in the study.

To build the improvement in the teaching training, the responsibility by the other learner and teacher are needed, as the definition by Skoverket that feedback as a method used openly, and with responsibility with someone view with the aim of facilitating or promoting more appropriate action in the future, in relation to a

³² John Hatti, *Review of Educational Research* (American Educational Research Association, 2007), 81.

³³ John Hatti, *Review of Educational Research*.....82.

³⁴ Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Teaching* (Edinburg Gate: Addison Wesley Longman, 2001), 97.

goal and a vision.³⁵ Ur is also giving statement strengthens this feedback definition:

“In the context of teaching in general, feedback is an information that is given to the learner about his or her performance or skill of a learning task, usually with the objective of improving this performance or skill”.³⁶

From those kind of definition, almost the expert has similar opinion that feedback is the kind of information or suggestion that delivered as a response from the performance in order to improve the performance or skill. The other definitions of feedback are defined by some researchers on his study, as like Littlewood who provide opinion that feedback means telling learners about their progress and showing them their errors in order to guide them to the areas from improvement.³⁷ Means, that by giving feedback there will be improving on the skill or performance whether no feedback delivered.

From all the definitions above the highlight of the feedback's definition is an information or way to let people know how effective they are in what they are trying to achieve more effective.

2. Teacher Feedback in Learning Process

Feedbacks are given in the process learning. It is considered because in this process learner may provide many mistakes or errors more. There are numerous

³⁵Skolverket, *English: Aim of the subject*.2000, (<http://www3.skolverket.se/ki03/front.aspx?sprak=EN&ar=0506&infotyp=8&skolform=21&id-EN&extraiId> accessed on March 20th, 2014)

³⁶ Penny Ur, *A Course in Language Teaching* (Cambridge University Press,1996), 242.

³⁷ W.Littlewood, *Foreign and Second Language Learning-Language Acquisition Research And its Implication for the classroom* (New York : Cambridge University Press),192.

kinds of feedback can be delivered in offering comment for the learner. According to Rower,³⁸ there are some variety of feedback based on the subject who provides feedback. Feedback can be categorized as : teacher feedback, peer feedback, self feedback and Computer mediated feedback.

Giving feedback on students' work is one of teachers' important roles. Teacher feedback can be written or spoken.³⁹ Teacher gives comments or responses on students' activity. Teacher also gives suggestions in order to improve their competence. Oral feedback may be given as teachers circulate around the room while student are performing the planning lesson in the teaching training⁴⁰. Oral feedback refers to the giving feedback through face to face conferencing lasting about 5-10 minutes for each student.⁴¹ Oral feedback is the most feedback that applies by the teacher to the student in the learning process because oral feedback simple, no need instrument and handout as like written feedback. Although oral feedback is generally quicker but the risk of students do not remember the teacher's feedback is high. , facial expression, tone of voice and emphasis⁴². Besides, the oral feedback also has a greatest advantage that is face to face communication is bringing by this feedback, for example : explanation through

³⁸ Roger Gower, *Teaching Practice Book* (Macmillan Books for Teachers), 164.

³⁹ Shelley Stagg, "Using Feedback As A Teaching Tool". Research monograph. no.9. October 2010, 2.

⁴⁰ Shelley Stagg, "Using Feedback.....", Research monograph. no.9. October 2010, 2.

⁴¹ Race, *Using Feedback to Help Students To Learn* (New York: The Higher Education Academy,2001), 2.

⁴² Shelley Stagg, "Using Feedback ", Research monograph. no.9. October 2010, 2.

body language, facial expression, tone of voice and emphasis. Many teachers use oral feedback as the best method for giving bad news to the learner.

Teacher or the student may give written feedback during the teaching practice. It can be as the feedback to the skill which appropriate to use the written feedback. Written feedback refers to the correction of weaknesses utilize the form of correction, question and suggestion.⁴³ The main advantages to written feedback is that it provides an enduring record and reference point that student can address on the later day. Moreover, by using written feedback student can view and review again.

Based on Race," Written feedback can take the form of handwritten comments, word-processed comments, model answer, the assignment return sheet, class report and codes".⁴⁴ Students in having comparisons with the result and feedback received also can use it. Therefore, written may influence to the student's interpretation in understanding the feedback. Teacher or the student may give written feedback during the teaching practice. Written feedback is usually given on the students' assignment after submitting their work. Teacher gives immediate comments or suggestions to student right after the work done.

⁴³ Kea Leaph, *Using Oral and Written Feedback to Improve Student Writing* (Phnom Penh, 2011) ,4.

⁴⁴ Race, *Using Feedback to Help Students to Learn* (New York: The Higher Education Academ,2001)

3. Feedback during Learning Process

Feedback is an essential part of education and training which help motivate and delivered learner knowledge, skills and behavior. Moreover, Susan stated that there are four contents of feedback delivered in learning process. There are⁴⁵ :

a. Focus Feedback

Delivering feedback in the real situation is not easy as the theory. Hatti and Timperley distinguish the four levels of feedback: ⁴⁶

1) Feedback about the task

Feedback about the task includes information about errors-whether something is correct or incorrect. Feedback about the task also includes information about the depth or quality of the work, often against criteria that are either explicit (for example, criteria from a scoring rubric) or implicit in the assignment (for example, a written assignment should be well written). Feedback about the task may include a need for more information (for example, “ You should include more information about the First Continental Congress in the report”). Feedback about the task also includes information about neatness or format.

2) Feedback about the processing of the task

Feedback about process gives students information about how they approached the task, information about the relationship between what

⁴⁵ Susan.M.Brookmat, *How To Give Effective Feedback To Your Student* (USA: ASDC), 20.

⁴⁶ John Hattie - Helen Timperley, *The Power of Feedback* (USA: Educational Research Association. 2007), 91.

they did and the quality of their performance, and information about possible alternative strategies that would be helpful.

3) Feedback about self-regulation

Self regulation is the process students use in order to monitor and control their own learning. Self regulation can lead to the students seeking, accepting, and acting on feedback information or not.

4) Feedback about the self person

Feedback about a person is generally not a good idea, for two reasons. First, it doesn't contain information that can be utilized to further learning. Second, feedback about the person can contribute to students believing that intelligence is fixed.

Purpose:	
<ul style="list-style-type: none"> • To describe specific qualities of the work in relation to the learning targets • To make observations about students' learning processes and strategies that will help them figure out how to improve • To foster student self-efficacy by drawing connections between students' work and their mindful, intentional efforts • To avoid personal comments 	
Examples of Good Feedback Focus	Examples of Bad Feedback Focus
<ul style="list-style-type: none"> • Making comments about the strengths and weaknesses of a performance • Making comments about the work process you observed or recommendations about a work process or study strategy that would help improve the work • Making comments that position the student as the one who chooses to do the work • Avoiding personal comments 	<ul style="list-style-type: none"> • Making comments that bypass the student (e.g., "This is hard" instead of "You did a good job because . . .") • Making criticisms without offering any insights into how to improve • Making personal compliments or digs (e.g., "How could you do that?" or "You idiot!")

Figure 2.3 Feedback Focus⁴⁷

⁴⁷ Susan. M. Brookmat, *How To Give Effective Feedback To Your Student* (USA: ASDC), 25.

b. Comparison Feedback

Feedback also uses comparison. Two kinds of comparison usually use during the teaching and learning process. They are:

1) Norm-referencing feedback

Norm referencing feedback is feedback that delivered by comparing student's work to the other students. Included in this feedback is comparing student work with his or her own past performance.

2) Criterion-referencing feedback

Criterion-referencing feedback is the process of delivering feedback by comparing student performance with a standard rubric. Comparing student work to a learning target is criterion-referencing, and it is the primary kind of comparison to use for good feedback.

Purpose:	
<ul style="list-style-type: none"> • Usually, to compare student work with established criteria • Sometimes, to compare a student's work with his or her own past performance • Rarely, to compare a student's work with the work of other students 	
Examples of Good Kinds of Comparisons	Examples of Bad Kinds of Comparisons
<ul style="list-style-type: none"> • Comparing work to student-generated rubrics • Comparing student work to rubrics that have been shared ahead of time • Encouraging a reluctant student who has improved, even though the work is not yet good 	<ul style="list-style-type: none"> • Putting up wall charts that compare students with one another • Giving feedback on each student's work according to different criteria or no criteria

Figure 2.4 Feedback Comparison⁴⁸

⁴⁸ Susan. M.Brookmat, *How To Give Effective Feedback To Your Student* (USA: ASDC), 26.

c. **Function Feedback**

The function of feedback is purposed to describe student work . Based on the Susan, the function of feedback can be descriptive and also can be evaluative. It used to refer to student work: ⁴⁹

1) Descriptive feedback

Descriptive feedback is specific information in the form of written comments or conversations that help the learner understand what he or she needs to do in order to improve.⁵⁰

2) Judgmental feedback

Judgmental feedback is a summary for the learner of how well the students has performed on a particular task. This feedback is often in the form of letter grades, numbers, check marks, symbols and/or general comments such as “good,” excellent,” or needs help.”⁵¹

The function of feedback is usually purposes to describe a students work, and also explain that there are two kind feedback from the function perspective.

⁴⁹ Susan. M.Brookmat, *How To Give Effective Feedback To Your Student* (USA: ASDC),25.

⁵⁰<http://www.plpsd.mb.ca/Assessment/Descriptive%20or%20Evaluative%20Feedback%20Activity.pdf> accessed on July, 17th 2014

⁵¹[http://www.plpsd.mb.ca/.....](http://www.plpsd.mb.ca/) accessed on July, 17th 2014

Purpose (for Formative Assessment):	
<ul style="list-style-type: none"> • To describe student work • To avoid evaluating or “judging” student work in a way that would stop students from trying to improve 	
Examples of Good Feedback Function	Examples of Bad Feedback Function
<ul style="list-style-type: none"> • Identifying for students the strengths and weaknesses in the work • Expressing what you observe in the work 	<ul style="list-style-type: none"> • Putting a grade on work intended for practice or formative purposes • Telling students the work is “good” or “bad” • Giving rewards or punishments • Giving general praise or general criticism

Figure 2.5 Feedback Function⁵²

d. Valence Feedback

The valence of the feedback can be a good thing and negative. Therefore, feedback can be either positive and negative.⁵³ The purpose of valence feedback is to make suggestions about what could be done for improvement:⁵⁴

1) Positive Feedback

Positive feedback applies where the person has performed well. The role of this feedback is highlight why or how the work is done well, how it linked to expected outcomes or behaviors, there positive feedback is usually use to reinforce good performance⁵⁵.

⁵² Susan.M.Brookmat, *How To Give Effective Feedback To Your Student* (USA: ASDC), 25.

⁵³ Author, *Distinguish Between Positive And Negative Feedback; Define And Give Examples Of Constructive Criticism* (Penn State University. 2003), 1.

⁵⁴ Susan.M.Brookmat, *How To Give Effective.....*, 27.

⁵⁵ Author, *Providing Quality Feedback, A Good Practice Guide* (University of South Australia, 2012),5 .

2) Negative Feedback

Negative feedback is feedback that tells that the work was not done well as the expectation.⁵⁶ Other argument is delivered by Orlando, he explained that negative feedback message is one of feedback that does more harm than good. But it can be denied that negative feedback are able to use to improve student's performance.⁵⁷

Purpose:	
<ul style="list-style-type: none"> To use positive comments that describe what is well done To make suggestions about what could be done for improvement 	
Examples of Good Feedback Valence	Examples of Bad Feedback Valence
<ul style="list-style-type: none"> Being positive Even when criticizing, being constructive Making suggestions (not prescriptions or pronouncements) 	<ul style="list-style-type: none"> Finding fault Describing what is wrong and offering no suggestions about what to do Punishing or denigrating students for poor work

Figure 2.6 Feedback Valence⁵⁸

4. The Characteristic of Feedback in Learning Process

During teaching and learning process, effective feedback is used to provide feedback to the student to concern the progress, clarifying for the student need to do to improve, extend, or enhance learning. Therefore, effective feedback is needed to achieve the principle of feedback; therefore, the meaning of feedback can be received easily. In addition, good feedback indicates an effective feedback, it can be identified from the respond of the students. Susan explained the teacher's

⁵⁶ Author, *Distinguish Between Positive And Negative Feedback*;.....,1.

⁵⁷ Fernando Bartolome, *A Better Way to Process Negative Feedback* (Faculty and Research, 2005),6.

⁵⁸ Susan. M.Brookmat, *How To Give Effective Feedback To Your Student* (USA: ASDC),25.

feedback can be categorized as a good feedback if it gets ⁵⁹: (1) The students do learn- moreover their work does improve, (2) The students become more motivated- they believe they can learn, they want to learn, and they take more control over their own learning. And the last is (3) the classroom becomes a place where feedback is valued and viewed as productive. Those three characteristics can be as the device to indicate whether the feedback are good or not. According to Berquist⁶⁰ there are eight characteristics of effective feedback:

- a. **It is descriptive**, Feedback should be descriptive rather than judgmental. By avoiding judgmental language, it decreases the need for the individual to react defensively.
- b. **It is specific**, Feedback should be specific rather than general. To be told “you did a great job” is too general to be useful. Explaining more detail is better than say in general term.
- c. **It is appropriate**, by taking into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only the needs of the receiver and giver of feedback. Feedback can be destructive when it serves only the needs of the one who gives the feedback and fails to consider the needs of the person on the receiving end.

⁵⁹ Susan. M. Brookmat, *How To Give Effective Feedback To Your Student* (USA: ASDC), 20.

⁶⁰ W.H. Bergquist - Arid Phillips, S.R, *A Handbook for Faculty Development, June* (Council for the Advancement of Small Colleges, Washington D.C, 1975)

- d. It is useable,** Feedback should be useable rather than out of reach. Feedback needs to be directed toward behavior which the receiver can do something.
- e. It is well-timed,** in general, feedback is most effective when it is given at the earliest opportunity after the action or behavior has been observed. Timing also includes a sensitivity to the readiness to hear it and to surround circumstances. Moreover, Cowan⁶¹ also has a similar idea and suggests that feedback need to be provided within minutes of completing a task in order to be the most effective.
- f. It is clear and honest,** feedback is not helpful when it is given so carefully and cautiously that the point is lost. Giving it straight out is the best policy. One way of checking to ensure that the communication has been clear is to ask the receiver to rephrase it to see if the feedback received corresponds to what the sender had in mind.
- g. It is requested,** giving feedback better when it is requested than imposed. Feedback is most useful when the receiver formulates a specific question or solicits a response. Of course, through the very act of placing oneself in a learning situation the receiver indicates that feedback is both essential and welcome.

⁶¹ Cowan. J, *Assessment for learning – Giving Timely and Effective Feedback* ,Exchange Spring ,2003, Vol. 4, 21–22.

h. It represents a commitment to growth, feedback is best when it is offered out of a commitment to the person. The intention of feedback is to help the other learn and grow. This means that the giver of feedback needs to be prepared to relate on an going basis and offer further comments to indicate improvement over time.

An effective feedback is needed to achieve the principle of feedback, therefore the meaning of feedback can be received easily. Based on the Bruce statement, there are nine characteristics of effective feedback:⁶²

a. Feedback should be justified

In giving feedback, the criteria and standards of performance should be delivered in clear and explicit explanation.

b. Feedback should be supportive of learning

Supportive of learning is significance to lead the student has clear instruction on how to improve the student's performance in developmental progress

c. Feedback should be part of the assessment design

As the assessment design, it may produce the process

d. Feedback should be Constructive

By providing constructive feedback, it will motivated student in improving their practice. Moreover it will increasing the student's self esteem as the learner.

⁶² Bruce, *Effective Feedback; The Students Perspective* (University of Winchester,2005).

e. Feedback should be timely

So, the student can use it for following learning and work to be submitted.

f. Feedback should be prompt

By prompting the feedback, the student will easy to recall on what they did and thought at the time of giving feedback.

g. Feedback should be focused

A feedback should be focus on what the teacher purpose in giving feedback. For example if the teacher want to giving feedback on achievement, attempt to focus on the student's achievement only. It will help the student to focus in receiving the feedback

h. Feedback should be expressed in terms of learning out comes

This is aimed sin order to student's can relate their assessment to the learning outcome.

i. Feedback should be focus on independence

In this term is to lead students to being capable of assessing their own work, by facilitating their development capability.

All those principles can be utilized to guide the process of preparing and providing feedback. Based on the Kartz, An important part of the learning process when working with other people, is to be open to, aware of, and efficient at using feedback.

From those kinds of the characteristic effective feedback theory, almost the theory enlighten the some of the criteria of good feedback. An effective feedback

may indicate a good feedback. Therefore, from all of the theory of effective feedback that have been stated above, then the theory from Berquist is the theory that will be applied in this study. Although the Berquist's theory not as many as the Bruce theory, but the his theory are more detail than others theory. He gave more explanation and example about the characteristic of an effective feedback, while the Bruce's theory are not. Moreover, this theory is appropriate with the subject of the research and the classroom situation of the research.

5. Addressing Feedback for Developing Lesson Planning Skill

Effective feedback allows to review, address and improve performance of the learner⁶³. Feedback can be encouraging and help people feel appreciated and valued. According to Reid, reflection is a process of reviewing an experience of practice in order to describe, analyze, evaluate and so inform learning about practice.⁶⁴ This argument is also strengthen by Kemis, agrees with Reid that the process of reflection is more than a process that focuses on the general. He also brave an addition that it is a positive active process that reviews, analyses and evaluates experiences, draw on theoretical concept or previous learning and so provides an action plan for future experiences.⁶⁵ Therefore, address to the feedback from the teacher as define as the reflection to the feedback. Reflection has been defined as the active process of reviewing, analyzing and evaluating

⁶³ W.H, Bergquist - Arid Phillips, S.R, *A Handbook for Faculty Development, June* (Council for the Advancement of Small Colleges, Washinton D.C, 1975), 156.

⁶⁴ Reid B, *Exploring A Response To The Concept Of Addressive Practice In Order To Improve Its Facilitation Nurse Education Today*, 305-309.

⁶⁵ Kemmis, s, *Action Research and The Politics of Addression* (In:Boud, 1985), 35.

experiences, drawing upon theory concept or previous learning, in order to inform the future action.⁶⁶ Based on the Kartz, An important part of the learning process when working with other people, is to be open to, aware of, and efficient at using feedback. Feedback can help to improve teaching skill if there is taking some time to address on what occurred⁶⁷. There are some processes were recognized in addressing the feedback:

- a. Try and remember that feedback. It is important to focus on the task and not take any criticism personally. Sometimes feedback may be not fully delivered. However, it may still contain relevant information.
- b. Write down the main points of feedback. It is easy to forget these once a discussion has begun.
- c. Learnt and would do differently next time. Acknowledge to those giving feedback that have listened and will address on what has been said.

Principally, addressing the feedback are included some items of what have learnt, what went well, what could have been improved and what would do then⁶⁸. If want to get the most from feedback, like any other learning opportunity, take time to address upon how feedback can help improve your work—not just for the task in hand, but for all your future assessed work.

⁶⁶ Reid B, *Exploring A Response To The* 305-309.

⁶⁷ Karts Silverman – Draper, *Principle of Constructive Feedback* (Radcliffe Medical Press: Oxford),1.

⁶⁸ Kart Silverman - Draper, *Principle*.....2.

Based on McClure there are some examples of activities that promote reflection by use the problem solving process⁶⁹ :

a. Identify the feedback

The first step as the process of starting to address the feedback was identified, what the feedback obtained. Check for understanding by summarizing back if needed.⁷⁰

b. Identify the error

In this step, the receiver feedback should can interpret what are the error and good thing of the work from the feedback explanation.

c. Evaluate the solution

Consider the feedback as another perspective that could be worth considering in making some changes to future practice or behavior.

d. Design an action plans to create a better work

e. Implement the plan

Consider the value of taking some time to address on the feedback before responding it, struggling with seeing its usefulness.

f. Evaluate the result

To evaluate the result, it can be applied by discuss the feedback with someone who respect or who can help to put the feedback constructively⁷¹.

⁶⁹ McClure, *Addression On and In the Work Place*.

⁷⁰ Author, *Providing Quality Feedback, A Good Practice Guide* (University of South Australia, 2012), 5.

⁷¹ Author, *Providing Quality Feedback, A.....*,12.

Similar with this theory is delivered by Kolb. He put the theory of reflection that the cycle of learning are “Plan-do-address-act”.⁷² It means that the process of addressing is starting with the process of plan and do, while after having address is end by doing action. Another expert Gibbs, is also giving addition explanation from the Kolb theory of reflection. He braves the theory into some hat there are some stages in addressing. The first is describe what happened, then explain how you feel, after that evaluate the positive and negative, analyze the reason ,concluding what have learned and plan how to improve.⁷³

There are a number of strategies that can utilise to help in responding feedback effectively. Expressing reflection means finding a suggestion by which to express thoughts to increase confidents and self-awareness.

D. Related Previous Study

The concept of feedback in instruction was defined as the message which follows the response made by the teacher or the learner in learning situation. Feedback is the most significant component to help significantly in the classroom performance during the microteaching class.

Dealing with this study, a study entitled “Effect of Feedback on Teaching Competence of Student Teacher : A Microteaching *Experiment*”⁷⁴ written by Chawla . In this research, she stated that student feedback has been found to be

⁷² Linking Feedback (<http://www.faculty.londondeanery.ac.uk/e-learning/feedback/linking-feedback-to-the-learning-process> accessed on July,17th 2014)

⁷³ Linking Feedback (http://www.faculty.londondeanery.ac.uk/e-learning/feedback/linking-feedback-to-the-learning-process accessed on July,17th 2014)

⁷⁴ Vibha Chawla, *Effect of Student Feedback on Teaching Competence of Student Teacher: A Microteaching Experiment* (Mohan Lal Institute of Education, India, 2011)

effective in improving the level of performance of student teachers in terms of general teaching competence. Moreover, she also stated that a useful feedback will develop teaching skill among student teachers and making them become competent teacher by increasing their teaching competence. This research had some of the objective study, they are : (1) to find out the effect of efficiency of using the different skill acquired through student feedback on general teaching competence of students with competence. (2) To determine the effect of student feedback on the level of performance of the student teacher. (3) And the last objective in this study is to ascertain the effect of student feedback on the general teaching competence of student teacher. This study was conducted in Rayat Bahra College, India by using quantitative method and randomly sampling. The samples are 10 students teacher who admitted in 2005-2006 session in College of Education. In her research she limits the research in Microteaching class. The similarity with this study is the subject research focus that is University student. Moreover, the difference with this research was the research methodology, if the preliminary research uses quantitative research, contrary this study tried to use qualitative method. In addition, in this study the researcher of the student address of feedback that obtained during the Microteaching program (*PPL 1*).

The other similar study was “Student Reactions to Teacher Feedback in Two Hongkong Secondary Classroom” ⁷⁵ that conducted by Lee , a lecturer in

⁷⁵ Icy Lee. *Student Reactions to Teacher Feedback in Two Hongkong Secondary Classroom*, Journal of second language writing 17 ,2008, 144-164.

Department of curriculum and instruction on Faculty of Education in China. In her study, the writer explored how the reaction of the student to the feedback given by the teacher during the teaching and learning process. This preliminary study investigated the reactions of students in two Hong Kong secondary classroom to their teacher's feedback. The data got from questionnaires, checklist, and protocols were triangulated with the teacher data from interviews, classroom observation, and feedback analysis. The result show that students, irrespective of proficiency level, wanted more written comments from the teacher. The difference with this study was the location focus of the research, if the preliminary study was conducted in the secondary school, while this research will be conducted in university.

The other previous study was conducted by Anna entitled “ Student Perception and Preferences For Feedback”⁷⁶ . In this research present the student's perceptions about the role feedback, adds to the emerging literature focused on improving student learning and the student experience. The survey presented students with an opportunity to address on the significance of feedback in their learning. The aim of the present study is to extend the findings of the previous qualitative and quantitative data. The differences with this research is the focus and the research methodology used. In this research used qualitative method, while those research used mix method, both of qualitative and quantitative method.

⁷⁶ Anna.D. Rowe, *Student Perceptions and Preferences for Feedback* (Divisions of Economic and Financial Studies, Macquire University, 2011)

Another previous study entitled “ Effective Feedback: The Student Perspective” also be the previous literature. This study discusses part of a research project on effective student feedback carried out with staff and students in the Faculty of Business, Law and Sport at the University of Winchester. An online questionnaire was used to explore students’ perspectives on the practical aspects of feedback delivery, such as timeliness, legibility and feedback format, as well as students’ use of and engagement with feedback. The findings indicate that legibility of hand-written feedback remains a problem for a substantial minority of students. Students are generally considered feedback timely only when it was returned within two weeks. Individual verbal feedback was considered the most effective way of ensuring students’ engagement with feedback, even though many students’ preference was written feedback.

A study entitled “Impact Of Teacher Feedback In ESL/EFL Student’s Writing”.⁷⁷ The study investigated the impacts of different strategies of providing teacher written corrective feedback on first semester ESL/EFL students’ writing accuracy and writing quality. Four feedback strategies (indirect feedback, direct feedback, indirect feedback followed by direct feedback with explicit corrective comments, and no feedback) were employed in this study. One hundred twenty-one EFL freshman university students were randomly assigned into four feedback groups (IF, DF, IDECC, NF). Students in each group produced two narrative essays. Teacher

⁷⁷ Pupung Purnawan, Doctoral Dissertation: “*Impact of Teacher Feedback On ESL Student’s Writing*” (Blackburg: Virginia Polytechnic Institute 2011)

feedback was provided in two segments for the first essay and students made two revisions based on the feedback. The errors on each stage of students' writing were marked and counted to be compared among each stage of the writing and between groups. The results of data analysis showed that the mean number of errors in all three treatment groups decreased in each writing stage. All three treatment groups outperformed the no-feedback control group in each stage of writing in terms of grammatical accuracy and writing quality.

A study entitled "An Analysis of the Pre-Service English Teacher's Ability in Designing Lesson Plan". In this research the writer tried to explain the common error of student in designing lesson plan. This research was using descriptive qualitative method. The result of the research showed that the lesson plan designed by the students were regarded as fair. The similarity of the study are the lesson plan topic, while the differences is the focus of the research problem.

The other research study was a study entitled " Improving Student Writing Using Feedback as a Teaching Tool"⁷⁸. In this study the researcher tried to explain the reader that feedback can be as teacher tool for applying during the teaching and learning process focuses on the writing skill. By using the feedback as the teacher tool, the result prove that feedback can engage and evoke the student's emotion in writing class. Besides, this research focused on the power of feedback in

⁷⁸ Author, *Improving Student Writing Using Feedback as a Teaching Tool* (Literacy and Numeracy Secretariat, USA, 2010)

improving the writing development. Although both of the studies focused on the feedback, but the differences those study and the study was in the techniques of getting the data.

The other previous study was conducted by Wijayanto entitled “Teacher Feedback as An Evaluation For Improving Students Speech Performance”⁷⁹. This study investigated to know the students improvement of speech performance of the students by giving teacher feedback as an evaluation. The method used in this study was participant observation that means living with the observed the student’s speech performance, and learning how they see things and experience things. This previous study use quantitative method. The result finding from this study proved that teacher feedback had influenced the students’ speech performance for the second opportunity of their presentation. Most of them improved their performance in term of understanding, accuracy in speaking or pronunciation, accurately, and fluently. The teacher feedback could be as a progress evaluation to evaluate the speech performance of students in order to improve their speaking proficiency to perform better in their English speech. The differences with this study is the methodology and the focus of the study. Hence, in this study use qualitative and focus on speaking skill.

⁷⁹ Pikir Wisnu Wijayanto, *Teacher Feedback as an Evaluation For Improving Student Speech Performance.*(Department of Information and Technology).