

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and suggestion are described below:

#### A. CONCLUSION

Basically, the main result of the research are the feedback provided in microteaching, the characteristic of the feedback and the way of the student in addressing the feedback. The conclusions of the research results can be determined as follow:

#### 1. **The Feedback that Provided to The Students in Microteaching Program to Develop Student Lesson Planning Skill**

All of the feedbacks provided in Microteaching class were focused on the student's lesson plan error. The researcher found there are :

- 1) Task Feedback
  - a) Feedback for goal
  - b) Feedback for indicator
  - c) Feedback for material
  - d) Feedback for timing
  - e) Feedback for assessment
- 2) Process of Task Feedback
  - a) Feedback for procedure/staging
  - b) Feedback for opening

- c) Feedback for media
- d) Feedback for timing
- 3) Criterion reference feedback
- 4) Norm reference feedback
- 5) Descriptive feedback
- 6) Judgmental feedback
- 7) Positive feedback
- 8) Negative feedback

Most of the students are obtaining the descriptive feedback from the teacher, in other hand 9% the judgmental feedback is provided during the microteaching process. Positive feedback is delivered more than 91% during the leaning process, while the negative feedback is about 8%. It means that positive feedback was delivered intensively as the dominant feedback during the class program.

## **2. The Characteristic of Feedback that Provided in Microteaching Program to Develop Student Lesson Planning Skill**

Dealing with the characteristic of feedback in the Microteaching class, there are six characteristics found in this study, in detail are:

- a) Specific
- b) Clear and detail,
- c) Descriptive
- d) Present commitment to grow

- e) Well-timed
- f) Usable and doable

Having found the characteristic of feedback, Furthermore, those kinds of effective feedback characteristic are provided in the Microteaching class of English Teacher Education Department.

### **3. The Process of Addressing Feedback in Developing Lesson Planning Skill**

For the third research problem, the majority of the students were addressed to the teacher's feedback. Dealing with the quality of student's lesson plan, there are 80% students who addressed the teachers feedback, consist of 60% who have improvement and 20% have slight improvement on their lesson planning skill. Furthermore, 20% students are constant or no improvement. Moreover, majority of students stated if they have addressed what the teacher's feedback for them. Moreover, they addressed the feedback by:

- a) Identifying the feedback on their lesson plan
- b) Identifying the error of lesson plan
- c) Evaluating the feedback on lesson plan
- d) Responding to feedback
- e) Addressing the feedback on the 2<sup>nd</sup> lesson plan.

The difference of lesson plan quality of 1<sup>st</sup> and 2<sup>nd</sup> lesson plan were appeared in the Microteaching class. Therefore, the teacher's feedback helps the student to develop their lesson planning skill when it is addressed.

## **B. SUGGESTION**

After analyzing the feedback in Microteaching class, there are several matters to be suggested. The suggestion is addressed to the lecturer who conducts the Microteaching class, the pre-service students, and the other researchers who may want to continue the study. Some suggestions are:

### **1. For the Lecturer**

Regarding the result of the research, the teacher's feedback succeed to build the progressing quality of student's lesson plan. For the lecturer who succeeds in delivering effective feedback in the class, they should maintain the skill in delivering effective feedback for the next period, so it helps the student in developing their lesson plan. While for the lecturer who unsuccessful in helping the student for developing lesson planning skill, they should hold an evaluation with students about feedback they delivered whether the feedback are effective or not. They should reduce ineffective feedback in the classroom and try to deliver feedback based on the classroom situation; therefore they have anticipated action in providing effective feedback for the next period of microteaching program. In addition, the lecturer should ensure that the students understand the feedback, so the student can be able to design a good lesson plan.

### **2. For the Student**

Considering the result of this research, the students should respond and address the teacher's feedback directly. Moreover, they should improve their

ability in designing lesson plan during the Microteaching, because Microteaching program has a big chance to improve their skill in developing lesson plan through the feedback from the lecturer.

### 3. For Further Researcher

This research may have some weaknesses, so for the further research is suggested for better result. The findings of the study are expected to be used as a consideration for other researchers who plan to conduct the study related to the feedback in Microteaching Program. It is suggested to further researchers for conducting the study with different element of this research. For example, used different kind of feedback included the peer feedback, or self feedback that implemented on Microteaching program. Addition, it could be conducting the research in the different focus. It can be focused on student teaching performance or even re-conducting the study with a different approach or quantitatively to know whether the result will be the same or different.