CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research finding and discussion. It is intended to answer the problem of the study. In finding, the writer describes the process of collecting data and data finding. Then in the discussion, the writer deduces the finding of the feedback on student lesson planning in English Teacher Education Department.

A. Research Findings

The research has been done and the data have been gotten from all the techniques mentioned in Chapter III: Observation, interview and documentation. To obtain the objective of this research, the data had been analysed and collected systematically to give a meaningful interpretation of the result of the research.

The writer has done the research from April 23th- May 20th 2014. Then, the writer reports the result of the data based on the topic of the research problem. They were : What feedback provided to the students in microteaching program in developing Lesson Planning skill , What the characteristics of feedback provided in Microteaching program in developing lesson planning skill , and How the students address the feedback in developing their Lesson Planning skill. The finding would be explained specifically based on the research questions, as follows:

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

For the first research problem, the Observation and interview were used technique to collect the data. Classroom observation technique was used to know what feedback were provided by the lecturer during the teaching and learning process .In this study, the subjects of the research were one teacher as the supervisor at Microteaching program and the 12 students teachers. Since the observation was held when some of the students already practice their teaching performance at the first cycle.

Having prepared the research, the writer asked the lecturer to get the permit on doing the research in the class. After that, after having the permission, the writer came to the class and told the students about the aim of the research.

In this study, The data was present in percentage form to help the reader in interpreting the data easily. Moreover, feedback was analysed in based on the feedback categories which had been validated by the expert lecture from English Education Department. Moreover, there were four categories to present the feedback provided during the teaching and learning process. To recognize the answer of the first research question, the result of the classroom observation showed that the feedback was described from four categories; they were content, comparison, function, and valence. The data were explained on the table below:

Table 4.1 The Teacher's Feedback in Microteaching

TEACHER'S FEEDBACKS		
CATEGORY	**ITEMS**	**Sub-ITEM**
Feedback Focus	Task Feedback	a. Feedback for Instructional goal/objective b. Feedback for indicator c. Feedback for Instructional material d. Feedback for timing e. Feedback for assessment
	Processing of Task Feedback	a. Feedback for learning procedure/staging b. Feedback for Opening c. Feedback for media d. Feedback for timing
	Feedback about self as a person	Not Found
Comparison of feedback	Criterion Feedback	-
	Norm Feedback	-
Function of feedback	Descriptive Feedback	-
	Judgmental Feedback	-
Valence of feedback	Positive Feedback	-
	Negative Feedback	-

Sources : Feedback Observation Checklist

From the table 4.1, there are 4 aspects of feedback provided by lecturer. They are focus, comparison, function and valance. Every category has sub-categories that would be described exclusively below, for more detail (*see appendix IV)* :

a. **Feedback Focus**

Based on the focus of feedback, the teacher delivered feedback both of the task feedback and the process of the task in Microteaching class. There were 5 feedbacks delivered on the task and 4 feedback delivered on the processing of task.

1) Task Feedback

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. Included focus on the task feedback is feedbacks for the goal, feedback for the indicator, feedback for the material, feedback for the timing, feedback for the assessment. The result of the observation and the interview shows that there is a different frequency of teacher in delivering task feedback for the lesson plan for each items. The majority of feedback which given in the task feedback was feedback for indicator 37% and feedback for goal/objective 26%. While The other feedback was often delivered to the student in the two class of microteaching, as like feedback for the material 11%, feedback for the assessment 19%, and feedback for timing 7%. The overview of task feedback can be seen on the Chart 4.1 below and for the detail(*see appendix IV)*:
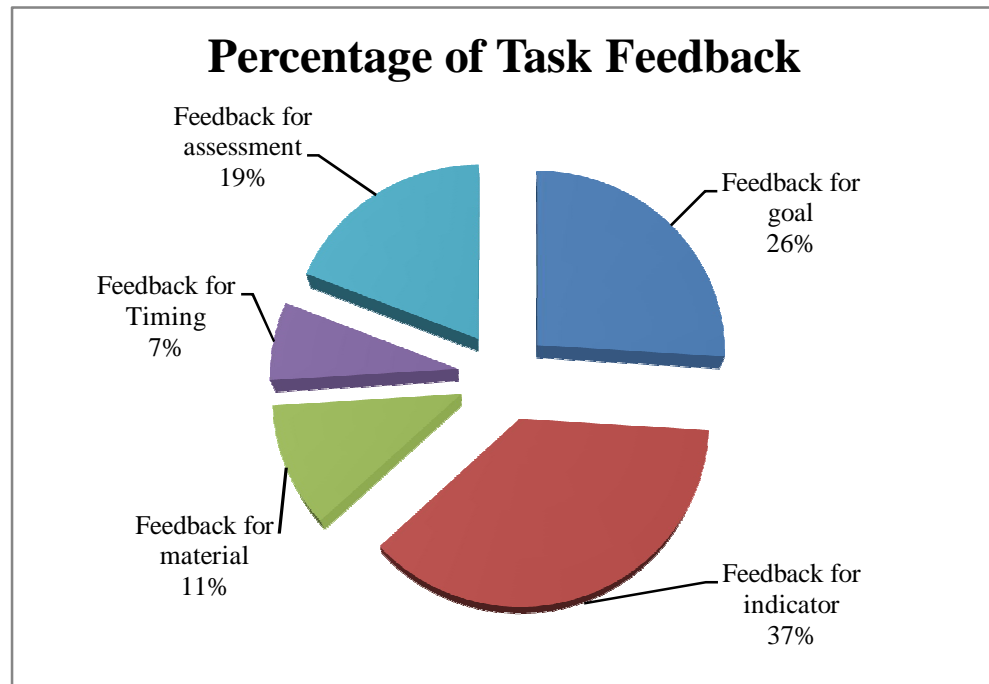
Percentage of Task Feedback

Feedback for
assessment
19%

Feedback for
goal
26%

Feedback for
Timing
7%

Feedback for
material
11%

Feedback for
indicator
37%

Chart 4.1 The Percentage of Task Feedback in Microteaching[1]

a. Feedback For Instructional Goal/Objective

The first feedback task was feedback about instructional objective. This feedback was focused on student's lesson plan objective or aim. Data from Chart 4.1 shown, that 26% this feedback is delivered in the two classes of Microteaching, D and E class. This data were identified from the feedback frequency that delivered in the Microteaching class. There were 7 students who have given feedback on the objective category, means that objective error may occur to the 7 students from 12 students. Furthermore, based on the result both of observation and the interview with the teacher, feedback for objectives was feedback that almost presenting to the students

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[1] The data from Feedback Observation Checklist

because objective category was becoming the main problem of the lesson plan.[2] In some problems, the student's lesson plan objectives did not match with the design of the assessment category, moreover, the students sometimes did not include the operational word in the objectives. For this error the teacher gave feedback to the students, such as " *You have general and ambiguous goal, so please create it more specific"*[3]. Those feedback was delivered to the most students who has error of general objective lesson plan. (For more detail see *Appendix IV.)*

b. **Feedback for the indicator**

While, the second task was feedback for the indicator. This feedback was focusing in giving comment of the student's lesson plan indicator. From the data of the Chart 4.1, there were 10 out of 12 students that provided this feedback. It means that 37% feedback of indicator was delivered in both of class of the Microteaching Program. The feedback for the indicator were delivered not only as evaluation but also as the good comment of the student's lesson plan. In short, many students have error and good point of indicator category. Those kind of error was occur because of many students did not understand well and confused in developing lesson plan, particularly for indicator category.[4] Moreover, the result of interview with the teacher, feedback about indicator was

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[2] Interview with the teacher of D and E lass of Microteaching program on June 10th, 2014 at 12. 25 pm
[3] Classroom observation in D and E class of Microteaching Program
[4] Interview with ST 5 and ST 9(Student 5 and 9) of Microteaching program on June 15th, 2014

becoming the first main problem of the lesson plan before objective category in the microteaching class academic year 2013/2014.[5] Whereas, the result of observing the classroom found the similar result that feedback was almost delivered to the students for the indicator. The model of the feedback for indicator such as *"Your indicator is too general, you should make it more specific to catch the aim".[6]*

c. **Feedback for Instructional Material**

The further task feedback is feedback about material. Feedback about the material was feedback that provided in the microteaching class. This feedback was delivered 11% during the Microteaching because there were 3 from 12 students provided this feedback because of error in planning the material for their lesson plan. From the result of interview with the teacher, some of the students were doing error in similar item,[7] for example they put the general material in their lesson plan. The other error was the unrelated material sometimes occurs and found in the student's lesson plan. Therefore, the teacher provided feedback based on the student's lesson plan error in planning the material. The example of feedback as like " *You have less in giving material to the student, and the material in this lesson plan is to general".*

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[5] Interview with the teacher of D and E class of Microteaching program on June 10th, 2014 at 12.30 pm
[6] Interview with the teacher of D and E class……………………………………………….. at 12.34 pm
[7] Classroom observation at D and E class of Microteaching program.

d. Feedback for timing

Beside the feedback above, there is also feedback was delivered in the Microteaching program. Feedback about timing related with the time allocation error, it was delivered since many lesson plans have error in the timing category. The result of observation checklist and the interview, the teacher's feedback in this category were rarely found to the student, therefore the planning of time allocation wasn't the main problem, In other hand, from the Chart 4.1, 2 out of 12 students have error in this category approximately 7 %. The cause of the error was some of the students have less consideration when planning the time allocation for the activity in the lesson plan. So, time allocation designed in lesson plan was oftentimes not logically to practice during the learning process. The example of feedback for time allocation error that often delivered such as, " *The time allocation is not logically if it is practiced during the class"*.

e. Feedback for assessment

The last feedback was feedback for assessment. Feedback about the assessment was often delivered because the assessment was not matched with the goal of teaching. From 12 students, there were 5 students that have error in assessment category. It means that 19% this feedback is delivered on the student lesson plan. Most of the assessment feedback were covered to the students with a similar error. The errors were approximately the matching of the assessment with the indicator or the matching of the

assessment with the teaching activity. Therefore, the teacher almost gave the comment and suggestion although they have similar mistake and error in assessment category, for example " *I found that your assessment is not matched with the material that you teach.*

2) Processing of Task Feedback

While task feedback was focusing on the processing of the task, the feedbacks were classified in four items. They were feedback about the staging activity, feedback about the opening of teaching, feedback about the media, and the feedback about the timing. These kind of teacher's feedback was delivered orally and written.
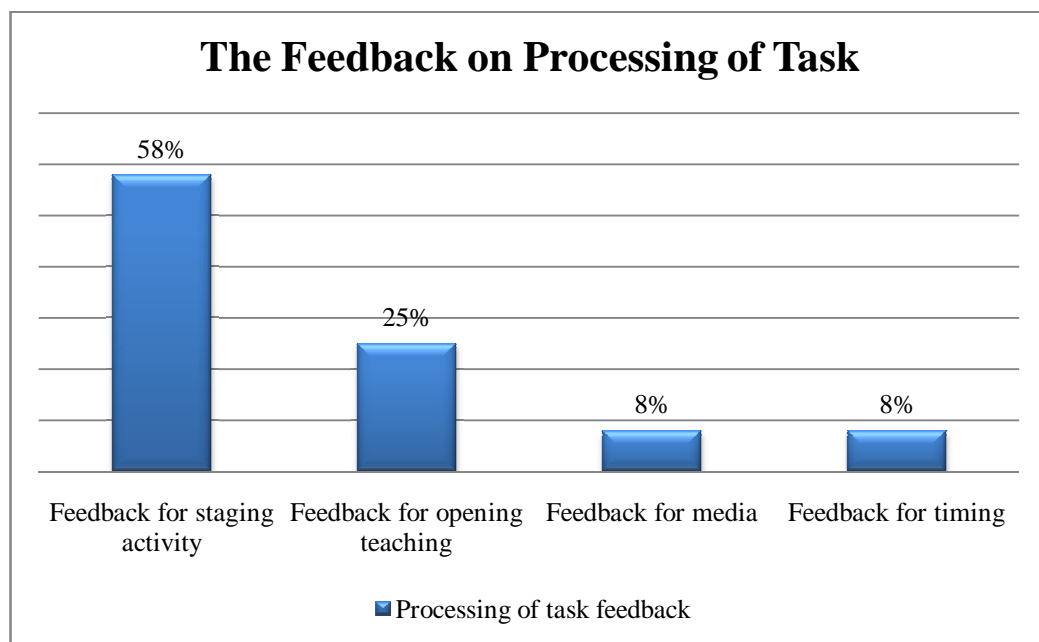

Chart 4.2 The Feedback on Processing of Task[8]

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[8] The data from Feedback Observation Checklist

Feedback of processing task was covered the feedback about the procedure, the feedback about the opening of teaching, feedback about the media and the last is feedback about the timing. Feedback or the staging activity was often delivered, it proved by the frequency more than 50% was delivered in the class.

a) **Feedback for staging/ procedure**

First is focusing on procedure, feedback for the procedure was described the error in the planning the procedure or the staging of the activity. This feedback was delivered in the microteaching class about 58%. Feedback for staging/procedure was commonly delivered in this category. Some of the common error were about unrelated the activity with the based competence or the indicator, the activity cannot be engaged with the student's enthusiasm in keeping up the learning process. However, the teacher delivered both of the good comment and negative comment. This comment was delivered to the 7 students out of 12 students. Approximately the students have similar error and good category. The feedback that was delivered as like, "*All of the activities in lesson plan lead the TTT (teacher Talk Time) so the teacher looks more active than the students do.*" For more detail see *Appendix IV.*

b) **Feedback for opening teaching**

While in the feedback for the opening of teaching, there was also positive and negative feedback that provided to the student of the strengths and the weaknesses of the way in opening the teaching performance. After

having data analysis, it was found that this feedback is delivered about 25% in Microteaching class since there were 3 of 12 students were delivered this feedback in enhancing better quality of students as a teacher candidate. For the detail and example of feedback see *Appendix IV.*

c) Feedback for media & time allocation

Therefore, the suggestion and comment were also offered to the error of the student planning in opening the teaching. The feedback for media and time allocation was delivered 8% in two classes of Microteaching, D and E. Based on the depth interview, the feedback of the media and the time allocation was obtained when the student have error in the planning of the media and time allocation. This feedback is delivered rarely to the student. There were 2 students included in this error. Finally, both of the tasks and the process of task were provided in developing the students lesson planning.

3) Feedback about Self Assessment of Person

This kind of feedback was not found during the Microteaching class, both of at D and E class. It ensured from the data of observation checklist and interviewed, that this feedback was no delivered during the learning process.

b. The Comparison of Feedback

In light of comparison feedback, teacher's feedback cannot be separated in comparing to the other measurement. In this study, comparison of feedback is divided in two aspects; they were the criterion and the norm reference. During

the process of teaching and learning, most of the teacher provided both of the criterion and the norm reference when delivering the feedback. For more detail, the feedback would be explained below:
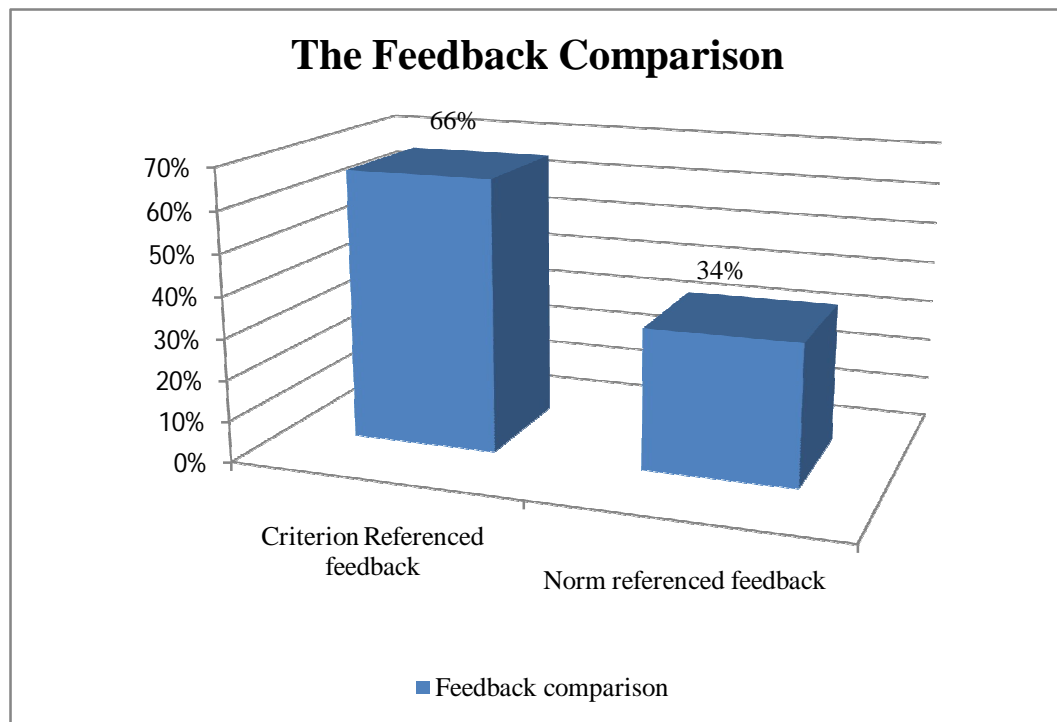
The Feedback Comparison

Chart showing criterion referenced feedback at 66% and norm referenced feedback at 34%.

Chart 4.3 the Percentage of Comparison Feedback[9]

The criterion referenced feedback was delivered when the students were offered a suggestion or comment from the teacher through comparing the lesson plan to the standard or rubric. In this study, the teacher feedback on criterion was 66%, means that criterion feedback is more delivered than Norm referenced feedback. Including in the criterion feedback is feedback that delivered by relating the students lesson plan comment to the standard of assessment, e.g

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[9] The data from Feedback Observation Checklist

rubric. Based on the observation in the microteaching class, the criterion feedback is delivered when the students have done with the new error in designing. [10]

In other hand, the norm feedback was delivered when a teacher provided a comment by balancing with the other students work. In the class practice, the teacher gave the comment and showed the good work from their classmate who have good in planning the lesson plan for teaching. After having data analysis, norm feedback was delivered amount 34 % during the teaching Process. Differently with the criterion referenced feedback that delivered when students do error in a new category, whether norm criterion feedback is delivered when students have a similar error with the others. From the result of observation, there were 8 students got criterion referenced and 4 students who got norm reference feedback. They were has norm referenced feedback because they had similar error with the other students, such as : the feedback about the indicator and objective.

Finally, in this study both of the criterion and the norm reference feedback were delivered to the student at the Microteaching class of sixth semester students with different frequency.

c. **The Function of Feedback**

Looking at the function of feedback was a technique to identify what the feedbacks were provided. From the perspective of the feedback function, it

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[10] Classroom observation at D and E class of Microteaching class

would be appeared while it was descriptive or judgmental. Basically, descriptive feedback is expressing what observed in a work and also identified the strength and weakness of the lesson plan. While, the judgmental was feedback expressing subjectively without any additional information. The judgmental feedback can be positive (price) and can be negative (criticism). The classification of the function in this study will be presented below:
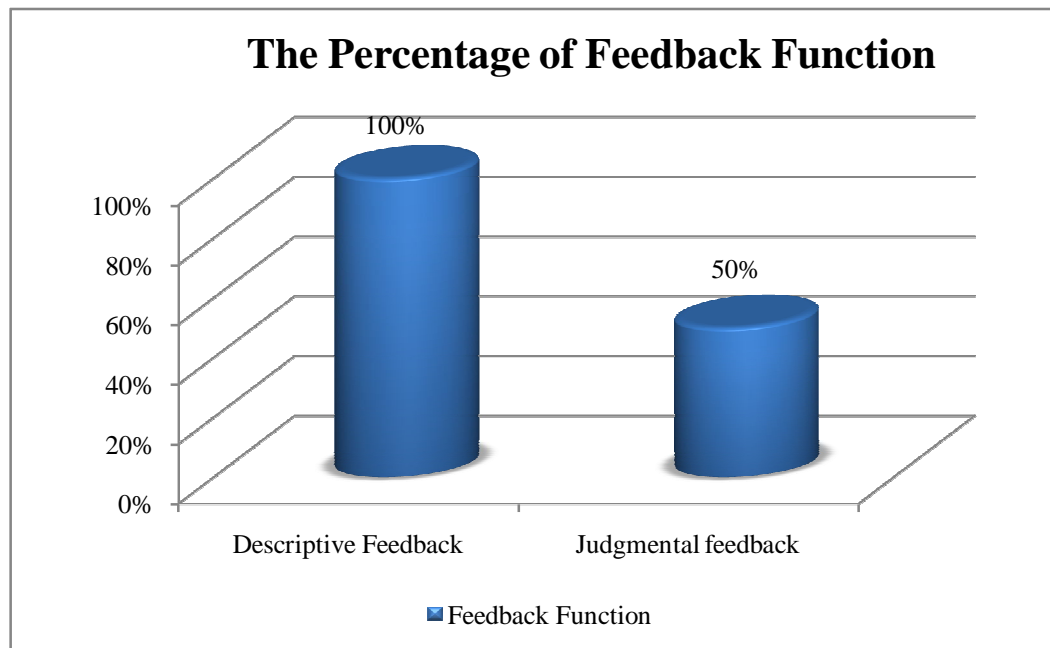

Chart 4.4 The Feedback Function[11]

From the data above, almost the feedback that provided during the teaching and learning process were descriptive feedbacks, it delivered almost 100% in the class. However, there was also judgmental feedback provided by the teacher, the

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[11] The data from Feedback Observation Checklist

data present that it was delivered 50% in the class. Furthermore, all the students were provided teacher's feedback descriptively, while some of the student have double feedback included judgmental and descriptive feedback. There were 6 students who have double feedback to their lesson plan. Those 6 students got the double feedback because the majority of the student have error and good part in their lesson plan. So, in this study, descriptive feedback was delivered to explain the error part of the lesson plan, while the judgmental feedback was delivered refer to the good side of the lesson plan. The percentage was representing the amount of student who was delivered feedback.

Based on the observation during the classroom, from the first meeting until the ninth meeting, the teacher provided feedback descriptively for every student's performance. It means that the teacher always gives information and comment to student based on the error and what the part that should be revised. While judgmental feedback is delivered once a while to indicate the good part of the lesson plan, for example the judgmental feedback was praising about the good work in lesson plan. From the result of interview with teacher who handles the PPL class, the teacher was always giving the straight forward feedback when she found the error on the students lesson plan, therefore she/he always tries to give clear explanation in order to help the students in developing their lesson plan skill. Therefore, the descriptive and judgmental feedback was provided in this study.

d. The valence of the Feedback

Valence is the kind of suggestion that provided by the teacher. It can be positive or negative feedback. The positive feedback identifies as the feedback that included the suggestion for the improvement. Positive feedback has been related with the positive word to provide the student. Nevertheless, the negative feedback is including the feedback that punishing for poor work, moreover it was described in the lesson plan error without any suggestion includes. In this study, both of the positive and negative were provided as the data below
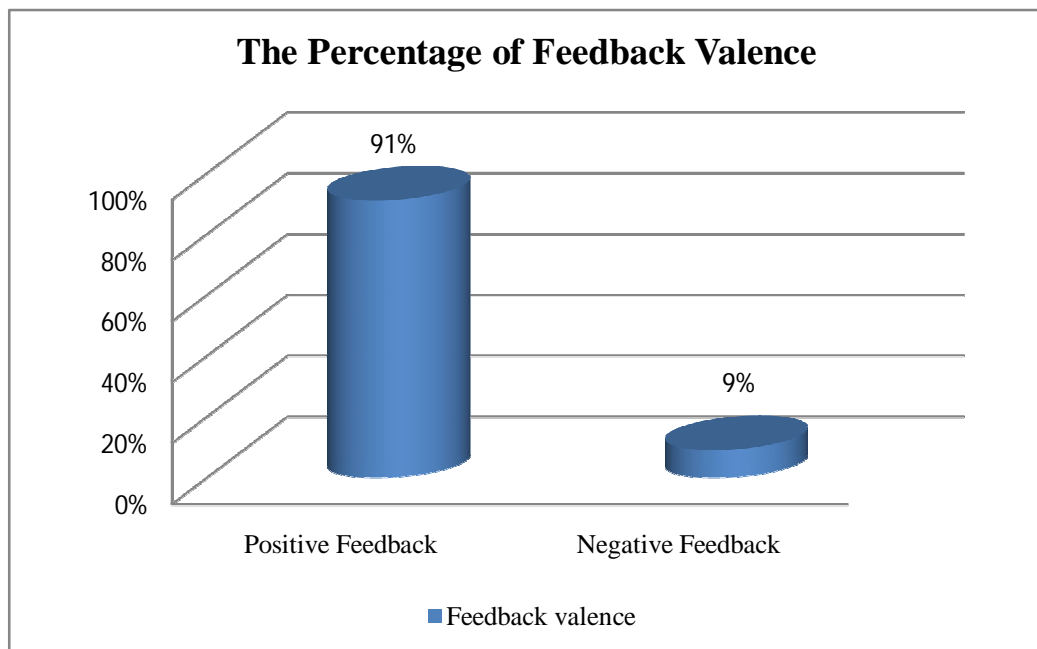
The Percentage of Feedback Valence

91%

9%

Positive Feedback   Negative Feedback

■ Feedback valence

Chart 4.5 The Feedback Valence[12]

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[12] The data from Feedback Observation Checklist

In observing the class, the researcher found that the positive feedback is the common feedback that provided by the teacher in the class. From all the feedback, positive feedback was almost given to all of the sixth students in PPL class. It was proved by the data from the table that showed that 11 students were obtained positive feedback, while only 1 student that got the negative feedback. In percentage, means that positive feedback was delivered in 91% while the negative feedback was 9% in teaching and learning process.

Those data were strengthened by the data from the teacher explanation on the interview that the teacher always tries to give suggestion and comment in motivating the student for developing skill, especially in lesson planning skill. The way of teacher's method of motivating the student, by explaining what the strengths and the weaknesses were the lesson plan with the positive word.

As the conclusion, from all the explanation above the feedback that provided in the Microteaching class academic year 2013/2014 were task feedback, processing of task feedback, criterion reference feedback, norm reference feedback, descriptive feedback, judgmental feedback, positive feedback, and negative feedback.

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

In this second research problem, the writer used observation and interview to answer the research question. After obtaining the result about the feedback provided on the Microteaching class, then the investigation was continued to the

second question was what the characteristic of the feedback that provided by teacher is. To answer this research question, thus, the researcher continued to find out the characteristic of feedback by observing at the microteaching class and interviewing the teacher who handles the class. Moreover, the data from the observation explained by the table below :
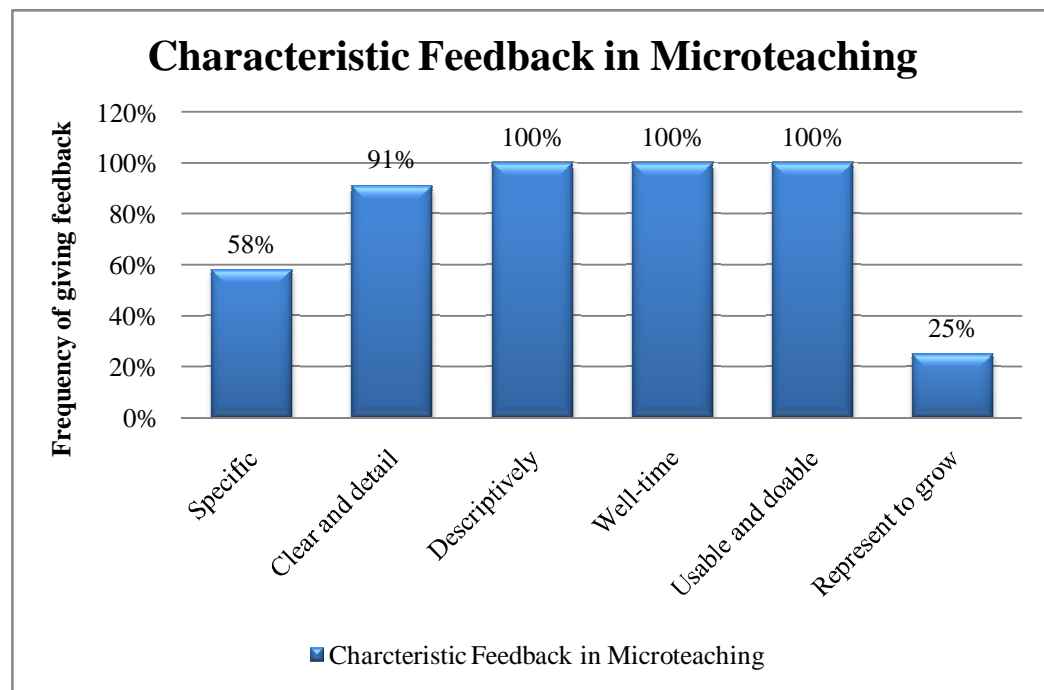
Characteristic Feedback in Microteaching

Specific — 58%
Clear and detail — 91%
Descriptively — 100%
Well-time — 100%
Usable and doable — 100%
Represent to grow — 25%

Frequency of giving feedback

■ Charcteristic Feedback in Microteaching

Chart 4.6 The Characteristic of Feedback[13]

Feedback was information about the past presentation that may influence the future student's behavior in developing lesson plan. Therefore, an effective feedback was needed to achieve the goal of teaching and learning process. From the record of the observation, there were six characters found from

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[13] The data from Observation Checklist of Feedback Characteristic

the teacher's feedback at Microteaching Class; specific, clear and detail, descriptively, well-timed, usable and doable, represent to grow. Moreover, almost the characteristic of feedback has high frequency in delivering in the class. Such as well-timed, usable and doable, and descriptively were the characteristic that provided frequently. It attained 100% , means that almost the teacher's feedback included this characteristic.

In this study, the researcher found that s feedback was provided on the lesson plan categories, they were, objective, indicator and assessment.

a. Specific

The first characteristic feedback was specific. Specific feedback is identified as the feedback that explained the comment and information in detail. The detail information was delivered to reinforce the reason. The feedback was categorized as specific if it was given based on the lesson plan detail and delivered in detail explanation are the. The data from the observation showed that 58% specific feedback was compiled. Building on the interview with the lecturer, she/he said that specific feedback is significant since the student knows the strength and the weakness of their work in detail. [14] While, having observe in the Microteaching class, the researcher found that most of the specific feedback is delivered orally than in written form. It confirms by the lecturer explanation;

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[14] Interview with the lecturer of D and E class of Microteaching program on June 10th, 2014 at 1 pm

"In avoiding the feedback misunderstanding, I prefer to deliver it directly, so there will be many comments that I can provide to my student. Moreover, I usually give brief explanation of the material reveal with the student error". [15]

In this study, specific feedback was provided to the 7 students who have different category. From 12 students, 7 students were delivering the specific feedback on their lesson planning, both oral and written feedback.. The specific feedback often obtained to the student was :

I like the activities of your lesson plan, almost the activities can engage the students. But be careful with your instruction. Because your instruction is <u>unclear, it proves when many students still confused despite of the teacher already told about the instruction.</u>

Figure 4.1 Specific Feedback

b. Clear and Detail

The additional characteristic feedback was clear and detail. Clear feedback means that the feedback delivered were easy to be understood by the students, it also should be delivered straight out to avoid misunderstanding. Moreover, the feedback should be clearly and related to the lesson plan assessment criteria. During observing the classroom, almost the teacher's feedbacks delivered to students included this characteristic. It delivered 91% in the Microteaching class. Based on the teacher's feedback, it was founded that most the students were provided feedback in clear and detail in written form and orally.

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[15] Interview with the lecturer of D and E class of Microteaching program on June 10th, 2014 at 1.10 pm

Do you know what are the differences between Indicator and the Aim? Because your <u>indicator is to general</u>. You should make <u>it more specific detail to catch the aim</u>. Here, I notice that your indicator and the aim <u>are not match anymore</u>. So, please make sure that you understand with the aim for the next lesson plan.

Figure 4.2 Clear and Detail

In other hands, there was also a student that delivered unspecific or general feedback, ST 8. Feedback for the ST 8 was not including as clear detail because the teacher explained the strengths without any additional comment for example *"This lesson plan has a good enough of indicator"*. There is no detail information about the teacher's explanation of giving feedback". The data on the table presented that the clear and detail feedback were delivered in all aspects of lesson plan. It was also stated by the teacher, that always tried to provide a clear feedback in order to help the student in understanding the teacher's feedback easily.

c. Descriptively

The third characteristic is descriptive feedback, it expressed what were observed in a work and identified the strength and weakness of the lesson plan descriptively, therefore most of this characteristic were delivered orally. The result from observation showed that descriptive feedback was delivered to all students both of D and E students. It indicated by the percentage of feedback that is 100% delivered in the class. Although, the descriptive

feedback was delivered to most the students, but it did not mean that every lesson plan category was delivered feedback descriptively.

The characteristic of descriptive feedback was provided in some of the categories of lesson plan as like in part of objective, indicator, and assessment. The three categories were the most part that feedback was explained descriptively. In addition, the teacher also justified that descriptive feedback were almost delivered on the six categories above because many students doing error in those categories, therefore, she said that it was needed to give specific information and comment to the student to avoid the same error in the next lesson plan. For example, the descriptive feedback for ST 8 was about the indicator, the feedback present the strength and the weakness of student's indicator. The example of descriptive feedback was presented on the figure 4.3 below :

Lesson plan with many indicators actually is not poor anymore, but in this lesson plan, there were so many unnecessary indicators. Moreover, It has many activities without have equivalent with the indicator.

Figure 4.3 Descriptive Feedback

d. Represent To Grow

The other characteristic was represented to grow. Basically, represent commitment to growth means that feedback was motivational in enhancing the learner to create better lesson plan. Included in the characteristic was feedback with motivational word. The researcher found that feedback represent to growth delivered in some of the categories of the lesson plan. In

this study, the researcher found it was delivered about 25% to both of the two classes. There were feedback for the indicator, objective, procedure and assessment. Moreover, there were 2 students who have given this feedback. In addition, the characteristic of the sentences were statements that stressing the students for having better lesson plan and avoiding the similar error in the last lesson plan. For the detail of feedback see *Appendix V*.

e. Well-Timed

In other characteristic, the well-timed feedback was identified based on the time when the feedback was delivered. During the class, most of the feedback was delivered following the students perform their teaching, it proved from data in the Chart 4.6 that this feedback present 100%. Included to every students, ST 1 to ST 12. While, based on the interview, the feedback was delivered after the students performance by considering the memory of the student. After having performance, they will keep in mind all the activities that having done, therefore the feedback can facilitate student to address the feedback in earliest time.
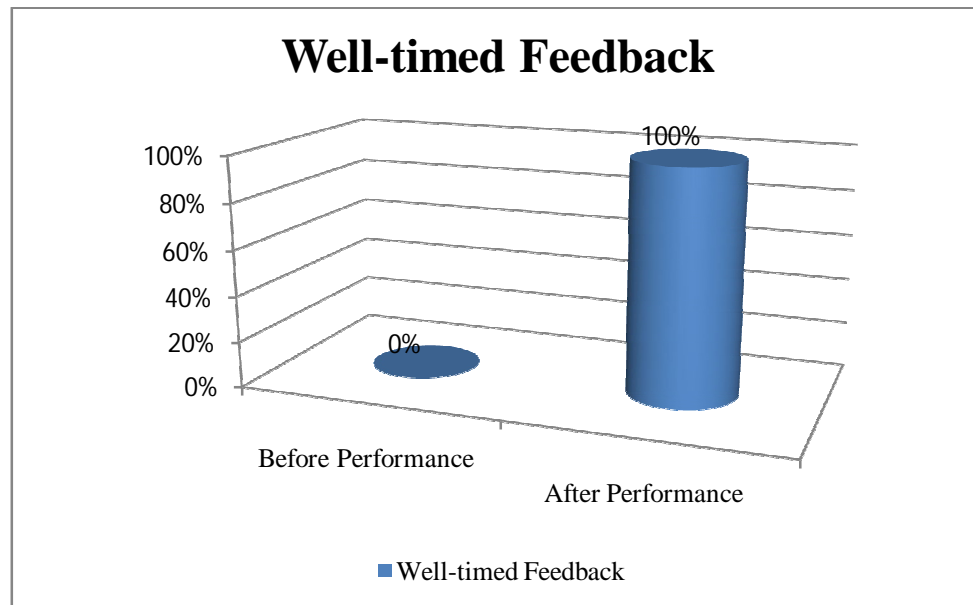
Well-timed Feedback

100%

100%
80%
60%
40%
20%
0%

0%

Before Performance

After Performance

■ Well-timed Feedback

Chart 4.7 The percentage of well-timed Categories

Based on the table above, there was no feedback delivered before the student doing their performance. In other word, the feedback was delivered after the student performed their teaching, surprisingly it was showed by 100% in the Chart 4.7.

f. Usable and doable

Based on the result of interview with the students, the feedback was obtained during the learning process was usable and doable for the students. Moreover, they stated that during the microteaching program, the feedback was easy to be understood and used the simple sentence. The feedback contained how to improve skill in arranging good lesson plan. When the researcher ask the one of the student the state that;

"I think the feedback is clear enough for me because the lecturer uses the common word so I can understand easily. Therefore, I was able to use the feedback for addressing my next better lesson plan. My lecturer also advises me what my strength and weakness of my lesson plan. So, I know what should I do from those feedback."[16]

The teacher feedback has scope for the strength and the weakness for each lesson plan. Therefore, almost the students said that the feedback was usable and doable for developing lesson plan better. There statement also justified by the 11 students who agree that the feedback that their obtained were doable.

Finally, as the conclusion, from all the explanation above the characteristic feedback that was provided in the Microteaching class academic year 2013/2014 were specific, clear and detail, descriptively, represent to growth, well-timed and useable feedback.

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

In the third research problems, the writer used interview and documentation to answer the research question. The interview was held to the 12 students as sample of the research, while the documentation was collected from the student's lesson plan, both of 1st lesson plan (LP 1) and 2nd lesson plan (LP 2).

Having the research about feedback that provided on the Microteaching class and the characteristic of feedback, then the last question was how the students address the feedback. To answer this research question, thus, the researcher tried to find out the answer by having interview and analyzing the lesson plan

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[16] Interview with the students of D and E class of Microteaching program on June 15th, 2014 at 10 am

document. In this case, the researcher analysed the 1st lesson plan (LP 1) and also the 2nd lesson plan (LP 2) of the students. LP 1 was the lesson plan for the first teaching performance while LP 2 was the lesson plan for the second teaching performance. Based on the McClure's theory, the researcher found the way of students in addressing the feedback :

a. Identify the feedback on Lesson plan

In identifying the feedback, the result of the interview with the teacher showed that, teacher provided feedback in orally and written form. Oral feedback was delivered during the class when the student had performed their teaching, while the written form were delivered on the student's lesson plan. From the result of the interview with the teacher, they said that the teacher's feedback was not only based on the student's lesson plan error. As the teacher said that :

"I often deliver feedback in part that I think it is important to deliver comment. so, the feedback can be the strength and weakness of the work. But, I usually deliver feedback to the weakness of student's lesson plan." [17]

Those explanations present that the part of the teacher's focus in delivering feedback was not only on the student's lesson plan weakness, but also what their strength of the student's work in exploring the good work. However, the teacher considers to focus on the student's error work to help the student improve their skill. It had collateral with the result of the interview with the a student of microteaching class. When the researcher asked the student: " *Does the feedback evaluate your strength and weakness?*" then the students said that:

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[17] Interview with the lecturer of D and E class of Microteaching program on June 10th, 2014 at 1 pm

"Yes, I do. Our lecturer gives information about our strange of our teaching such as the lesson plan, the technique of teaching the media lecturer will praise the student but after that the lecturer also comment. Actually, the weakness of my lesson plan is just about the grading. My grading does not match. and also with my teaching technique".[18]

From those result of interview, Principally, feedback for the student's lesson plan were delivered in all the aspect of student's lesson plan, both of the weakness and the strange. Therefore, before they address the feedback, they identified the feedback which is the feedback for their strength or error. It delivered orally in written form. Those kind of feedback was delivered on the 1st lesson plan on the first cycle of teaching performance.

b. Identify error of lesson plan

After identified the feedback, then the student identified the error of lesson plan. Teacher's feedback usually indicated the error of work. From the result of analyzing feedback and document founded that there were six common categories in the student's lesson plan error. Those categories were the category of objective, indicator, material, timing, procedure and the category of assessment.

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[18] Interview with the lecturer of D and E class of Microteaching program on June 10th, 2014 at 1.05 pm
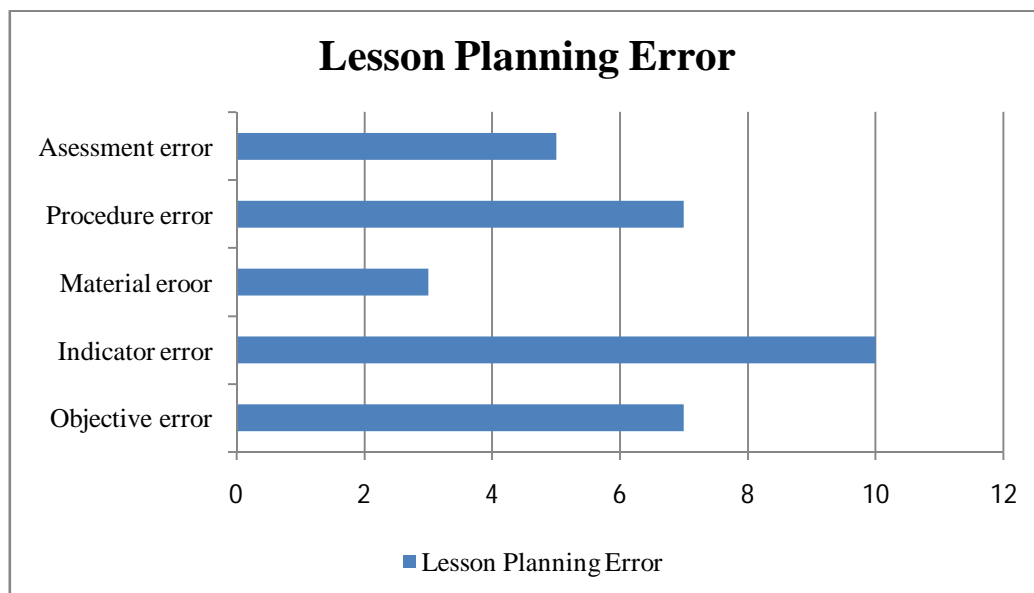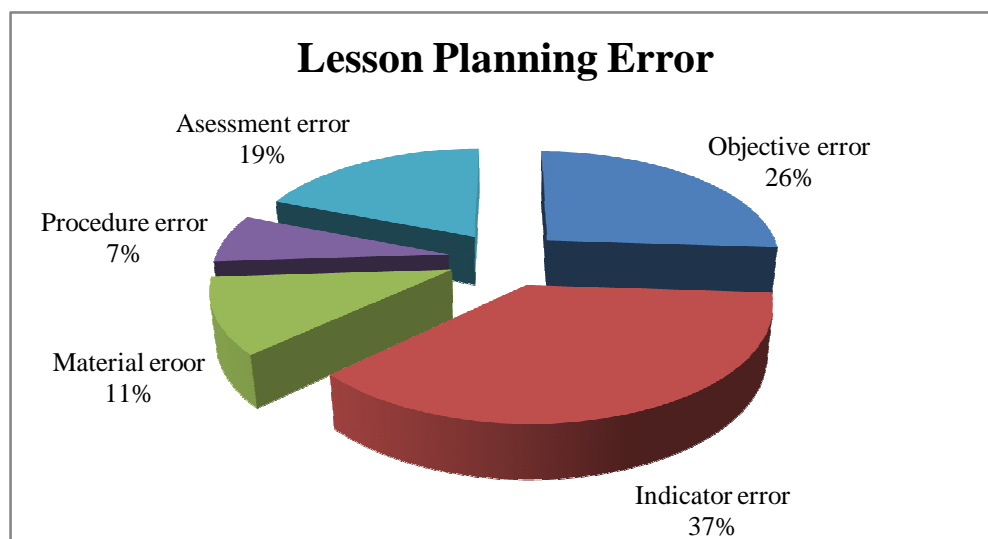
Chart 4.8 The Student's Lesson Plan Error[19]

Chart 4.9 The Percentage of Student's Lesson Planning Error[20]

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[19] The data from student's lesson plan document
[20] The data from student's lesson plan document

The Chart 4.8 represented the teacher's feedback area on student's lesson plan . Moreover, from the Chart 4.9 presented that the most error of student in designing lesson plan were in indicator and instructional objective category. Having interview with the teacher, she/he also said that the most student's error faced by the teacher are objective and indicator category.[21] The data show that the objective error was 26% while the indicator error were 37%. Therefore, the feedback that most delivered are the feedback in objective and indicator category.

While, during the observation process found that the feedback was delivered in-depth to the student error. The detail feedback information and suggestion were delivered orally. This error was identified from the 1st lesson plan (LP 1) included the written feedback from the lecturer.

c. Evaluate the lesson planning error and respond to feedback

After classified the error of lesson plan, the next step to address the feedback were evaluate the error, the data from interview presented that the majority of the students addressed the feedback based on the lesson plan error of the 1st lesson plan (LP 1). The 1st lesson plan was used as the minimum standard to get better lesson plan for the next performance. Then, they addressed the feedback on their lesson plan error through response it, by taking note when the teacher provided

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[21] Interview with the lecturer of D and E class of Microteaching program on June 10th, 2014 at 1.07 pm

feedback orally and asked the teacher for the ambiguous feedback, both of oral and written. Hence, they addressed the teacher feedback by applying the teacher's suggestion to avoid the similar error in future lesson plan. In order to verify whether the students addressed feedback or no, the researcher was continuing in analyzing the second lesson plan (LP 2).

d. Addressing teacher feedback on 2nd Lesson plan

During analyzing the lesson plan document, the researcher observed based on the lesson plan category. Therefore, from this document, the researcher found that almost the students were addressed on what teacher's feedback in the last lesson plan. On the student 2nd lesson plan , indicated that almost students have enhancement quality on their lesson plan, it proved from the score of each category in designing lesson plan. Those kind of score were identified the student's lesson planning quality. Moreover the quality of the students lesson plan was represented by the score of each indicator. There was different score from the 1st to 2nd lesson plan based on the score of the table, means that there was different quality of the student's lesson plans. The different quality of lesson plan indicates the progress, the decline, and the constant of lesson plan. Moreover, the progress of every category was identified variously, from the enough lesson plan category develop into good lesson plan category, or from good lesson plan category develop into very good lesson plan. For the detail see *Appendix III.*

Dealing with addressing feedback in the **instructional objective** category, there were 7 students obtained teacher feedback. The teacher provided feedback based on the student's objective error. Most of the error in the 1st lesson plan were the vague aim on lesson plan and the objective did not match with the based competence. After have been gotten teacher's feedback, then in the 2nd lesson plan most of the students have progress in designing objective. Almost the objectives of student's lesson plan were clear and detail. Most of the objective was also match with the based competence.

Then after having the feedback to the error, there was different quality of student's lesson plan in D and E class. The different quality as like from "enough" objectives to be "very good" objective. In terms of interviewing the students, almost the student argue that the progress of the objective quality because they have addressed what the teacher comment and suggestion in the 1st lesson plan. But there were 2 students that does not address the teachers feedback. There were ST 4 and ST 11, it proved by the constant quality of the 1st and 2nd lesson plan (*see appendix III)*. Based on the interview and the result of analyzing the document, they have constant score because the part of objective error were different, although they had address the teachers feedback in the 1st lesson plan.
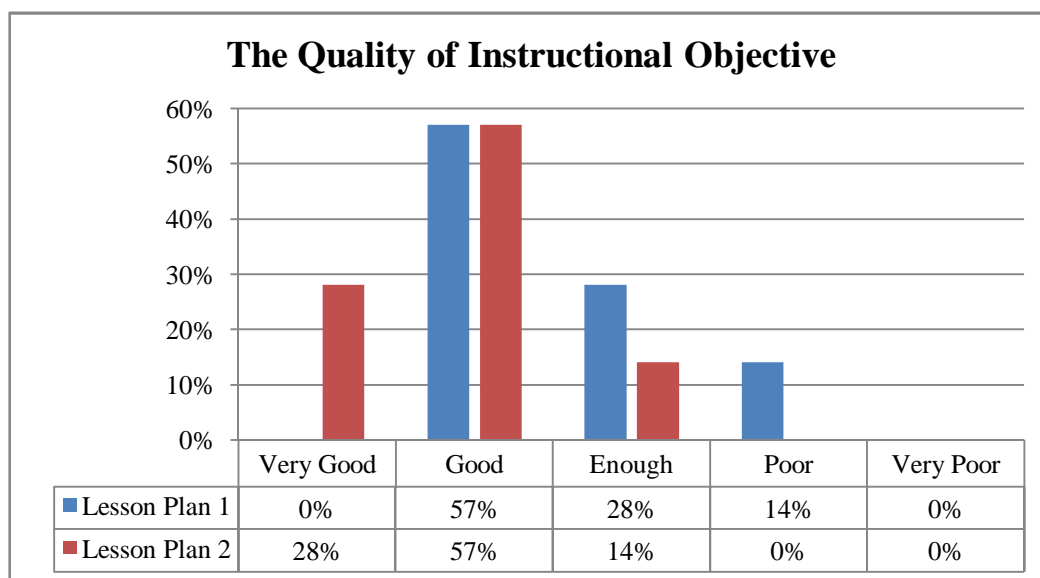
The Quality of Instructional Objective

	Very Good	Good	Enough	Poor	Very Poor
■ Lesson Plan 1	0%	57%	28%	14%	0%
■ Lesson Plan 2	28%	57%	14%	0%	0%

Chart 4.10 The percentage of Student's Objective Quality[22]

From the Chart above, it showed that there were progressing skill of students in developing lesson planning. It proved from the increase of very good and good quality of instructional objective in the 2nd lesson plan. While for the good category, although it showed the similar percentage but it indicate the different part from the 1st lesson plan to the 2nd lesson plan. For more detail explanation see *Appendix III.*

Regarding to address the **indicator category**, there were 10 students obtained teacher's feedback because of having error in designing indicator. Most of the error in the 1st lesson plan were general indicator on their lesson plan, the indicator was not match with the aim of the lesson plan and also the indicator does not have related domain. After analyzing the 1st lesson plan that have been gotten teacher's feedback, then researcher analysed the 2nd lesson plan. In the 2nd

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[22] The data from student's lesson plan document

lesson plan almost the students have different quality in designing indicator. Almost the indicators were clear and detail. Most of the indicator had matched with the aim. It proved from the quality of indicator category (*see Chart 4.11*). Means that there was progressing quality from poor to enough indicator. The data from interview showed that the different indicator quality caused they addressed what the teacher's comment and avoid the similar error. In other hand, although most of the students have reduced the error, but there was 1 student that does not address the teachers feedback. There was ST 4, it proved by the constant score from the 1st and 2nd lesson plan. Based on the interview, the students who have constant indicator quality because they have error in different aspect of indicator, although they had address the teachers feedback in the 1st lesson plan. In short, see Chart 4.11 below:
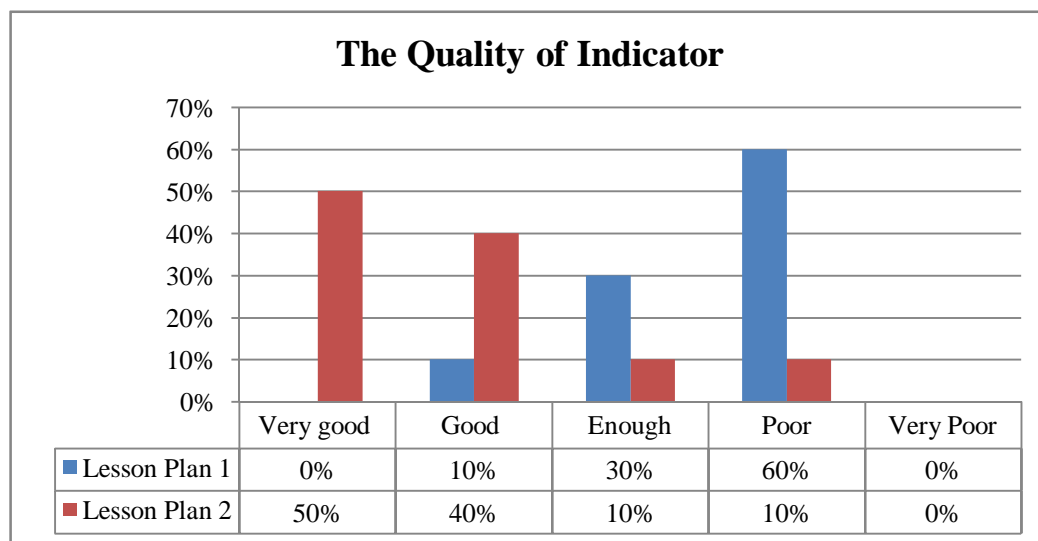
The Quality of Indicator

	Very good	Good	Enough	Poor	Very Poor
Lesson Plan 1	0%	10%	30%	60%	0%
Lesson Plan 2	50%	40%	10%	10%	0%

Chart 4.11 The percentage of Student's Indicator Quality[23]

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[23] The data from student's lesson plan document

From the Chart 4.14 was showed that there were developing quality of the student's indicator. There was increasing percentage of very good and good quality, from 0% to 50% and from 10% to 40%, in other hand there was decreasing quality of Enough and poor quality of Indicator category. It indicated that most of the students were addressed and addressing the feedback to the 2nd lesson plan.

Dealing with addressing in **Instructional Material** category, there were 4 students who have error in designing the material. Most of the error were the material unspecific moreover the material was to theoretical. After analyzing the 1st lesson plan then researcher analyzed the 2nd lesson plan. In the 2nd lesson plan almost the students have improvement in designing material. For example, the material in the lesson plan was written more detail. Most of the indicator were also matched with the aim. It proved by the different quality from good in designing material to be very good quality in designing the material. It can be concluded that in this category almost the students have better lesson plan quality following the teacher's feedback on the last lesson plan. It proved from the data on the Chart 4.12 showed that there was significant development of very good instructional material, from 0% to 50%, in other hand there was decreasing poor quality of material from 50% to 0%. It can be conclude that by addressing the teacher's feedback effected the student's lesson plan significantly, the data could be seen on Chart 4.12 below:
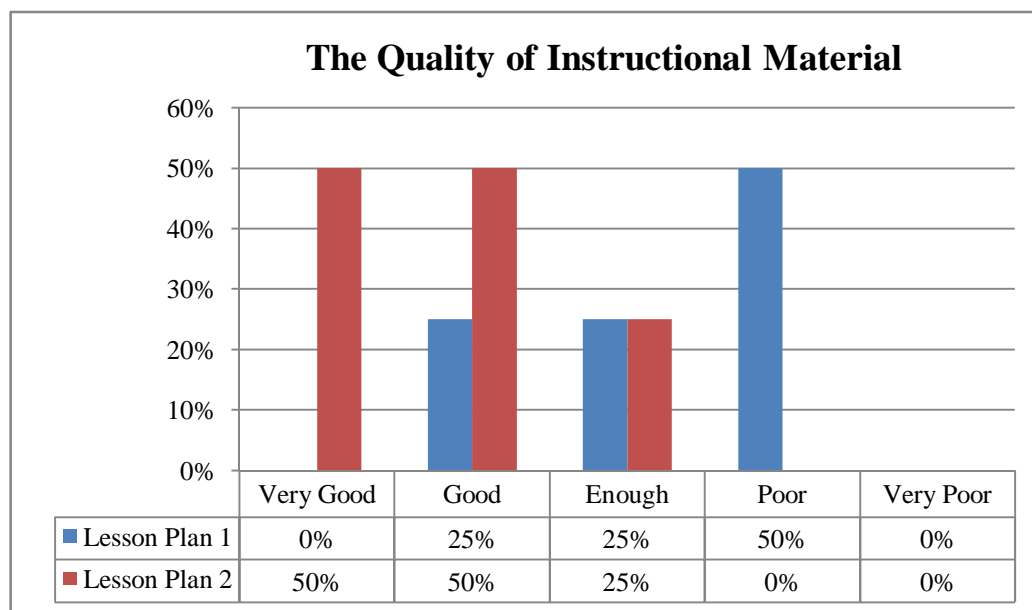
The Quality of Instructional Material

	Very Good	Good	Enough	Poor	Very Poor
■ Lesson Plan 1	0%	25%	25%	50%	0%
■ Lesson Plan 2	50%	50%	25%	0%	0%

Chart 4.12 The percentage of Student's Material Quality[24]

Dealing with addressing of **learning procedure**, the common error was the activity or the media does not match with the planning activity. There were 4 students that having this error. After analyzing the 1st lesson plan that has been gotten teacher's feedback, then researcher analysed the 2nd lesson plan. In the 2nd lesson plan almost the students have improvement in designing the teaching staging. Almost the material and the teaching procedure was matched. Although most of the students have development on their indicator, but there was 1 student that has constant quality. There was ST 4, it proved by the constant score from the 1st and 2nd lesson plan.. Based on the interview and the result of analyzing the document the students have constant quality of learning procedure because they procedure was still general, not specific. Means, that this student was not

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[24] The data from student's lesson plan document

addressed to the teacher's feedback. Inversely, there were 33% students hove progression in planning instructional material in the 2nd lesson plan to be very good quality. While the others have 66% progression in the 2nd lesson plan from 33% in the 1st lesson plan. For the detail, see the Chart 4.13 below:

The Quality of Learning Procedure

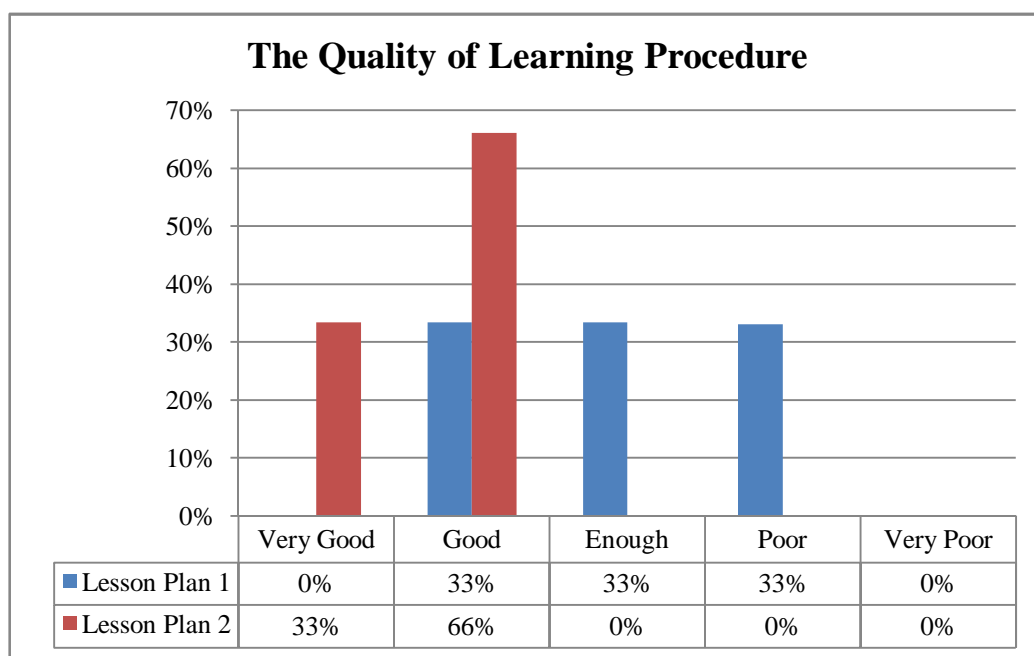|	Very Good	Good	Enough	Poor	Very Poor
Lesson Plan 1	0%	33%	33%	33%	0%
Lesson Plan 2	33%	66%	0%	0%	0%

Chart 4.13 The percentage of Student's Procedure Quality [25]

While, dealing with addressing in **the assessment category,** the common error was the assessment does not match with the indicator. There were 5 students that having this error. After analyzing the 1st lesson plan, then continued to analyze the 2nd lesson plan. In the 2nd lesson plan almost the students have improvement in designing the assessment. Almost the assessment was match. It proved by different quality from above from enough assessment tool to very good quality of assessment. And also, it was strengthened by the result of the

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[25] The data from student's lesson plan document

interview that they had addressed the teacher's feedback. Moreover, the data on the Chart 4.17 was proved that most of the students had addressed and addressed on the teacher feedback. It was proved by the raising of the percentage from 40% enough quality to be 0% in the 2nd lesson plan. While the very good quality had progression from 0% to 40% in the 2nd lesson plan. For the detail, see the Chart 4.14 below:

The Quality of Assessment Tool

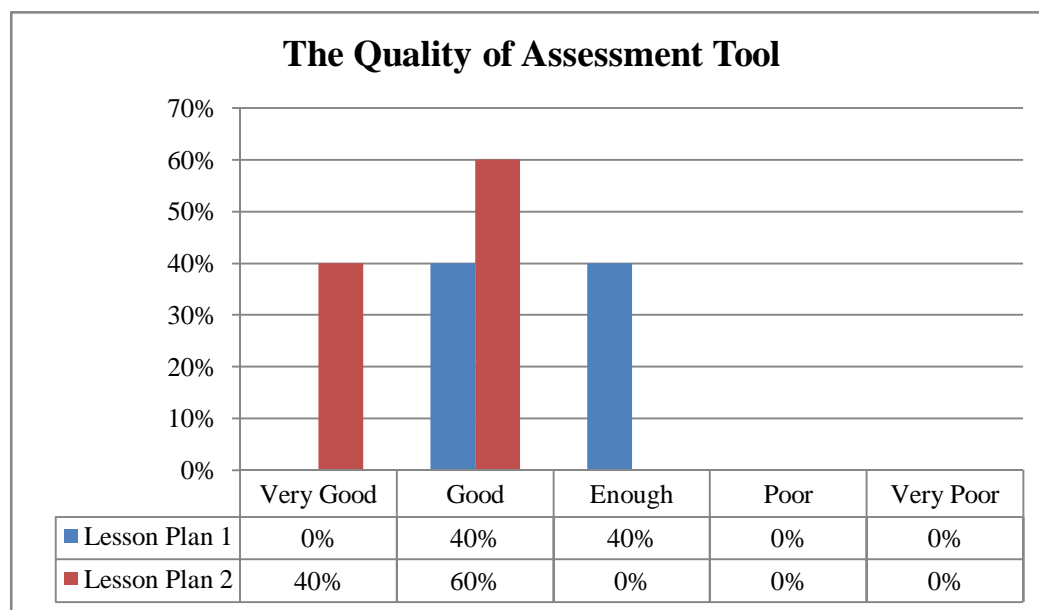|	Very Good	Good	Enough	Poor	Very Poor
Lesson Plan 1	0%	40%	40%	0%	0%
Lesson Plan 2	40%	60%	0%	0%	0%

Chart 4.14 The percentage of Student's Assessment Quality[26]

From the all explanation above, the result of the interview the majority of students stated if they have addressed to what the teacher's feedback for them. They addressed the feedback by identifying the feedback on their lesson plan, generate the possible error, evaluated the lesson plan and responded to feedback. Finally addressing the feedback on the 2nd lesson plan. The result on the 2nd

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[26] The data from student's lesson plan document

lesson plan, they had avoided the similar error in a future lesson plan. Moreover, This statement was proved by the sequence of student's lesson plan which indicated the quality of the lesson plan. Finally, all of these data were further analysed and interpreted on the discussion.

B. Discussion

In this session, the researcher presented discussion based on the findings of the study. This discussion dialed with the research question of this study, these are: the feedback provided during the class, the characteristic of feedback and the way of students addressing the feedback.

1. The Feedback that Provided to The Students in Microteaching Program

In this research, the finding presented that the feedback, which provided during the Microteaching class was feedback focusing on lesson plan item. It comprises of description, judgmental, positive, and negative feedback. Furthermore, those delivered of feedback were divided from four categories: based on the focus, comparison, function and the valence.

Based on the result of the finding, the teacher's feedback was focus on the student's lesson plan. There were 5 feedbacks delivered on the task and 4 feedback delivered on the processing of task, all of the feedback was delivered based on the lesson plan error in order to develop the student's lesson planning skill. This finding was related as the statement of Stephen in his research that comment and suggestions contained within feedback need to be

focused, practical and based on the professional assessment.[27] Therefore, the implementation of the teacher's feedback at the Microteaching program at English Teacher Education Department has in line with the theory. Because the teacher provided the feedback focus on lesson plan category as the standard of the lesson plan assessed.

Another finding explained that the teacher provided descriptive and judgmental feedback as the function of feedback. The teacher delivered the descriptive feedback almost 100% while the judgmental feedback was delivered about 50%. Hence, both of the judgmental and descriptive feedback were provided by the teacher. The theory of good feedback stated by Berquist that a good feedback should be descriptive rather than judgmental. He also stated that it was very significant to deliver feedback focusing on what the individual did rather that say their behavior.[28] Similar to this theory, Kurts on his research also stated that feedback should be delivered in descriptive rather judgmental. Moreover, he also affirmed that descriptive feedback is very effectively lead the student's improvement on into what outcome they are trying to achieve. He also gave an additional explanation that judgmental feedback both of in positive or negative is bound to create defensiveness.[29] However, although a good feedback is identified as a descriptive feedback,

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[27] Stephen Dinham, *The Powerful of Teacher Feedback* (Teaching, Learning and leadership at ACER. Synergy Volume 6, Number 2)

[28] W.H, Bergquist - Arid Philips, S.R.*A Handbook for Faculty Development, June (*Council for the Advancement of Small Collages, Washington D.C, 1975)

[29] Kurt Sm, et.al., .*Principle of Constructive Feedback (*Teaching and learning communication skill in Medicine. Radcliffe Medical Press(Oxford), 1998)

but in finding of the research found that there is judgmental feedback included in teacher's feedback. It means that the implementation of teacher feedback is not in line with what is required with the theory which explained by Bergquist and Kurt.

The next issue was about the positive and negative feedback as the valence of feedback. From the data of the findings, teacher was delivered the positive feedback more than 91% and negative feedback is delivered about 8%. Furthermore, Susan stated on her book that positive feedback often used to price if the student doing a good job, positive feedback is also used for giving suggestions for improvement. While negative feedback is most often used for punishing for poor work and describing incorrect without any suggestion.[30] She also argued that negative feedback was often expressed teacher's displeasure and frustration. Relating the data and the result of the research, the feedback provided in the class was not in line with the theory from Susan. The teacher argued when being interviewed that the negative feedback was delivered in order to convince the student to avoid the similar lesson plan error.

Finally, it can be concluded that the feedback was provided in the Microteaching class were focused on the student's lesson planning error. Include on teacher's feedback were the feedback for task and the processing of lesson plan.

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[30] Susan.M. Brookmat, *How To Give Effective Feedback To Your Students* (USA:ASDC), 21.

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

The result of the characteristic was presented that there were 6 characteristics delivered to the teachers feedback. In other hands, according to Berquist, there are eight characters of effective feedback, they are: descriptive, specific, appropriate, usable, well-timed, clear and honest, requested and represents a commitment to growth.[31] While, based on the findings of this study, there are only some characteristics of feedback delivered by the teachers. They are specific, clear and detail, usable and doable, descriptive, represent a commitment to growth, and well-timed. From the result of finding, all the effective feedback characteristic was seen on the feedback that provided by the teacher to the student's lesson plan at Microteaching class. As Susan stated on her book "*How To Give Effective Feedback To Your Student*" that an effective feedback is a good feedback, it was used to provide feedback to the student in concerning the progress, clarifying for the student need to do improve.[32] Therefore, good feedback may have an effective feedback characterized.

From the data findings found that 58% teacher delivered the specific feedback during the teaching process in microteaching program. Those data indicated that not all the students were given feedback specifically in some of

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[31] W.H, Bergquist - Arid Philips, S.R. *A Handbook for Faculty Development, June* (Council for the Advancement of Small Collages, Washington D.C, 1975)

[32] Susan.M. Brookmat, *How To Give Effective……………………………………………., 2.*

the lesson plan category. Moreover, Berquist stated that to be an effective feedback, feedback should be delivered specific rather than general because specific explanation is more easily to be understood that are general comments.[33] In addition, the data showed that the common specific feedback to the student's lesson plan was feedback of objective, indicator, material and assessment.

In other characteristics of effective feedback is clear and detail. From the data findings presented that almost 91% teacher delivered the clear and detail feedback during the teaching process in microteaching program. According to Kart, feedback should be delivered clear because it is important for creating the feedback easier to process by keeping the point short and precise.[34] From the theory and the implementation during the class, it was appropriate with the teachesr's feedback that delivered during the class.

For the well-time characteristic, the finding was made clear that this characteristic 100% delivered in the class. Means that all of the students are delivered feedback in well timed. An effective feedback characteristic should be delivered as earliest as after the students performance. This argument was supported by Phillip, he stated on his journal that feedback is more useful at its earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it). More over excellent feedback presented at an

[33] W.H, Bergquist - Arid Philips, S.R. *A Handbook for Faculty Development* (Council for the Advancement of Small Collages, Washington D.C, 1975)

[34] Kart,Silverman Draper, *Principle of Contructive Feedback* (Radclife medial Press: Oxford), 25.

"inappropriate time" may do more harm than good.[35]   From the result of observation, almost the feedback was delivered after student practiced their teaching. Therefore, the majority of the feedback in the PPL class was delivered in a well-timed.

The next characteristic was feedback that represent commitment to growing, for this characteristic only 25% found on the teacher's feedback during the Microteaching class. According to Phillip, Feedback is best when it is offered out of a commitment to the person, he also gave addition that the intention is to help the other learn and grow.[36] Although the theory was clearly to be understood, but during the observation, this characteristic feedback was rarely found to be delivered to the students. For the last characteristic of effective feedback was the usable and doable feedback. It delivered 100% during the classroom program, it proved by the result of the interview that almost the students argued that the teacher's feedback was doable to be implemented to their error lesson plan.

Dealing with the characteristic that was not found on the teacher's feedback at microteaching class is " requested" characteristic. It was occurred because feedback in microteaching class was becoming one of the lecture' role in developing student's teaching skill. Therefore, this condition is in line with the theory stated that the aim of microteaching class program is to shape

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[35] Arid Phillip, *A Handbook of Faculty Development* (Washinton D.C), 1.
[36] Arid Phillip, *A Handbook ....*,1.

and strengthen the basic teaching technique and provide feedback for the student[37].

From the data above, therefore it can be concluded that the characteristic of teacher feedback in the Microteaching class was included in the characteristic of effective feedback. But in the implementation of the characteristic of the feedback often did not apply as the theory foundation.

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

Based on the result of the finding, most of the students were addressed and addressed the teacher's feedback that had been delivered. Means, the quality of student's skill in designing a lesson plan had progressed significantly. Moreover, it was proved by the quality of each lesson plan items that majority had development. It proved by the progressing skill in designing of indicator, instructional material, the timing, the teaching staging/procedure, the assessment and the instructional objectives of lesson plan.

Furthermore, some of the data indicated that some students who have not enhancement yet. According to Bahmanpoor on his research, the effect of feedback on learner will affect the improvement differently, although the same comments are used.[38] Moreover, Hatti and Timperley also stated that although feedback is among the major influences, the type of feedback and the

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[37] Farah, *Analisis Kompetensi Pedagogik. 2008,* 26.
[38] Shahnoush Bahmanpoor, *The Effect Of Oral and Written Feedback on Improving Grammar Ability of EFL Learners,* Indian Journal of fundamental and Applied Life Sciences. Vol.3 2013

way given can be differentially effective[39]. It means that even though the teacher in providing feedback is similar among the student, but the effect of the feedback may be different for each students.

In addressing the teachers feedback, the response among the students are variously. There are students with big improvement and slight improvement in the lesson planning skill. Moreover, there are also students that constant without improvement although have given teacher's feedback. According to Kulhavy, feedback is not necessarily reinforcement, because it can be accepted, modified, and rejected[40]. Means, that effective feedback provided in the class may not impact maximally, if there was not responding from the students.

Dealing with the score that indicates the quality of student's lesson plan, there are 80% students who addressed the teachers feedback, consist of 60% who have enhancement and 20% have slight enhancement on their lesson planning skill. Furthermore, 20% students are constant or no enhancement. This finding is in line with the result of previous study on teacher feedback of Wijayanto[41] that there is progress of students' in their speech performance after the teacher gave a feedback as evaluation.

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[39] John Hatti - Helen Timperley. *The Power of Feedback* (USA: Educational Research Association, 2007)

[40] Kulhavy, R.W, *Feedback in written instruction:* Review of Educational Research, 47 (1), 211-232

[41] Pikir Wisnu Wijayanto, *Teacher Feedback as an Evaluation For Improving Student Speech Performance* (Department of Information and Technology), 4.

Based on the result of interview with the student, the student who have big and slight enhancement in their lesson plan were the students who gave respond to the teacher feedback, they also did taking note and asked to the teacher if they did not understand with the feedback. After that, they tried to address those feedbacks and avoided the same mistakes on the first lesson plan. Besides, the result of the interview with the constant student presented that principally, they also responded to the teacher feedback. This situation is in line with Sommer's theory that teacher's feedback is limited in helping students when it fails to offer any strategies for carrying out teacher feedback[42]. But at times they did not understand well what the teacher's feedback. Therefore, they often confused how to respond to the feedback and do the other mistakes in similar category. Therefore, from the data above, it can be concluded that the majority students were addressing the teacher's feedback and have enhancement in lesson planning skill.

In short, this is the end of this chapter which described the finding and discussion of this study. In this chapter, the writer has been answered the three research problem such as the feedback are provided in the Microteaching Class. The characteristic of the feedback and the students address the feedback.

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[42] Sommers, *Responding to Student Writing* (Rowley, MA:Newbury House, 1984), 14.