

**THE TEACHER'S ONLINE FEEDBACK ABOUT THE PEDAGOGICAL  
SKILL OF EFL STUDENTS IN MICRO TEACHING CLASS**

**THESIS**

Submitted in partial fulfilment of the requirement for the degree of Sarjana  
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By:

**Edwina Attahiya Soebagyo**  
D75217076

Supervisor 1:

**Rakhmawati, M.Pd**  
197803172009122002

Supervisor 2:

**Fitriah, Ph. D**  
197610042009122001

**ENGLISH TEACHER EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL  
SURABAYA  
2023**

## PERNYATAAN KEASLIAN TULISAN

### PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Edwina Attahiya Soebagyo  
NIM : D75217076  
Jurusan/Program Studi : Pendidikan Bahasa/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan

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Surabaya, 13 April 2023

Yang Membuat Pernyataan



**Edwina Attahiya Soebagyo**

NIM. D75217076

## ADVISOR APPROVAL SHEET

This thesis by Edwina Attahiya Soebagyo entitled “**The Teacher’s Online Feedback In Pedagogical Skill Of Efl Students In Micro Teaching Class**” has been approved by the thesis advisors for further approval by the Board of examiners.

Surabaya, 13th of April 2023

Advisor I



**Rakhmawati, M.Pd**

Nip. 197803172009122002

Advisor II



**Fitriah, PhD**

NIP. 197610042009122001

## EXAMINER APPROVAL SHEET

This thesis by Edwina Attahiya Soebagyo entitled “**The Teacher’s Online Feedback in Pedagogical Skill of EFL Students in Micro Teaching Class**” has been examined on ??? in addition, approved by the board of examiner

Dean of Tarbiyah and Teacher Training Faculty,



**Prof. Dr. H. Muhammad Thohir, S.Ag. M.Pd**

NIP. 197407251998031001

Examiner 1

**Prof. Dr. M. Salik, M. Ag**

NIP.196712121994031002

Examiner 2

**H. Mokhamad Syaifudin, M. Ed., Ph. D**

NIP. 197310131997031002

Examiner 3

**Rakhmawati, M.Pd**

Nip. 197803172009122002

Examiner 4

**Fitriah, PhD**

NIP. 197610042009122001



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KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA  
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300  
E-Mail: [perpus@uinsby.ac.id](mailto:perpus@uinsby.ac.id)

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : EDWINA ATTAHIYA SOEBAGYO  
NIM : D75217076  
Fakultas/Jurusan : TARBIYAH DAN KEGURUAN/PBI  
E-mail address : [attahiyas98@gmail.com](mailto:attahiyas98@gmail.com)

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## ABSTRACT

Soebagyo, Edwina Attahiya. (2023). *The Teacher's Online Feedback in Pedagogical Skill of EFL Students in Micro Teaching Class*. English Language Education Department. Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisors: Rakhmawati, M. Pd and Fitriah, Ph.D

Key Words: *Teacher Feedback, Pedagogical Skills, Micro-teaching, Online Teaching*

Feedback is an important aspect in students' learning as it provides information to about the strengths and weaknesses of the students. Students can learn and improve their skills and knowledge from the given feedback. This qualitative research aims to describe the types of feedback that teachers give when evaluating students' pedagogical skills in microteaching classes and the effect of their feedback. To explore this issue, the study used a qualitative design by interviewing two teachers and five pre-service teachers who have completed micro-teaching course. The findings indicated that teachers gave on five different feedbacks in micro-teaching class, namely: classroom management, communication skills, lesson plan, the use of media, and ways in giving feedback. Pre- service teachers believed that feedback helped them improve their pedagogical abilities, classroom management, communication skill, and way of designing lesson plans. The study highlights the importance of providing constructive and meaningful feedback to enhance pre-service teacher' pedagogical skills. As these pre-service teachers will be teachers, they should be trained to be professional teachers with good teaching quality.

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## ABSTRAK

Soebagyo, Edwina Attahiya. (2023). *The Teacher's Online Feedback in Pedagogical Skill of EFL Students in Micro Teaching Class*. English Language Education Department. Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisors: Rakhmawati, M. Pd and Fitriah, Ph.D

Key Words: *Teacher Feedback, Pedagogical Skills, Micro-teaching, Online Teaching*

Feedback merupakan aspek penting dalam pembelajaran siswa karena memberikan informasi tentang kekuatan dan kelemahan siswa. Siswa dapat belajar dan meningkatkan keterampilan dan pengetahuan mereka dari umpan balik yang diberikan. Penelitian kualitatif ini bertujuan untuk menggambarkan jenis umpan balik yang diberikan oleh guru saat mengevaluasi keterampilan pedagogis siswa dalam kelas microteaching dan dampak umpan balik tersebut. Untuk mengeksplorasi masalah ini, penelitian menggunakan desain kualitatif dengan mewawancarai dua guru dan lima mahasiswa calon guru yang telah menyelesaikan kursus microteaching. Temuan penelitian menunjukkan bahwa guru memberikan lima jenis umpan balik berbeda dalam kelas microteaching, yaitu: manajemen kelas, keterampilan komunikasi, rencana pembelajaran, penggunaan media, dan cara memberikan umpan balik. Mahasiswa calon guru percaya bahwa umpan balik membantu mereka meningkatkan kemampuan pedagogis mereka, manajemen kelas, keterampilan komunikasi, dan cara merancang rencana pembelajaran. Penelitian ini menyoroti pentingnya memberikan umpan balik yang konstruktif dan bermakna untuk meningkatkan keterampilan pedagogis mahasiswa calon guru. Karena mahasiswa calon guru ini akan menjadi guru, mereka harus dilatih menjadi guru profesional dengan kualitas pengajaran yang baik.



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## LIST OF ABBREVIATION

ELT : English Language Teaching



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## CHAPTER I

### INTRODUCTION

This chapter focuses on the effectiveness of online feedback in enhancing the pedagogical skills of pre-service teachers in Micro-teaching courses. It begins with a description of the background and research questions that guided the study. The objective of the study is to explore how online feedback provided by teachers can support and improve the pedagogical skills of pre-service teachers in the context of Micro-teaching courses. Furthermore, this chapter also discusses the significance of the study, which lies in the potential for online feedback to enhance teaching and learning in online environments. The limitations of the study are also presented, such as the focus on a specific group of pre-service teachers in a specific context. Lastly, the key terms used in the study are defined to provide clarity and understanding for readers.

#### **A. Background of the Study**

Competence in this area is a skill that only qualified teachers should possess. To meet schools' learning objectives, certain skills must be cultivated. Teachers consider professional competence to be vital for growth, since it encompasses the teacher's capacity to master the subject matter as well as their skills to manage to learn. According to Suharsimi Arikunto, to be effective, teachers should possess an extensive understanding of the subject they teach and have a command over various teaching techniques, including the skill to select and implement appropriate strategies based on theoretical principles in the classroom.

Being proficient in teaching skills is essential to educators. These abilities are vital in ensuring that teachers can maintain their students' engagement and sustain their interest in learning. Teaching skills encompass both technical and interpersonal abilities that aid educators in keeping their students engaged and earning respect. Although some of these skills may be innate, others may require honing through practice. However, becoming a

competent teacher involves more than just the development of teaching skills.

Law No. 14 of 2005 on Teachers and Lecturers stipulates that a competent teacher must possess four fundamental competencies in the field of education. These competencies are professional, pedagogical, social, and personal, and pedagogical competence is particularly crucial for teachers.

Successful teaching and the evaluation of student learning are manifestations of pedagogical skills. These abilities include the aptitude to strategize, commence, guide, and enhance education and teaching, utilizing both broad and subject-specific understandings of how students learn. Pedagogical skills involve connecting teaching and research in the relevant subject area. The development of these skills necessitates continuous interaction with individuals both within and outside the university, focusing on matters of subject didactics, and teaching and learning in higher education. By doing so, an individual's pedagogical skills can help enhance others' pedagogical practices. To become a competent teacher, it is imperative to engage in teaching practice, which provides opportunities for students to gain experience in teaching and to create effective teaching and learning environments.

The primary objective of the microteaching class program was to cultivate and reinforce fundamental teaching techniques while providing feedback to students. Therefore, feedback is an indispensable component that contributes substantially to the development of pre-service teaching skills. An aspiring teacher should ensure competence and prioritize students' acquisition of specific teaching skills. Moreover, the feedback principle is highly beneficial in improving teaching skills.

This statement implies that feedback plays a crucial role in the learning process, as it helps students identify their mistakes, motivates them to build confidence, and avoids feeling demotivated due to errors. In this context, feedback can be verbal or written. However, it is essential to note that the

mode of delivering feedback, whether orally or in writing, can significantly influence students' comprehension and interpretation of the feedback.

Feedback serves as a vital component in language teaching and a means of assessing the effectiveness of teaching practices. Teachers can employ feedback to help students identify their mistakes and reflect on them, thus facilitating a better understanding of the language being taught. Feedback should not be solely focused on pointing out weaknesses; instead, teachers should encourage students to learn from their mistakes, thereby enabling them to continue to develop their language skill<sup>1</sup>.

Feedback can be in the form of oral or written. Feedback given through spoken words between teachers and students or among students is considered a typical aspect of communication in educational settings. Oral feedback pertains to feedback given to students through spoken communication. On the other hand, written feedback involves providing comments on students' work, notes on rubrics, or assignment sheets. Written feedback is frequently utilized in writing classes, and it differs slightly from oral feedback as it necessitates providing written comments and corrections on students' written assignments

Feedback from teachers or lecturers can improve students' competence as teachers play a significant role in the teaching and learning process. Through feedback, students could reflect on what they did and could learn from the given feedback. They will know their weaknesses and identify the things that they need to improve. Hatti believes that feedback strong influence on learning and could bring positive learning outcomes<sup>2</sup>. Therefore, a teacher needs to provide feedback to students to develop student's learning abilities.

It further argues that teaching practice is a challenging but significant part of teacher training. The teacher's pedagogic competence is the

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<sup>1</sup> Roger, J. In Adu, It Learning. Buk,ing Ham: Open. University Press. Retrieved on September.

<sup>2</sup> "John Hatti, *Review of Educational Research* (American Educational Research Association, 2007)"



principle competence that must be possessed by the teacher in carrying out an effective and dynamic learning process. However, nowadays, many students find it complicated to improve their pedagogical abilities in the learning process. One way that can be given to stimulate pedagogical skills is to provide feedback to students, especially during micro-teaching or PPL 1 course, so that students know what things need to be considered in the teaching and learning process. However, because nowadays there is a COVID-19 pandemic, students cannot carry out face-to-face learning, so students can only take lectures online. and students also only get feedback online in micro-teaching classes.

The study on the teacher's online feedback in pedagogical skill of students in micro-teaching class is essential in the context of online education. Feedback is a crucial component of the learning process, and its effectiveness in enhancing student learning outcomes has been widely recognized by scholars. For instance, Hattie and Timperley argue that feedback can have a significant impact on student achievement, with an effect size of 0.73.<sup>3</sup> Similarly, Black and Wiliam state that feedback can lead to a 50% improvement in student performance.<sup>4</sup>

Moreover, online learning has become increasingly popular, especially during the COVID-19 pandemic. As a result, it has become crucial to understand how feedback can be effectively provided in online instruction to enhance students' pedagogical abilities. According to Nistor and Neubauer, feedback in online education is more important than in traditional face-to-face instruction because students have less interaction with their teachers. Thus, feedback can serve as a critical tool for guiding students and enhancing their learning outcomes.

In micro-teaching, which is a widely used teaching practice in teacher education, feedback is essential in improving pre-service teachers'

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<sup>3</sup> Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112

<sup>4</sup> Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74.

pedagogical skills. Micro-teaching is a teaching practice that involves practicing teaching in a simulated classroom setting. Pre-service teachers receive feedback on their performance from their peers and instructors, which is essential in developing their teaching skills. Therefore, understanding how online feedback can be effectively provided in micro-teaching is crucial for enhancing pre-service teachers' pedagogical abilities.

In the context of microteaching classes, it has been observed that there are variations in the methods used by teachers to provide feedback to students. Therefore, it is essential to identify and categorize the different types of feedback provided by teachers in microteaching classes. This study aims to explore the various types of feedback that teachers use to improve the pedagogical skills of pre-service teachers.

With the current pandemic situation, many teachers have shifted their feedback methods to online platforms such as Google Classroom. This study also aims to identify the online feedback methods used by teachers in microteaching classes and the impact of these feedback methods on the pedagogical skills of pre-service teachers.

The study will involve pre-service teachers who have completed the microteaching course and will focus on the impact of teacher feedback on their pedagogical skills. The findings of this study will be useful for teachers in microteaching classes to improve their feedback methods and enhance the pedagogical skills of their students.

The COVID-19 pandemic has forced educational institutions to shift their teaching practices online, including providing feedback to students. In the context of microteaching classes, teachers have been using online feedback to evaluate their students' lesson plans and pedagogical skills. However, there is a need to identify the effectiveness of these online feedback methods and compare them with traditional observer feedback. This study aims to fill this gap by examining the different aspect of feedback provided by teachers in microteaching classes and their impact

on improving pre-service teachers' pedagogic skills. The study will involve pre-service teachers who have completed the microteaching course, and the results will contribute to the development of effective feedback practices in online microteaching course.

## **B. Research Questions**

Given the context presented in the preceding sections, the research inquiries are formulated as follows:

1. What feedback do the teachers give when evaluating students' pedagogical skills in microteaching class?
2. What is the effect of teacher feedback on student pedagogical skills in microteaching class?

## **C. Objectives of the Study**

The research carried out by the researcher exhibits a certain level of objectivity, as demonstrated below:

1. To describe feedback the teachers give when evaluating students' pedagogical skills in microteaching class.
2. To investigate the effect of teacher feedback on student pedagogical skills in microteaching class.

## **D. The Significance of the Study**

1. Theory of feedback

The purpose of this study is to enhance comprehension of the impact of online teacher feedback in microteaching classes on pedagogical skills improvement, specifically in the Indonesian setting, as well as how students perceive such feedback on their pedagogical abilities.

2. Practical contribution

Through the impact of online teacher feedback, teachers can better understand the needs and desires of their learners, while students can communicate their perceptions regarding their teachers' online feedback.

Additionally, lecturers can utilize feedback that is well-received by students to enhance their pedagogical abilities.

3. Future researchers

The result of this study can serve as a point of reference, particularly regarding the utilization of online feedback. The findings of this study provide additional insights into teachers' feedback, and future researchers could replicate the study in different contexts. Additionally, they could expand upon this study by implementing alternative methodological approaches with a larger participant pool.

**E. Scope and Limit of the Study**

This study has a specific focus on investigating the impact of teacher feedback on pre-service teachers' pedagogical abilities during their sixth-semester Microteaching class at the UINSA English Language Education Department in the academic year of 2019/2020. The research aims to examine the specific types of feedback provided by teachers to enhance their students' pedagogical abilities and explore the effects of these types of feedback. While there is ample literature on teacher feedback in language use, this study seeks to explore the types of feedback given during the pandemic and their specific effect.

It is important to note that this study has certain limitations. The researcher only obtains feedback from lectures and students in the Microteaching class who receive feedback from their teacher. To gather these responses, the researcher conducts interviews with students after the online class, utilizing interview guidelines. Subsequently, the researcher analyzes the results and compares them with various theories.

## **F. Definition of Key Terms**

### **1. Teacher Feedback**

The focus of this study is on the impact of teachers' feedback on the writing skill of students<sup>5</sup>. Emphasizing error correction in feedback can harm students' writing skills as it may discourage them from revising their drafts. The study specifically examines teachers' feedback on students' microteaching through Google Classroom

### **2. Pedagogical Skill**

Pedagogical completion of the program guarantees that prospective teachers possess the essential knowledge, abilities, and attitudes required to become competent novice educators. Pedagogical skill, in this study, is defined as the student's capacity to plan and manage learning activities effectively<sup>6</sup>.

### **3. Micro-teaching**

Micro-teaching class is a teaching approach used to train and enhance the teaching skills of pre-service teachers at various steps of their professional development<sup>7</sup>. In this study, microteaching specifically refers to a training program designed to help students develop and improve their teaching skills. This program includes a series of teaching exercises such as lesson planning, classroom management, communication skills, learning assessment, and the development of a professional teacher's positive personality traits.

### **4. Online Teaching**

Online teaching is a form of distance learning that is carried out online through a digital platform. In online teaching, teachers and students interact through information and communication technology such as video conferencing, email, chat, discussion forums, or virtual learning platforms.

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<sup>5</sup> Sommers, L.E., *Method of soil Analysis part 2 chemical and microbiological properties*, American society of Agronomy, soil science society of America, Madison, 1982, 403-404

<sup>6</sup> Sholihat, dkk. "Implementasi Pedagogical Content Knowledge (PCK) Dalam Meningkatkan Kemampuan Kognitif Siswa" (Surabaya: <https://journal.unesa.ac.id/index.php/jepk>)

<sup>7</sup> Sukirman, Dadang. *Pelajaran Micro-Teaching*. Direktorat Pendidikan Tinggi Islam, Jakarta, 2012, p. 9

Online teaching provides flexibility and accessibility for students who are far away or have limitations in attending face-to-face classes. Online teaching also allows self-development through independent learning and information technology-based.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter will discuss relevant theories and previous studies related to the use of teacher feedback to enhance the pedagogical skills of pre-service teachers in micro-teaching courses. The chapter will begin with an overview of the importance of feedback in education and the principles of effective feedback. Finally, previous studies on the use of feedback in teacher education, specifically in micro-teaching courses, will be reviewed. The goal of this chapter is to provide a theoretical foundation for the current study and to identify gaps in the literature that this study can address.

#### A. Theoretical Framework

This section will discuss relevant theories and previous studies related to the use of teacher feedback for enhancing the pedagogical skills of pre-service teachers in micro-teaching courses.

##### 1. Feedback in Education

Feedback in education is a process of providing learners with information about their performance, progress, and achievements. It is an essential component of the teaching and learning process that helps students to improve their skills and knowledge. Feedback can be given by various sources, including peers, teachers, mentors, or through self-reflection.

Effective feedback provides specific, constructive, and actionable information that helps learners to understand their strengths and weaknesses, set goals for improvement, and take corrective action. It can also motivate learners and increase their engagement and involvement in the learning process.

Feedback can be given in various formats, such as verbal, written, or visual. It can be provided during or after a learning activity or assessment. Additionally, feedback can be formative or summative.



Formative feedback is given during the learning process and aims to help learners improve their skills and knowledge, while summative feedback is given after the learning process is completed and provides a final evaluation of the learner's performance. Hattie and Timperley's definition of feedback highlights the importance of providing learners with information about their performance or understanding from various sources, including teachers, peers, books, parents, self-reflection, or experiences. Feedback should be specific, meaning it is focused on particular aspects of the task or learning goal, and should be timely, meaning it is given as soon as possible after the learning activity or assessment.<sup>8</sup>

In addition, feedback should be actionable, meaning that it provides learners with clear guidance on how to improve their performance or understanding. To be effective, feedback should be directed towards the task, process, or self-regulation of the learner, rather than just a judgment of their overall skill. Feedback that focuses on the learner's effort, strategies, and progress toward achieving learning goals is more likely to enhance learning and motivation than feedback that only provides a grade or score.

Numerous studies have found that effective feedback can improve student learning and academic performance. For example, Black and Wiliam's meta-analysis of 250 studies on assessment and feedback found that providing specific and timely feedback can lead to significant improvements in student learning outcomes.<sup>9</sup> Similarly, Nicol and Macfarlane-Dick's review of the literature on formative assessment

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<sup>8</sup> Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112.

<sup>9</sup> Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74.

found that feedback is a critical component of this approach and can significantly enhance student learning.<sup>10</sup>

The goals of an instructional context are ambiguous or insignificant, feedback given to learners is prone to cause confusion, be misinterpreted, or overlooked entirely<sup>11</sup>. Additionally, it has been found that learners' positive reactions to constructive feedback, which include increased effort and persistence, are influenced by their dedication to academic objectives, which are mostly determined by how relevant they perceive these objectives to be, and an educational atmosphere that accepts failure and mistakes. Therefore, teacher feedback plays an important role for EFL students in the Micro-teaching class. Moreover, feedback is a powerful influence on learning and achievement. It can assist students in comprehending the material and provide clear directions for improving pedagogical abilities in the learning process, such as learning design, classroom management, teaching, and evaluation. When providing feedback to students, it must be able to improve learning and assessment performance.

Feedback contributes significantly to education as it helps to facilitate and enhance the learning process for students. It allows them to generate or apply their knowledge and skills and receive a reaction to their work or performance on a specific task. Feedback can be given in various ways, such as verbal, composed, or a combination of both, and can come from different sources such as the teacher, peers, electronic media, and so on<sup>12</sup>.

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<sup>10</sup> Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218.

<sup>11</sup> Hattie, J., and Timperley, H. (2007). "The Power of Feedback." *Review of Educational Research*.

<sup>12</sup> Westberg, J., and Hilliard, J. (2001). "Helping Others Learn from Experience: Fostering Reflection and Providing Feedback." New York: Springer Publishing Company.

Hattie and Timperley state that feedback is related to actions or data given by the instructor that gives data almost perspectives of one's execution or understanding. Input is data around the hole between what was caught on and what was implied to be caught on, as well as how the other activity ought to be taken.<sup>13</sup> Some alternative ways to express the benefits of feedback in learning are:

1. Providing learners with information about their progress and current level of understanding
2. Helping learners set goals and identify areas for improvement
3. Increasing learners' motivation and engagement in the learning process
4. Facilitating the development of metacognitive skills and self-regulation of learning
5. Encouraging learners to take responsibility for their learning

Feedback can have multiple purposes, including enhancing performance, correcting errors, identifying misconceptions, proposing enhancements, providing guidance for future improvement, giving recognition, or even sanctioning. Nevertheless, the effectiveness of feedback relies on various factors, such as the source of the feedback, whether it is related to the task or to the person's self-image, the delivery method, and whether the feedback is accepted and acted upon.

Clarke found that in planning and providing feedback back to students for improvement in learning outcomes should need to pay attention to the principles as follows:<sup>14</sup>

1. good feedback given must focus on tasks learning objectives and not compare with students others,
2. use verbal language and non-verbal by educators, providing a good message to students about their abilities,

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<sup>13</sup> Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112

<sup>14</sup> Clarke, S. (2005). *Formative assessment in action: Weaving the element together*. London: Hodder Muray

3. assessment of each work section leads to the moral decline for those who achieve low performance and satisfaction for those who achieve high achievement,
4. award external same as grades,
5. need to provide specific feedback focus on success and improvement rather than correcting,
6. students need a chance to make improvements in their work

The principles mentioned above relate to providing effective feedback in the educational context. Firstly, feedback should focus on the learning objectives of the task rather than comparing students with each other. This means that feedback should be specific and individualized, highlighting strengths and areas for improvement. Secondly, educators should use both verbal and non-verbal language to provide feedback that is constructive and motivating. This can help students feel more confident in their abilities and encourage them to continue learning.

Thirdly, assessment should be done in a way that does not demoralize low-performing students while also recognizing the achievements of high-performing students. Fourthly, external awards such as grades should not be the sole focus of feedback as this can reduce the effectiveness of feedback. Fifthly, specific feedback should focus on success and improvement rather than just correction. Finally, students should be given the chance to make improvements in their work based on feedback. By following these principles, feedback can be used as a powerful tool for improving student learning outcomes and pedagogical abilities.

Overall, feedback plays a crucial role in promoting student learning and academic performance. It provides learners with information about their progress towards achieving learning goals, helps them to identify their strengths and weaknesses, and provides guidance on how to improve their performance. When feedback is specific, timely, and actionable, it can

enhance student motivation, engagement, and achievement, and contribute to better learning outcomes.

## **2. Micro Teaching Course**

Micro-teaching is a teaching technique that involves practicing teaching skills in a simulated classroom environment. It is a popular method used in teacher training programs to help novice teachers develop and refine their teaching skills. In micro-teaching, the teacher is given a small teaching task, such as presenting a short lesson or leading a class discussion, and then delivers the lesson to a small group of peers or mentors acting as students. The teacher then receives feedback on their performance from the peers or mentors, which is typically focused on specific teaching skills, such as lesson planning, classroom management, or instructional strategies.

Micro-teaching provides teachers with an opportunity to practice their skills in a safe and supportive environment, where they can experiment with different teaching methods, receive feedback, and make improvements before entering a real classroom. It can also be used as a form of ongoing professional development for experienced teachers who want to refresh their skills or try out new teaching techniques. The benefits of micro-teaching are numerous. It allows teachers to receive specific feedback on their teaching skills, which can help them to improve their instructional practices. It also promotes reflective practice by encouraging teachers to reflect on their teaching performance and make changes to their approach. Additionally, micro-teaching provides an opportunity for teachers to collaborate with their peers, share ideas and strategies, and develop a supportive professional network.

In the context of teaching English as a foreign language (EFL), micro-teaching has been widely used as a method for pre-service and in-service teacher training. Pre-service teachers can use micro-teaching to practice their language teaching skills, experiment with different teaching

strategies, and receive feedback on their performance. Micro-teaching can help pre-service teachers to improve their pedagogical skills, build their confidence, and prepare them for the challenges of teaching in a real classroom setting.

Among the most significant advances in teacher education, as it allows pre-service teachers toward practice and develop their teaching skills in monitored conditions before entering the classroom.<sup>15</sup> Despite the value of micro teaching, there is a necessity to further explore and understand how feedback can enhance pre-service teachers' pedagogical skills. This chapter presents the essentials of relevant theories and previous studies related to this topic.<sup>16</sup>

“A microteaching session is a reduced-size teaching scenario that typically lasts for 4 to 20 minutes and involves a small group of 3 to 10 students. The purpose of microteaching is to simplify the process of instruction by minimizing the amount of students and time, allowing the teacher to concentrate on specific teaching elements.

Micro-learning refers to a specific type of teaching scenario that involves a limited number of students and a pre-determined time frame in a controlled classroom environment. The focus is on explaining principles of teaching skills to enhance teaching performance and encourage open dialogue. Originally developed in the 1960s at Stanford University, micro-learning has since been adapted for teacher training programs to provide opportunities for constructive criticism and improve teaching and learning strategies. Micro-teaching creates a trial setting for student teachers to practice their teaching skills.

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<sup>15</sup> Vagi, R., Pivovarova, M., dan Barnard, W. (2019) menganalisis dinamika kualitas guru calon dalam artikel berjudul *Teaching and Teacher Education*, volume 85, halaman 13-23.

<sup>16</sup> Artikel "Microteaching: history and present status" yang ditulis oleh Cooper, J. M. dan Allen, D. W. pada tahun 1970



Micro-teaching creates the possibility of aspiring teachers to practice their teaching skills in front of a small, encouraging audience. Through this teaching method, student teachers can improve their abilities to design lesson plans, set teaching objectives, engage students, present effectively, ask questions, manage time, and evaluate their own teaching performance Kiliç; Hirshberg, Flook, Enright, & Davidson. Micro-teaching has many foreseeable benefits for teachers, including the facilitation of pedagogical curriculum refreshment as part of teachers' professional development agenda. The availability of customized teaching opportunities and the change in the educational curriculum is another motivation that micro teaching gives to teachers' instructional skills.

According to educational scholars and researchers, micro-teaching is an effective method for pre-service and in-service teacher training. Gage and Berliner define micro-teaching as "a scaled-down teaching encounter that enables the teacher to learn and practice a limited set of teaching skills in a controlled environment." In micro-teaching, teachers are provided with a specific teaching task, and they are asked to teach it in a simulated environment, often in front of a small group of peers or mentors.

Micro-teaching allows teachers to develop and refine their teaching skills in a safe and supportive environment. They can practice their skills, receive feedback, and make adjustments to their teaching style and approach. This type of training can be particularly effective for pre-service teachers, as it allows them to practice their language teaching skills and receive feedback on their pedagogical approaches.

Research has shown that micro-teaching can be an effective tool for improving the teaching skills of pre-service teachers. For example, Chism found that micro-teaching helped pre-service teachers to develop their lesson planning, classroom management, and instructional delivery skills. Furthermore, micro-teaching helped teachers to identify their strengths and weaknesses and to make targeted improvements to their teaching practice.



Overall, micro-teaching is a valuable tool for pre-service teacher training. It provides teachers with an opportunity to practice their skills, receive feedback, and make improvements before they start teaching in a real classroom setting. This type of training can help to improve the quality of EFL teaching and enhance the learning outcomes of EFL students

### 3. Pedagogical Skills

Pedagogical skills refer to the abilities and competencies that teachers possess to effectively plan, deliver, and assess instruction to facilitate student learning. Several theories and frameworks provide insights into pedagogical skills and their development. Here are three key theories related to pedagogical skills:

- 1) Constructivism is a learning theory that emphasizes the active role of learners in constructing their knowledge and understanding. In the context of pedagogical skills, constructivism highlights the importance of teachers facilitating student-centered learning experiences.<sup>17</sup> Teachers with strong pedagogical skills apply constructivist principles by engaging students in hands-on activities, encouraging critical thinking, promoting collaboration, and providing opportunities for reflection and self-assessment.<sup>18</sup>
- 2) Social Cognitive Theory, developed by Albert Bandura, emphasizes the reciprocal interaction between personal factors, environmental factors, and behavior<sup>19</sup>. In the context of pedagogical skills, this theory suggests that teachers learn and

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<sup>17</sup> Jonassen, D. H. (1999). Designing constructivist learning environments. In C. M. Reigeluth (Ed.), *Instructional-design theories and models: A new paradigm of instructional theory* (Vol. II, pp. 215-239). Lawrence Erlbaum Associates.

<sup>18</sup> Duffy, T. M., & Jonassen, D. H. (Eds.). (1992). *Constructivism and the technology of instruction: A conversation*. Lawrence Erlbaum Associates.

<sup>19</sup> Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Inc.

develop their skills through observation, modeling, and self-reflection. Teachers with strong pedagogical skills are aware of their own teaching practices, continually seek opportunities for professional development, and actively engage in reflective practices to improve their instructional methods.<sup>20</sup>

- 3) Bloom's Taxonomy is a framework that categorizes learning objectives into six cognitive levels, ranging from lower-order thinking skills (remembering and understanding) to higher-order thinking skills (applying, analyzing, evaluating, and creating).<sup>21</sup> Pedagogical skills involve understanding and applying Bloom's Taxonomy to design instructional activities that promote higher-order thinking and intellectual development. Skilled teachers use this framework to create learning experiences that challenge students to think critically, solve problems, and apply their knowledge in real-world contexts.<sup>22</sup>

These theories provide a foundation for understanding pedagogical skills and guiding the development of effective teaching practices. By incorporating these theories into their instructional strategies, teachers can enhance their pedagogical skills and promote meaningful learning experiences for their students.

Pedagogical skills refer to the various abilities and techniques used by educators to create a conducive and effective learning environment for their students. These skills include designing and delivering effective

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<sup>20</sup> Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-39). Academic Press.

<sup>21</sup> Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.

<sup>22</sup> Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory into Practice*, 41(4), 212-218.

lessons, assessing student progress, providing feedback, and creating an atmosphere that encourages student engagement and participation.

Effective pedagogical skills require a deep understanding of the subject matter being taught, as well as an skill to adapt teaching strategies to meet the needs of diverse learners. In the context of EFL teaching, pedagogical skills involve the skill to create a supportive and engaging learning environment for students who are learning a new language. Per-service teachers with strong pedagogical skills are able to create lessons that are both challenging and achievable for their students, and they provide opportunities for students to practice and develop their language skills. Additionally, they are skilled at providing targeted feedback that helps students to identify areas of strength and weakness and make improvements to their language proficiency.

Freeman and Johnson define pedagogical skills as "the skills required for effective and efficient teaching, including content knowledge, language proficiency, and instructional skills."<sup>23</sup> They argue that these skills are essential for teachers to create engaging and effective learning experiences for their students. Similarly, Richards and Farrell highlight the importance of pedagogical skills in EFL teaching, including the skill to design and deliver lessons that are appropriate for the students' language proficiency level, create a positive classroom environment, and use a variety of teaching techniques and materials to engage students.<sup>24</sup>

Pedagogical skills encompass several aspects that are essential for effective and efficient teaching. According to Richards and Farrell, some of the key aspects of pedagogical skills in EFL teaching include:

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<sup>23</sup> Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL quarterly*, 32(3), 397-417.

<sup>24</sup> Richards, J. C., & Farrell, T. S. C. (2011). *Practice teaching: A reflective approach*. Cambridge University Press.

- a. Knowledge of language: Teachers must have a good understanding of the language they are teaching, including its structure, vocabulary, and usage. This knowledge is essential for planning and delivering effective language lessons and for helping students to develop their language skills.
- b. Knowledge of teaching and learning: Teachers must have a solid understanding of the principles and practices of teaching and learning. This includes knowledge of different teaching methods, assessment techniques, and classroom management strategies. Teachers must also be able to design and deliver lessons that are appropriate for their students' language proficiency level and learning needs.
- c. Instructional skills: Teachers must have strong instructional skills, including the skill to present information in a clear and engaging way, use a variety of teaching techniques and materials, and provide feedback to students. These skills are essential for creating effective learning experiences for students and for promoting student engagement and motivation.
- d. Classroom management: Teachers must be able to create a positive and productive learning environment. This includes setting clear expectations for behavior, managing student behavior effectively, and creating a supportive and inclusive classroom culture.
- e. Professionalism: Teachers must demonstrate professionalism in their work, including their interactions with students, colleagues, and parents. This includes maintaining appropriate boundaries, adhering to ethical standards, and continually developing their skills and knowledge through ongoing professional development.

Overall, pedagogical skills are essential for effective teaching and learning in the EFL classroom. Teachers who possess these skills are better able to engage and motivate their students, promote language learning, and create a positive and productive learning environment.

#### **4. Online Learning and Teaching**

Online learning and teaching refer to the use of digital technologies to facilitate remote learning and teaching. This mode of education has become increasingly popular in recent years due to its flexibility, convenience, and accessibility. Online platforms, such as learning management systems, video conferencing tools, and online discussion forums, provide opportunities for learners and teachers to engage in collaborative learning and teaching activities, regardless of their location.

In the context of teacher training, online learning and teaching can be a valuable tool for pre-service teachers to develop their pedagogical skills. Online micro-teaching, for example, allows pre-service teachers to practice their teaching skills in a simulated environment, receive feedback, and make improvements before they start teaching in a real classroom setting.

However, providing feedback in an online micro-teaching context can be challenging. Without face-to-face interaction, it can be difficult for mentors to observe and provide feedback on specific teaching skills and strategies. Therefore, effective feedback strategies need to be developed to ensure that pre-service teachers receive the necessary support and guidance to develop their pedagogical skills in an online learning environment.

Online platforms offer a range of opportunities for both students and teachers, including distance learning, flexibility, and personalized instruction. In online learning, students can access course materials and interact with teachers and peers from any location and at any time. This flexibility allows learners to balance their education with other commitments, such as work or family responsibilities. Furthermore, online learning provides students with personalized learning experiences, as they can progress through course materials at their own pace and receive individualized feedback and support from teachers.

Online teaching, on the other hand, requires teachers to adapt their pedagogical approaches to the online environment. Teachers need to develop new skills and strategies to engage students in online learning activities, facilitate discussions, provide feedback, and assess student learning. Online teaching can also involve the use of various technologies, such as learning management systems, video conferencing, and multimedia tools, which require teachers to have technical proficiency and digital literacy. Research has shown that online learning and teaching can be effective in promoting student learning outcomes. Bernard et al. found that online learning had a small to moderate positive effect on student achievement in various subject areas.<sup>25</sup> Moreover, online learning has been found to be as effective as traditional face-to-face instruction in many cases, particularly in terms of knowledge acquisition and retention.<sup>26</sup>

Overall, online learning and teaching are important aspects of modern education, offering new opportunities for both students and teachers. In the context of this study, online micro-teaching provides a valuable platform for pre-service teachers to develop and refine their pedagogical skills in an online environment. Online learning and teaching have become an essential component of teacher training, especially during the COVID-19 pandemic. By incorporating online micro-teaching and effective feedback strategies, pre-service teachers can develop their pedagogical skills and prepare themselves for teaching in a rapidly changing educational landscape.

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<sup>25</sup> Bernard, R. M., Abrami, P. C., Borokhovski, E., Wade, C. A., Tamim, R. M., Surkes, M. A., & Bethel, E. C. (2004). A meta-analysis of three types of distance learning: Asynchronous distance learning, synchronous distance learning, and blended learning. *Review of educational research*, 74(3), 379-439.

<sup>26</sup> Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2010). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. US Department of Education, Office of Planning, Evaluation, and Policy Development.



## **5. Feedback is increasing the students' pedagogical skill**

Feedback is a useful tool for increasing students' pedagogical skill because it allows them to receive specific information about their strengths and weaknesses, and provides suggestions for how they can improve their performance.

Effective feedback should be timely, specific, and actionable. Timely feedback allows students to make changes to their performance while the information is still fresh in their minds. Specific feedback is focused on particular aspects of the student's performance, such as their use of language, classroom management, or skill to engage students. Actionable feedback provides concrete suggestions for how the student can improve their performance, such as using more interactive activities in the classroom or providing more detailed explanations of concepts.

In the context of micro-teaching, feedback is especially important because it allows pre-service teachers to identify areas where they need to improve their pedagogical skills. By receiving feedback from peers and mentors, they can identify their strengths and weaknesses, and make targeted improvements to their teaching practice. This can lead to increased confidence and competence in the classroom, ultimately leading to better learning outcomes for students.

Research has shown that feedback can be an effective tool for enhancing pedagogical skills. For example, Hattie and Timperley found that feedback can have a significant positive effect on student learning outcomes, particularly when it is focused on specific aspects of the student's performance. Similarly, Kim and found that feedback from peers and mentors in micro-teaching can be effective in improving the pedagogical skills of pre-service teachers.

Multiple studies have revealed that feedback is an effective approach for student teachers to objectively evaluate their teaching



performance (Eksi; Eraslan<sup>27</sup>; Shute<sup>28</sup>; Voerman<sup>29</sup>, Meijer, Korthagen, & Simons<sup>30</sup>). Without adequate feedback during their practice teaching, student teachers may not fully comprehend the subtleties of their results, leading to mixed feelings and uncertainties when instructing in a genuine classroom for the primary time.<sup>31</sup>

The classroom becomes more diverse and challenging, students need more than just knowledge of logical realities, speculations, concepts, and standards in their teaching. They should also learn how to educate and address any issues that arise while teaching. Therefore, the emphasis is on providing students with simple and clear descriptions that they can use to develop their own understanding in the classroom, rather than simply memorizing the subject matter. To transform content knowledge into effective teaching, pedagogical knowledge is required, including an understanding of the learning process, the learners, classroom management skills, and educational objectives. Feedback is useful in linking the content learned in university classrooms to real-world atmosphere. Feedback from student-teachers can assist them determine the most effective way to present their subject utilizing material compelling illustrations, examples, and explanations.

Overall, feedback is a valuable tool for increasing the pedagogical skill of students, particularly in the context of micro-teaching. It allows them to receive specific information about their performance and make targeted improvements to their teaching practice, ultimately leading to better learning outcomes for their students

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<sup>27</sup> Eraslan, A. (2009). The effect of micro-teaching practices on pre-service teachers' self-efficacy beliefs. *Education and Science*, 34(153), 127-137.

<sup>28</sup> Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153-189.

<sup>29</sup> Voerman, L., Meijer, P. C., Korthagen, F. A. J., & Simons, R. J. (2012). Feedback revisited: A meta-analysis of educational feedback research. *Educational Psychologist*, 47(3), 189-224.

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<sup>31</sup> Kukanauza de Mazeika, M. (2001). Teachers-in-training and practical experience. *Journal of Education for Teaching*, 27(1), 21-34.

## 6. Designing effective feedback in online instruction

The social learning theory, developed by Albert Bandura, suggests that learning is a social process and that individuals learn from one another through observation, imitation, and modeling. In the context of feedback, the theory suggests that feedback should not only come from the teacher but also from peers and the larger learning community. This is because learners can benefit from seeing examples of good practice and receiving feedback from their peers, as well as from experts in the field.

In an online setting, designing effective feedback can be facilitated through various social learning strategies. For example, discussion forums can provide opportunities for learners to share their work, ask questions, and receive feedback from their peers and the teacher. Peer review activities can also be useful for promoting a social learning environment, where learners can give and receive feedback from one another, promoting collaborative learning and creating a sense of community.

Additionally, collaborative projects can be another way to facilitate social learning and provide opportunities for learners to receive feedback from their peers and the teacher. By working together on a project, learners can share their knowledge and skills, learn from one another, and receive feedback from the larger learning community. Planning successful feedback for online instruction can be challenging due to time and resource constraints, but there are several research-supported strategies that can improve its impact on online learning. To learn more about these strategies, refer to Nicol & Macfarlane-Dick and Hoska<sup>32</sup>.

Require students to submit drafts and provide frequent practice opportunities to apply feedback effectively. Assignments that build incrementally to larger projects can also be helpful.

Use clear goals and success criteria, such as rubrics, model assignments, and worked examples, to avoid general feedback that students may not

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<sup>32</sup> Hoska, D. M. (2006). Assessing student learning in online courses: Best practices. *Delta Pi Epsilon Journal*, 48(2), 90-102.

think applies to them. Reference these criteria specifically when providing feedback.

Maintain a strategic distance from connecting feedback to grades, laud, or comparative measures that can decrease its adequacy.

1. Require students to submit drafts and provide frequent practice opportunities to apply feedback effectively. Assignments that build incrementally to larger projects can also be helpful.
2. Use clear goals and success criteria, such as rubrics, model assignments, and worked examples, to avoid general feedback that students may not think applies to them. Reference these criteria specifically when providing feedback.
3. Avoid linking feedback to grades, praise, or comparative measures that can reduce its effectiveness.
4. Use feedback to encourage a learning orientation among students, such as allowing resubmissions, low-stakes quizzes, and delaying grades until students have responded to feedback.
5. Use peer grading, reflection activities, and self-evaluations to help students become self-regulating and mindful learners.
6. Minimize cognitive stack by constraining the number of evaluation criteria, prioritizing regions for enhancement, breaking down complex criticism into smaller steps, and centering on two or three key suggestions.
7. Use input to advise continuous directions choices by distinguishing common mistaken assumptions and points where understudies struggle.

Maintaining a strategic distance from connecting feedback to grades, praise, or comparative measures is a key factor in ensuring its effectiveness. As Hattie and Timperley point out, feedback should focus

on the task rather than the student.<sup>33</sup> When feedback is linked to grades, it can become counterproductive as students may only be interested in the grade and not in learning from the feedback. Similarly, when feedback is linked to praise, students may become too focused on seeking approval rather than on using the feedback to improve their performance.<sup>34</sup>

In addition to avoiding the connection of feedback to grades and praise, it is important to provide frequent practice opportunities to apply feedback effectively. This can be achieved by requiring students to submit drafts and assigning assignments that build incrementally to larger projects, as suggested by Nicol and Macfarlane-Dick<sup>35</sup>. By doing so, students can receive feedback and apply it to subsequent drafts, leading to improvement over time.

Using clear goals and success criteria, such as rubrics and model assignments, can also enhance the effectiveness of feedback. This allows students to understand exactly what is expected of them and how they can meet the expectations. As noted by Wiggins, feedback that is tied to clear goals and success criteria is more likely to be perceived as relevant and useful by students<sup>36</sup>.

To further encourage a learning orientation among students, it can be helpful to delay grades until students have responded to feedback. This can be achieved by allowing resubmissions and low-stakes quizzes, as suggested by Brookhart.<sup>37</sup> By doing so, students can focus on using

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<sup>33</sup> Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112.

<sup>34</sup> Carless, D., Salter, D., Yang, M., & Lam, J. (2011). Developing sustainable feedback practices. *Studies in Higher Education*, 36(4), 395-407.

<sup>35</sup> Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218.

<sup>36</sup> Wiggins, G. (2012). Seven keys to effective feedback. *Educational leadership*, 70(1), 10-16.

<sup>37</sup> Shute, V. J. (2008). Focus on formative feedback. *Review of educational research*, 78(1), 153-189.

feedback to improve their performance rather than on achieving a particular grade.

Finally, it is important to minimize cognitive load by limiting the number of evaluation criteria, prioritizing areas for improvement, breaking down complex feedback into smaller steps, and focusing on two or three key suggestions. This can help students to better understand and apply feedback, as suggested by Hattie and Timperley.<sup>38</sup>

In summary, effective feedback in online instruction can be achieved by avoiding the connection of feedback to grades and praise, providing frequent practice opportunities, using clear goals and success criteria, delaying grades, encouraging a learning orientation, and minimizing cognitive load. By following these principles, teachers can help students to develop their pedagogical skill and improve their performance in micro teaching classes.

## **B. Review of Previous Study**

Panhoo and Wongwanich conducted a study that analyzed the use of feedback to improve teaching quality in primary schools. This study is an example of research that has been conducted on the topic of feedback in teaching<sup>39</sup>. It discussed the problem of feedback for teachers and students in primary schools. The result of this study indicated that feedback was effective in enhancing teaching and learning.

A study by Mammon Al-Bashir examined the use of technology in giving feedback to improve the learning experience.<sup>40</sup> The result of this study showed some key principles of good feedback practice, namely cognitive, behavioral, and motivational aspects of reflections.

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<sup>38</sup> Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112.

<sup>39</sup> "Pan'hoo, N., & Wongwanich, S. (2019). An analysis of teacher feedback for improving teaching quality in primary schools. *Journal of Educational Research and Reviews*, 12(2), 63-72."

<sup>40</sup> Al-Bashir, M. (2018). The use of technology in giving feedback to improve the learning experience: A literature review. *International Journal of Emerging Technologies in Learning*, 13(6), 81-91.

Another study by Israul Khairani investigated the types of oral feedback in the teaching and learning process.<sup>41</sup> The findings identified six oral feedback types that teachers use in their practices, namely recast, elicitation, clarification request, commenting, repetition, and praise. Also, the use of feedback aims to correct students' mistakes and performance, keep interaction with students, motivate and appreciate the students' performance.

Najma Baseer et al.'s study investigated the effectiveness of feedback among postgraduate research supervisors<sup>42</sup>. The study showed that the feedback provided by the supervisor is very helpful in the research process and methodological skills and serves as a source of motivation and direction, thus making it possible to improve practice.

Andrea G et al. examined student teachers' feedback on microteaching and their perspectives on teaching styles and students' learning.<sup>43</sup> The results revealed that teacher feedback on student learning in the microteaching class was very helpful in various aspects, namely detecting their strengths and weaknesses, increasing their level of confidence, improving problem-solving skills, and developing a critical analysis of their teaching preparation.

The last study was conducted by Firsta Puspita, which investigated students' attitudes towards teacher feedback in the microteaching class.<sup>44</sup> The results of this study indicate that teacher feedback orally is preferred by students when doing teaching practices, whereas written feedback is more influential in making their lesson plan learners. The differences among those studies are the aims, setting and participants and methodology. Most of the

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<sup>41</sup>Khairani, I. (2018). The types of oral feedback in teaching and learning process. *Journal of Language Teaching and Research*, 9(1), 61-68.

<sup>42</sup> Baseer, N., Afshan, N., & Rehman, A. (2020). Effectiveness of feedback among postgraduate research supervisors. *International Journal of Science and Research*, 9(3), 655-660.

<sup>43</sup> Andrea, G., Alfa, S., & Sahlan, S. (2021). Feedback on microteaching: Student teachers' perspectives on teaching styles and students' learning. *International Journal of Evaluation*.

<sup>44</sup> Puspita, F. (2020). Students' attitudes toward teacher feedback in microteaching class. *Journal of English Language Teaching and Linguistics*, 5(1), 57-67.



previous studies applied a quantitative approach. Meanwhile, this study applied a qualitative approach.

The studies differ in terms of their aims, settings, participants, and methodologies, with most of the previous studies adopting a quantitative approach. In contrast, this study employs a qualitative approach and focuses on teachers' online feedback to improve their pedagogical skills and its impact on preservice teachers. The study will be conducted in the English Language Education Department at UIN Sunan Ampel Surabaya. The main objective is to investigate how teacher feedback can enhance the pedagogical skill of Micro Teaching class instructors.



## CHAPTER III

### RESEARCH METHOD

This chapter provides a detailed description of the research methodology used in this study. It encompasses the study design, subjects of study, data and data sources, data collection techniques, research instruments, and the data analysis techniques employed in the study. These aspects are crucial in ensuring the validity and reliability of the research findings. By providing a comprehensive outline of the methodology, this chapter aims to provide readers with a clear understanding of the research process and the steps taken to collect and analyze data.

#### A. Research Design and Approach

This research is classified as a qualitative study, in which the researcher aims to understand how individuals make sense of their experiences. According to Shank, qualitative research is a form of systematic empirical inquiry that focuses on meaning<sup>45</sup>. This study aims to explore the effectiveness of pedagogy in the Micro Teaching classes at the Department of English Education at UIN Sunan Ampel Surabaya, from the perspectives of both teachers and students. The study will provide an overview of their experiences, and the results will be presented through the interpretation of data collected in the field. The findings will be described and presented in a narrative format. Therefore, the descriptive qualitative method is suitable for this study, as it allows for a thorough understanding of the data collected, which aligns with the purpose of the study.

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<sup>45</sup> Shank, G. D. (2002). *Qualitative research: A personal skills approach*. Upper Saddle River, NJ: Prentice-Hall.



## **B. Research Setting**

This study will take place at the English Language Education Department of UIN Sunan Ampel Surabaya, and the participants will include micro-teaching course lecturers and pre-service teachers who have completed the PPL 1 course. The online feedback will be facilitated through Google Classroom, a widely used online platform for teaching and learning. The study will investigate the effectiveness of using Google Classroom as a tool for providing online feedback in micro-teaching classes and its impact on pre-service teachers' pedagogical skills development.

## **C. Data and Source Data**

The first set of data for this research consists of the opinions of micro-teaching course lecturers regarding their online feedback on pedagogical skills. The second set of data comes from pre-service teachers' feedback on the impact of online feedback on their pedagogical abilities. The data for the first research question will be collected through interviews with lecturers to examine how online feedback affects students' pedagogical abilities. For the second research question, data will be collected through interviews with pre-service teachers to explore the impact of online feedback from teachers on their pedagogical skills in the micro-teaching class.

## **D. Research Instrument**

The use of a semi-structured interview guideline is common in qualitative research, as it allows for flexibility in exploring the research topic while ensuring that important information is collected. Burns notes that this type of interview can be beneficial in creating a collaborative

research relationship between the interviewer and interviewee.<sup>46</sup> The interview questions in the guideline will be focused on the teachers' experiences in providing online feedback to students in the micro-teaching class and their perceptions of the effectiveness of this feedback in improving students' pedagogical skills. The researcher will also be prepared to ask follow-up questions to gather additional insights from the interviewees. The detailed information about interview guideline and questionnaire is described as follow:

### **Interview Guideline**

The Interview guidelines are a set of questions and prompts used by researchers to gather data from participants during interviews. These guidelines ensure that the researcher collects the necessary information while still allowing for flexibility in the interview process. They are typically developed based on the research questions and objectives and may include both open-ended and closed-ended questions. In this study, interview guidelines will be used to collect data from micro-teaching course lecturers and pre-service teachers about their experiences with online feedback and its impact on pedagogical skill development. The semi-structured nature of the interview allows for a more in-depth exploration of the participants' perspectives and experiences while providing some structure to the interview process.

### **E. Data Collection Technique**

To collect data on teacher feedback regarding students' pedagogical skills in microteaching classes and to investigate the effect of teacher feedback on pre-service teachers' pedagogical skills, a data collection technique involving semi-structured interviews will be utilized. The interviews will be conducted

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<sup>46</sup> Burns, N. & Grove, S. K. (2015). *Understanding nursing research: Building an evidence-based practice*. Elsevier.

with micro-teaching lecturers from the Department of English Education at UIN Sunan Ampel Surabaya. The same set of questions will be asked to several lecturers, and the interviews can be conducted either online or offline using video conferencing. This type of interview allows for both the interviewer's and the interviewee's perspectives to inform the research, thus creating a more balanced research relationship. The researcher will also conduct face-to-face interviews with pre-service teachers to determine the effect of teacher feedback on their pedagogical abilities. If face-to-face meetings are not possible, online interviews will be conducted using random sampling.

#### **F. Data Analysis Technique**

Qualitative research is a method that aims to describe and understand complex phenomena by collecting and analyzing data in a descriptive manner. The research typically involves using interviews, observations, and document analysis to gather information. The researcher in this study utilized a descriptive design and Creswell's thematic analysis to analyze the data collected through semi-structured interviews with micro-teaching lecturers and pre-service teachers.

Thematic analysis is a common method of analyzing qualitative data. It involves carefully reading and transcribing the data and then coding it to identify patterns and trends. The coding process helps to group similar responses and answers into relevant themes. Software tools can be used to facilitate this process. Ultimately, the goal of thematic analysis is to identify significant themes within the data that can be used to draw meaningful conclusions about the research topic.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents the results and discussions on the impact of feedback provision on pre-service teachers' pedagogical abilities in microteaching. The data were collected through interviews with two lecturers and five pre-service teachers who had completed the microteaching course. The chapter begins with an overview of the data collection process and data analysis technique. The results are then presented in a descriptive manner, and key themes are identified and discussed in relation to relevant literature. Finally, the chapter concludes with a summary of the findings and implications for practice and future research.

#### A. Research Finding

To understand the feedback that teachers gave in the microteaching class, particularly on their pedagogical skills, this study interviewed two teachers. The findings indicated that teachers tended to give feedback on manage the classroom, communicate, plan a lesson, use the media, and give feedback. Meanwhile, the results regarding the effect of feedback on pre-service teachers' abilities showed that feedback was beneficial for their pedagogical skills. Further explanation of these two research questions is provided in the following sections.

##### 1. Feedbacks the teachers give when evaluating students' pedagogical skills in microteaching class

The results of the interview data indicated that there were several aspects of feedback that teachers gave when evaluating pedagogical skills in microteaching classes. The feedback identified included pre-service teachers' skills in manage the classroom, communicate, plan a lesson, use the media, and give feedback. Detailed information on the five aspect of feedback is provided in the following paragraphs.

### *Manage the classroom*

The first essential aspect of teacher evaluation is assessing teachers' pedagogical abilities, including classroom management. In this context, feedback from experienced teachers is valuable in helping pre-service teachers develop their skills and become effective educators. However, the way feedback was provided could vary among different teachers, which may have affected how pre-service teachers perceived and responded to feedback. In this discussion, we explored the importance of classroom management in teacher evaluation, and how the feedback provided by teachers could differ in style and substance.

The two teachers focused on providing feedback to pre-service teachers regarding their classroom management skills during their microteaching sessions. However, they used different approaches to deliver feedback. For instance, Teacher 1 provided direct feedback by stating that students needed to improve their management skills while leading the class. On the other hand, Teacher 2 gave students an opportunity to provide feedback on their own classroom management skills. This process involved students sharing their opinions, and after a student expressed their thoughts, the teacher gave their feedback. Although the two teachers used different methods to provide feedback, their goal was the same, which was to help improve the classroom management skills of pre-service teachers to make them more effective and efficient

*“I usually immediately provide direct feedback starting from the opening to closing the student teaching process, and provide opportunities for colleagues to provide feedback”*  
(Teacher 1)

*“In giving feedback, I often ask my colleagues to provide feedback first, after which I will provide feedback directly”*  
(Teacher 2)

From the statements of the two teachers, it is evident that both provide feedback on classroom management skills to pre-service teachers during their teaching practicum; however, they use different approaches. Both approaches can help pre-service teachers to improve their classroom management skills.

Classroom management is a critical aspect of effective teaching, which focuses on creating a safe and supportive learning environment for students. In managing the class, teachers had to be able to establish clear expectations for behavior, manage student interactions, and create a positive and engaging learning environment. Effective classroom management strategies could enhance the positive relationship between teachers and students, manage time effectively, maintain discipline in the classroom, create an active and participatory learning environment, and use effective teaching strategies. In this discussion, we explored the importance of managing classes in teacher evaluation and how teacher feedback can help pre-service teachers develop their classroom management skills. (The detail see table 4.1)

**Table 4.1**

**Feedback in Manage the Classroom**

	The important aspects
Supportive relationship	Developed a positive relationship between teachers and students
Efficient	Managed time effectively
Perseverance	Maintained discipline in the classroom
Innovative	Created an active and participatory learning environment
Strategy	Used effective teaching strategies

As described in Table 4.1, when teachers focus on student classroom management skills, they comment on several aspects. For example, a positive relationship between teachers and students, effective time



management, maintaining discipline in the classroom, creating an active and participatory learning environment, and using effective teaching strategies to improve pre-service teachers' classroom management skills.

The first lecturer seemed to have emphasized the importance of time management and maintaining discipline in the classroom as crucial aspects of classroom management skills.

*“The importance of managing time effectively and establishing clear rules and norms in the classroom so that students can learn optimally”*

Thus, it may be said that the importance of managing time effectively and maintaining discipline in the classroom cannot be overstated as it allows students to learn optimally.

Time management is a critical skill for teachers, as they need to balance teaching, planning, and administrative tasks while ensuring that they provide students with adequate learning time. Effective time management skills allow teachers to optimize their teaching time, prioritize their tasks, and create a structured and organized learning environment that promotes student success.

Discipline is also a crucial aspect of classroom management skills as it helps teachers maintain order and create a safe and respectful learning environment. Teachers who establish clear rules and expectations and consistently enforce them can prevent disruptive behaviour and ensure that all students have equal opportunities to learn.

The first lecturer may have also highlighted the importance of proactive strategies such as classroom organization, planning, and preparation. By being proactive, teachers can anticipate potential issues and develop effective strategies to prevent them.

Overall, the first lecturer seemed to have focused on the fundamental skills that teachers needed to create a structured, organized, and disciplined learning environment, such as time management, discipline,



and proactive planning. These skills are essential to ensure that students have positive and successful learning experiences.

The second lecturer seems to have placed more emphasis on the practical aspects of classroom management skills. Classroom management skills refer to the techniques and strategies that teachers use to create a positive learning environment and effectively manage student behaviour.

*“Implementing effective teaching strategies, resolving conflicts effectively, and building positive relationships with students are important aspects of classroom management skills in microteaching, and are critical to creating a positive learning environment”*

The lecturer emphasized the importance of developing a positive relationship between teachers and students. This is essential for creating a comfortable and safe learning environment in which students can feel supported and encouraged. Teachers who establish positive relationships with their students are more likely to have good classroom management skills as they can understand and anticipate their students' needs and behaviours.

The lecturer emphasized the importance of establishing an active and participatory learning environment. When students are actively involved in a learning process, they are more likely to be engaged and motivated. Teachers who employ techniques such as group work, discussions, and hands-on activities can establish an environment in which students are more engaged and committed to learning.

The lecturer highlighted the importance of effective teaching strategies. Teachers who use a variety of teaching strategies such as visual aids, technology, and differentiated instruction can create a dynamic and engaging learning environment that caters to the needs of all students. These strategies can also help prevent disruptive behaviours and improve student achievement.

Overall, the second lecturer seems to have focused on the practical skills that teachers can use to effectively manage their classrooms, such as building positive relationships with students, creating an active learning environment, and using effective teaching strategies.

In conclusion, effective classroom management skills are crucial for creating a positive and productive learning environment that promotes students' learning and engagement. Time management and discipline are important elements of classroom management that help ensure an organized and focused classroom environment. Additionally, practical skills such as effective communication, establishing rules and expectations, utilizing positive reinforcement, providing feedback, managing student behaviour, and creating engaging lesson plans are essential for effectively managing the classroom. By mastering these skills, teachers can create a safe and supportive learning environment that fosters students' growth and success.

### *Communicating skills*

The second feedback that the teachers focused on when evaluating students' pedagogical abilities in the microteaching class was the students' communication skills. According to the two teachers, communication skills were deemed essential, and they required components that pre-service teachers should possess. Both Teacher 1 and Teacher 2 believed in the importance of communication skills.

*“Good communication skills are essential in building a positive relationship between teachers and students”*  
(Teacher 1)

*“Effective communication skills also enable teachers to listen attentively and understand the perspectives of their students.”* (Teacher 2)

From the statement above, it can be inferred that the two lecturers agreed that communication skills were very important in

helping teachers to understand the needs and abilities of individual students, which allowed them to adapt their teaching to meet the needs of each student.

The first lecturer stated that good communication skills could also have motivated pre-service teachers in learning in micro-teaching classes.

*“Good communication skills are very important to increase student motivation in learning.” (Teacher 1)*

According to the statement, when teachers were able to communicate effectively with their students, it could help build trust and reduce conflicts in the classroom. When students felt valued and heard, they were more likely to be motivated in learning and perhaps more enthusiastic about learning.

The second lecturer, in contrast to the first, stated that good communication skills were crucial because these skills can help pre-service teachers practice and hone their communication abilities in teaching.

*“With good communication skills, indirectly we train pre-service teachers to be able to communicate well too.”*

(Teacher 2)

Pre-service teachers had the opportunity to practice their teaching skills in a smaller, controlled environment, demonstrating how they could provide effective and enjoyable learning for students. One of the key aspects of this was good communication skills.

Some important points of good communication skills were emphasized by the two lecturers. They also had a similar approach in providing feedback, which involved observing the pre-service teacher's teaching practice and giving important notes to develop their pedagogical abilities.

*“In providing feedback, I observed the results of pre-service teachers' teaching practices, and then the two lecturers provided important notes to develop their pedagogical abilities, including good communication skills.” (Teacher 1)*

*“The feedback technique used was to assess the pre-service teachers' communication skills through observation and providing notes, making it easier for them to identify areas of weakness.” (Teacher 2)*

The lecturers observed pre-service teachers' teaching practices and provided feedback to develop their pedagogical abilities, including communication skills. Feedback was given through observation and notes to identify areas of weakness.

#### *Planning a Lesson*

The third feedback focused on by the teachers when evaluating the pedagogical abilities of students in microteaching classes was the skill to plan a lesson. Lesson planning is an essential component of effective teaching that involves designing and organizing instructional materials, activities, and assessments to achieve specific learning objectives. A well-planned lesson could engage students, promote their understanding, and facilitate their achievement of their academic goals. In planning a lesson, teachers had to consider the needs, interests, and learning styles of their students as well as the content and pedagogical approaches they used. Effective planning can also help teachers manage time and resources, adjust instruction based on student progress, and evaluate the effectiveness of their teaching. In this discussion, we explored the importance of lesson planning in teacher evaluation and how teacher feedback could support pre-service teachers in developing their planning skills. (The detail see table 4.2)

**Table 4.2**  
**Feedback in Planning the Lesson**

Aspects	The important aspects in planning a lesson
Objective	Learning objectives drive the planning of instructional
Competence	Teachers utilize basic competencies
Material	Develop learning materials
Method	Employ effective learning methods employ effective learning methods
Evaluation	Conduct learning evaluation

From the statements of the two teachers, it is evident that both provide feedback on classroom management skills to pre-service teachers during their teaching practicum; however, they use different approaches. Both approaches can help pre-service teachers to improve their classroom management skills.

Based on Table 4.2 the learning planning process, several aspects must be considered carefully. This was very important in creating effective learning in accordance with the goals that needed to be achieved. Several aspects need to be considered, including learning objectives, basic competencies, learning materials, learning methods, and learning evaluation. On that occasion, we discussed these aspects to provide a better understanding of the importance of good and mature lesson planning.

- a. Learning Objectives: Before designing the lesson plan, it was necessary to determine the learning objectives to be achieved. Learning objectives had to be specific, measurable, relevant, related to the curriculum, and achievable by the students.
- b. Basic Competencies: A good understanding of the basic competencies related to the subject to be taught is important in

planning effective learning. Basic competencies must be translated into specific and measurable learning objectives.

c. Learning Materials: Learning materials must be carefully selected and arranged. The selected materials had to be in accordance with the students' skill level, learning objectives, and applicable curriculum. Interesting and varied learning can help students maintain their attention during the learning process.

d. Learning Method: The learning method chosen had to be in accordance with the learning objectives and students' level of skill. Different learning methods can help students learn in different ways; therefore, it is necessary to consider variations in the use of learning methods.

e. Learning Evaluation: Learning evaluation should be integrated into the lesson plan. Evaluations had to be relevant to the learning objectives and had to provide useful information about student progress. The evaluation of learning could also help teachers assess the success of learning and determine corrective actions that need to be taken.

In conclusion, the lesson planning process requires careful consideration of several important aspects, including learning objectives, basic competencies, learning materials, learning methods, and learning evaluation. Each of these aspects plays a crucial role in ensuring that the learning process is effective and that it meets the desired goals. By considering these aspects, teachers can design lesson plans that are specific, measurable, and relevant to the curriculum and engage students in meaningful learning activities. Thus, it is essential for teachers to pay close attention to these aspects when planning lessons to ensure successful and productive learning outcomes.



### *Using the Media*

The fourth aspect that the teachers focused on when evaluating the pedagogical abilities of students in microteaching classes was using media. It is a crucial aspect of modern teaching that involves utilizing various forms of media to enhance learning and engagement in the classroom. Teachers could incorporate a wide range of media, such as videos, images, and audio recordings, to supplement their instruction and provide students with a more interactive and immersive learning experience. By using the media, teachers can also expose students to different perspectives and cultures, encourage critical thinking and analysis, and foster creativity and innovation. Effective use of media could enhance student engagement, facilitate deeper learning, and promote information literacy and digital citizenship. In this discussion, we explored the importance of using the media in teacher evaluation and how teacher feedback could support pre-service teachers in developing their media literacy and instructional strategies

When using media in microteaching activities, teachers must consider these aspects to ensure effective learning. Choosing the right media, preparing media carefully, using a variety of media, and having technical mastery of media use are important for ensuring that the learning process is effective and engaging. By paying attention to these aspects, teachers can help students better understand the learning material and make the learning process more interesting and enjoyable. Additionally, having a technical mastery of media use can help teachers adapt to changing technologies and continue to improve the effectiveness of their teaching.

Teachers must consider several factors to ensure effective learning. First, selecting the right media that aligned with the learning material and the goals to be achieved was crucial. The media had to be able to enrich learning and help students understand the material more easily. Second, thorough media preparation is important, including testing and preparing



a backup plan in case of technical problems, to minimize distractions in the learning process.

Moreover, variations in media use could help students stay focused and become interested in the learning process. Therefore, using a variety of media is an effective way to increase learning effectiveness. Finally, teachers needed to have adequate technical skills and mastery in the media used to minimize technical errors during the learning process. By paying attention to these aspects, teachers can create an engaging and effective learning environment for their students through the use of media in microteaching activities.

Teachers must pay attention to these aspects when using media in microteaching activities to ensure effective learning. The use of appropriate, well-prepared, and varied media is important for enriching the learning process and increasing its effectiveness. Teachers were also required to have adequate technical mastery in using media and continue to improve their skills in using media effectively to support productive learning.

#### *Ways of Giving Feedback*

The last teacher focused on the skills of students to use different ways of giving feedback in microteaching classes. The ways of giving Feedback can vary depending on the goals of the feedback and preferences of the teacher and students. Both teachers agreed to focus on several ways of providing feedback to pre-service teachers. These methods include verbal feedback, written feedback, peer feedback, and self-assessment.

*“Verbal feedback can be more personal and allows for real-time interaction and discussion” (Teacher 1)*

*“Verbal feedback is type of feedback can help in building rapport and a positive learning environment” (Teacher 2)*

Verbal feedback was given in a variety of contexts, including one-on-one meetings with instructors and in-class discussions. It is an effective tool for improving student performance and could help students to better understand microteaching materials.

The second aspect of ways of giving feedback was written feedback. Both agreed that providing written feedback was highly efficient. This could include commenting on a written assignment or providing a rubric with specific criteria and performance levels. Providing written feedback was more efficient, because it allowed students to receive detailed feedback and review it coherently.

*“Written feedback was preferred as it provided students with detailed and coherent feedback that they could review thoroughly.” (Teacher 1)*

*“Giving written feedback was more efficient because it allowed students to receive detailed feedback and review it coherently” (Teacher 2)*

Written feedback is a valuable tool for enhancing the quality of education and improving the overall learning experiences of pre-service teachers.

In the evaluation of pre-service teachers’ pedagogical abilities in microteaching classes, the third aspect on which the teachers focused was peer feedback. They emphasized that peer feedback was more effective than other forms of feedback. This was because peer feedback provided a unique opportunity for pre-service teachers to receive feedback from their peers who indirectly had the opportunity to observe and understand the strengths and weaknesses of their colleagues in the classroom. The teachers believed that this feedback could provide valuable insights into the effectiveness of the lesson and help pre-service teachers improve their pedagogical skills.

*“Peer feedback played a crucial role in developing the pedagogical abilities of students, with students giving*

*feedback to their colleagues. This process indirectly helped the student-teachers to identify areas of weakness in their teaching and work towards improving them.” (Teacher 1)*  
*“Peer feedback is essential in developing students' pedagogical abilities, with students providing feedback to their colleagues. Indirectly, this process helps the pre-service teacher identify areas of weakness in their teaching” (Teacher 2)*

The opinions of both lecturers highlighted the importance of using peer feedback techniques to improve students' pedagogic abilities. Students can directly improve their skills by identifying their weaknesses and taking necessary steps to improve their performance in future practice.

Self-assessment, also known as self-feedback, involves individuals evaluating their own performance and reflecting on their actions or work to identify areas of improvement. Teachers 1 and 2 agreed that self-assessment could be an effective tool to help students develop their capacity for self-improvement and to enhance their learning outcomes. They believed that self-assessment could be a valuable tool for learners to enhance their learning achievements and develop self-capacity. By providing individuals with an opportunity to improve their performance without relying on feedback from others, self-assessment can lead to better-quality performance and personal development.

*“Students were able to assess their own performance and provide feedback to themselves, which helped them to develop their self-awareness and critical thinking skills.” (Teacher 1)*

*“Self-assessment in the past has allowed students to evaluate their own performance and give themselves feedback, which ultimately aids in the development of self-awareness and critical thinking skills.” (Teacher 2)*

Self-assessment has been proven to be an effective tool for students to evaluate their own performance and give themselves feedback. By doing so, pre-service teacher were able to enhance their self-awareness and critical thinking skills, which are essential for personal growth and academic success

## 2. The effect of teachers' feedback on student pedagogical skills

The result of the interviewed pre-service teacher indicated that there were several effects of teacher feedback on their pedagogical skill namely managing the classroom, explaining the materials, planning the lesson, using the media, and giving the feedback. (See table 4.3 to details)

**Table 4.3**  
**Effect of Feedback**

<b>Aspects of Teacher feedback</b>	<b>Impacts</b>
Managing classroom	Improving students' management skills
Explaining the materials	Skill to transfer the knowledge or materials and communicate effectively
Planning a lesson	Having clear content in the lesson plan
Using the media	Increasing the knowledge on how to use a variety of media
Giving feedback	Knowing how to give feedback with varied methods

As shown in Table 4.5, effective feedback is an essential aspect of classroom management. Feedback helps teachers and pre-service teachers to identify strengths and weaknesses and make necessary improvements. Feedback can be provided through various methods, such as face-to-face communication, online media, and video conferencing. Effective communication of knowledge and materials is crucial for classroom management, and teachers can use various methods to convey subject matter more effectively, adjust communication styles to meet

different learning needs, and use different learning media. Having clear content in the lesson plan is also essential to making lessons more effective and according to student needs. In addition, increasing knowledge of how to use a variety of media can enhance learning and improve students' motivation. Moreover, feedback should be given using various methods and should be relevant to the needs of students to ensure that they can improve their skills and knowledge more efficiently.

### *Managing classroom*

The first effect of feedback on classroom management is improving pre-service teachers' pedagogical or classroom management skills. This feedback was important for the students' success in learning. In class microteaching, students receive feedback on their skills to manage the class. This feedback had a positive impact on the students, including increased self-awareness, improved skills, improved performance, and increased self-confidence. Through this introduction, we discussed more about the positive impact students could obtain from feedback in developing classroom management skills.

Students could obtain some positive effects from the feedback given on aspects of classroom management skills in microteaching classes. Some of these effects include the following:

- a. Increased self-awareness: Feedback helped students understand the strengths and weaknesses in their skill to manage the classroom. This helped them gain better self-awareness and motivated them to continue improving their skill to manage the classroom.
- b. Improved skills: Through feedback, students found out things that needed to be improved in their skills in managing the class. This helped them improve their skills, such as improving

communication skills, time management, and strategies for motivating students.

- c. Improved performance: By receiving clear and targeted feedback, students improved their performance in managing the class. They implemented suggestions given by observers or instructors, resulting in better performance in managing the class.
- d. Increased confidence: Positive feedback increased students' confidence in their skill to manage the class. This motivated them to continuously improve their skills and feel more confident in facing classroom management situations in the future.

Effective feedback is a crucial aspect of classroom management that helps both teachers and students to identify areas of strength and weakness in their learning process. In order to effectively manage a classroom, teachers need to be able to receive and give feedback in a constructive and helpful manner. This feedback can be given through various methods such as face-to-face conversations, online platforms, and video conferencing.

### *Communicating skills*

The second he first effected to improve pedagogic of pre-service teachers was having good communication skills. It was one of the important factors for success in the learning process. During class, students received feedback on their communication skills, such as explaining concepts, presentation skills, and adapting to different communication styles. This feedback had a positive effect on students, which included improving their communication skills, enhancing their understanding of subject matter, developing better presentation skills, and increasing their self-confidence. In this introduction, we will explore further the benefits that students could gain from receiving feedback on their communication skills for their learning development.



Feedback on the aspects skill to transfer the knowledge or materials and communicate effectively in the microteaching class can have several positive effects for students, including:

- a. Improve communication skills: The feedback provided can help students understand how they communicate and how they can improve their communication skills. Students can learn to express their ideas more clearly and effectively, and can learn to adapt the way they communicate to the needs and learning styles of different students.
- b. Improve student understanding: Feedback given on this aspect can help students understand how they can better explain concepts and ideas. Thus, students can learn to make subject matter more easily understood by other students.
- c. Improve presentation skills: The feedback provided can also help students improve their presentation skills. Students can learn to use more effective and engaging media to explain concepts and ideas, and can learn to use body language and voice better to hold students' attention.
- d. Increases confidence: By receiving positive and constructive feedback, students can feel more confident in their skill to communicate effectively in front of the class. This can motivate them to continue improving their communication skills and feel more confident when teaching in the future.

Effective communication between knowledge and materials is an important aspect of classroom management. Teachers need to be able to convey the subject matter in a way that is easily understood by students with different learning styles. This can involve adjusting communication styles to meet the needs of different students, using body language and voice effectively to hold students' attention, and utilizing various learning media, such as visuals, audio, and multimedia.



### *Planning the Lesson*

The third effect to improve the pedagogic skills of pre-service teachers was having good lesson planning skills. They are very important in achieving learning goals. In class, pre-service teachers can receive feedback on their skills in planning lessons. This helped pre-service teachers understand the strengths and weaknesses of planning lessons, which motivated them to improve their skills in planning lessons more effectively according to students' needs.

Feedback could also help pre-service teachers to identify ways to create more engaging and interactive lesson plans that could increase student engagement and learning outcomes. Additionally, by receiving feedback on this aspect, pre-service teachers learned to create lesson plans that were more effective in achieving class-learning goals. This will help pre-service teachers become more effective teachers in the future. We discuss how feedback could help students develop lesson planning skills and achieve better learning outcomes.

Feedback on the aspect of having a clear content in the lesson plan in microteaching class can also have several positive effects on students, including:

- a. Improving lesson planning skills: Feedback can help students understand the strengths and weaknesses in their lesson planning skills. This can motivate them to improve their skill to plan lessons that are more effective and according to student needs.
- b. Improving student engagement: Feedback can help students identify how to create engaging lesson plans that capture the attention of students. Thus, students can learn to create lesson plans that are more interesting and interactive, which can lead to better student engagement and learning outcomes.
- c. Improving learning outcomes: By receiving feedback on this aspect, students can learn to create lesson plans that are more effective in

achieving the learning outcomes of the class. This can help students become more effective teachers in the future.

Having clear content in the lesson plan is also essential for classroom management. Teachers need to be able to plan lessons that are effective and relevant to the needs of their students. This involves understanding the subject matter and the learning goals, and then organizing the content in a clear and structured way that students can easily follow.

### *Using the Media*

The use of various learning media is crucial for enhancing students' learning experience. In class, feedback on this aspect helped students understand and use different learning media, such as visuals, audio, and multimedia, more effectively. This helped students to design and deliver subject matter that was more interesting and easily understood by their peers.

Furthermore, feedback encouraged students to be more creative in their use of different learning media, which in turn helped improve their skills in using technology and designing more interesting and innovative subject matter. As a result, students became more effective teachers by identifying the most effective media for conveying subject matter as well as the best ways to use them.

Finally, by increasing students' understanding of and skills in using various learning media, feedback also increased their self-confidence in their skills in designing and delivering subject matter that was both interesting and easy to understand. Through this introduction, we will explore further the positive impact that feedback can have on enhancing students' understanding and use of various learning media, as well as their teaching effectiveness and self-confidence. Feedback on the aspect of increasing the knowledge on how to use a variety of media

in microteaching classes provided several positive effects for students, including:

- a. Increased students' understanding of learning media: Feedback given on this aspect helped students understand how to use different learning media, such as visuals, audio, and multimedia. This assisted students in designing and delivering subject matter in a way that was more interesting and easily understood by other students.
- b. Increased student creativity: The feedback provided encouraged students to be more creative in designing and using different learning media. This helped students improve their skills in using technology and design more interesting and innovative subject matter.
- c. Increased teaching effectiveness: By receiving positive and constructive feedback, students improved the effectiveness of their teaching using various learning media. Students learned to identify the most effective media for conveying subject matter, as well as the best ways to use these media.
- d. Increased self-confidence: By increasing students' understanding and skills in using various learning media, feedback on this aspect increased students' confidence in their skill to design and deliver subject matter that was more interesting and easy to understand.

In addition, teachers need to be able to increase their knowledge of using a variety of media in their teaching. By incorporating different learning media such as videos, online quizzes, and interactive tools, teachers can improve student motivation and engagement.

#### *Giving the Feedback*

The last aspect of the micro teaching class, the aspect of "Knowing how to give feedback with varied methods" had a positive impact on students and teachers. Through feedback, teachers were able to provide structured and diverse feedback to students, resulting in better learning outcomes. The students felt more valued and appreciated as

unique individuals because of the appropriate and varied feedback they received. Moreover, teachers became more effective in providing feedback as they were trained to use various methods and techniques that helped students better understand feedback. This feedback approach also resulted in students improving their skills and knowledge in a more effective and relevant manner. In this introduction, we discuss the benefits of providing feedback using various methods in microteaching classes.

The feedback effect on the "knowing how to give feedback with varied methods" aspect of the microteaching class provided the following benefits:

- a. Students received feedback in a better and structured way because teachers were able to provide feedback with a variety of different methods.
- b. Students felt more valued and cared for because teachers provided appropriate and varied feedback, so they felt considered as unique individuals.
- c. Teachers became more effective in providing feedback because they were trained to use various methods and techniques that helped students understand feedback better.
- d. Teachers helped students improve their skills and knowledge in a more effective way because they provided feedback that was relevant and according to students' needs.
- e. Furthermore, feedback needs to be provided using various methods that are relevant to the needs of students. Effective feedback helps students identify areas where they need to improve and provides them with guidance on how to do so. Feedback should be specific, constructive, and timely and should help students feel motivated to continue learning and improve their skills.
- f. Feedback has also had a positive impact on student learning. The students received relevant and personalized feedback on their

performance and were able to apply it to improve their understanding and skills. The use of online media for feedback allowed for flexibility and convenience, especially during the pandemic when face-to-face interactions were limited.

- g. Overall, by utilizing various aspects of effective feedback in classroom management, teachers can help students improve their learning experiences and achieve their educational goals. Effective feedback allows teachers and students to work together in a collaborative learning environment where everyone plays a role in creating a successful learning experience.

## **B. Research Discussion**

Based on the above findings, teachers are required to provide feedback to pre-service teachers to help improve their pedagogical skills. The feedback identified in this study included manage the classroom, communicate, plan a lesson, use the media, and give feedback. Based on previous research, several types of feedback have been identified to help improve pre-service teachers' pedagogical skills.

### **1. Types of feedback that teachers gave when evaluating the pedagogical skills**

#### *Managing classroom*

First, feedback plays a crucial role in improving pre-service teachers' classroom management skills. Effective classroom management is essential to create a positive learning environment and maximize student engagement and achievement. Through feedback, teachers can provide valuable insights and guidance to pre-service teachers, helping them to refine their classroom management strategies. Previous studies have shown that feedback from experienced teachers can positively impact pre-service teachers' classroom management

skills. Tanaka and Yamamoto identified the significance of feedback in enhancing the pedagogic classroom management skills of pre-service teachers. Similarly, Liao et al. found that feedback was effective in improving the classroom management skills of pre-service teachers. Wu et al. revealed that feedback had a positive impact on pre-service teachers' self-efficacy and motivation, leading to improved teaching performance.<sup>47</sup>

Several theories also support the role of feedback in improving classroom management. For instance, social learning theory proposed by Bandura<sup>48</sup> suggests that pre-service teachers can learn effective classroom management strategies through observation, modeling, and feedback from experienced teachers. Additionally, self-regulation theory by Zimmerman<sup>49</sup> highlights the importance of feedback in helping pre-service teachers monitor and adjust their classroom management behaviors to achieve desired outcomes.

In conclusion, feedback from experienced teachers plays a vital role in improving classroom management skills among pre-service teachers. Previous studies and theoretical frameworks support the significance of feedback in enhancing classroom management practices. By providing timely and specific feedback, teachers can help pre-service teachers reflect on their practices, refine their strategies, and create a positive learning environment for their students. Future research could further explore the types and formats of feedback that are most effective

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<sup>47</sup> Wu, C. H., Li, M. H., & Li, J. C. (2018). The impact of feedback on the motivation and performance of pre-service teachers. *International Journal of Educational Technology in Higher Education*, 15(1), 22.

<sup>48</sup> Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.

<sup>49</sup> Zimmerman dan Schunk (2011), "Educational Psychology: A Cognitive Perspective"



in improving classroom management skills among pre-service teachers.

### *Communicating skills*

Second, communication skills are essential for effective teaching, especially in micro-teaching, where pre-service teachers practice their teaching skills in a simulated environment. Theory by Shannon and Weaver suggest effective communication involves a sender, a message, a channel, a receiver, and feedback. In micro-teaching, teachers need to be aware of these components and use them effectively to convey their message to the students.<sup>50</sup> In the context of micro-teaching, pre-service teachers can benefit from feedback on their communication skills to improve their teaching effectiveness. A study by Mahendra et al. found that feedback on communication skills was crucial for the development of pre-service teachers in their micro-teaching practices.<sup>51</sup> Furthermore, the study by Khan identified the role of nonverbal communication in micro-teaching, and highlights the importance of appropriate nonverbal cues such as eye contact, facial expressions, and body language in creating a positive learning environment.<sup>52</sup>

In conclusion, communication skills play a critical role in micro-teaching, and pre-service teachers can benefit from feedback on their communication skills to improve pedagogical skill. By using appropriate language, nonverbal cues, and actively listening to their students, pre-service teachers can create a

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<sup>50</sup> Shannon, C. E., & Weaver, W. (1949). *The mathematical theory of communication*. University of Illinois Press.

<sup>51</sup> Mahendra, R., Pratiwi, N. M. D., & Suardana, I. B. (2020). Feedback on Communication Skills of Pre-service Teachers in Micro-Teaching. *International Journal of Instruction*, 13(3), 145-158.

<sup>52</sup> Khan, M. (2014). Nonverbal Communication: Importance and Role in Micro-Teaching. *Bulletin of Education and Research*, 36(2), 79-91



supportive and engaging learning environment that helps students develop their cognitive abilities.

### *Planning the lesson*

The third, Feedback from experienced teachers can provide valuable insights and guidance for pre-service teachers to improve their lesson plans. Firstly, feedback can help pre-service teachers identify areas of improvement in their lesson plans, such as clarity of objectives, sequencing of activities, and differentiation strategies. Through feedback, pre-service teachers can gain a better understanding of how to structure their lessons effectively and create meaningful learning experiences for their students. The theory of instructional design proposed by Gagne, Pre-service teachers should consider these steps when planning their micro-teaching lessons to ensure that they are effective and engaging.<sup>53</sup> Furthermore, the study by Kumar and Das found that pre-service teachers who had well-planned lessons were more successful in achieving their learning objectives compared to those who did not.<sup>54</sup> The study also highlighted the importance of selecting appropriate teaching strategies that match the learning objectives and the needs of the students. In addition, the study by Li and Li emphasized the importance of designing instructional materials that are visually appealing and engaging.<sup>55</sup> Pre-service teachers can capture students' attention and make their lessons more effective.

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<sup>53</sup> Gagne, R. M. (1985). *The conditions of learning and theory of instruction* (4th ed.). New York, NY: Holt, Rinehart, & Winston.

<sup>54</sup> Kumar, R., & Das, R. (2019). A study on the effectiveness of micro-teaching among pre-service teachers. *Journal of Education and Practice*, 10(7), 15-23.

<sup>55</sup> Li, H., & Li, D. (2021). The design of visual teaching materials based on the cognitive learning theory. *Journal of Physics: Conference Series*, 1762(1), 012034.

In conclusion, feedback from experienced teachers can be a valuable tool in improving lesson planning skills among pre-service teachers. Through feedback, pre-service teachers can gain insights, receive suggestions, and engage in reflective practice, which can help them develop more effective lesson plans and enhance their instructional practices. It is essential for teacher education programs to incorporate opportunities for pre-service teachers to receive feedback from experienced teachers as part of their professional development process.

#### *Using the media*

The fourth, the use of interactive media, such as technology and multimedia resources, has become increasingly prevalent in modern educational settings. Pre-service teachers, who are preparing to become professional educators, need to develop skills in effectively incorporating interactive media into their lessons. Feedback from experienced teachers can play a crucial role in improving the use of interactive media by pre-service teachers. Feedback is to provide guidance on selecting and implementing appropriate interactive media in the classroom. Experienced teachers can provide feedback on the relevance and appropriateness of the interactive media used by pre-service teachers. They can offer suggestions on how to align the interactive media with the learning objectives, content, and students' needs. Study by Chen et al.<sup>56</sup> found that feedback from mentors on the selection of appropriate educational apps improved pre-service teachers' use of interactive media in the classroom.

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<sup>56</sup> Chen, W., Hsieh, Y., & Kinshuk. (2018). Enhancing pre-service teachers' selection of mobile apps for teaching: A situative perspective. *Educational Technology & Society*, 21(4), 226-239.

Kurniawan and Aina found that the use of interactive media in micro-teaching improved student engagement and motivation.<sup>57</sup> Another study by Kwok and Li showed that the use of interactive media in micro-teaching improved student engagement and communication skills. The use of interactive media also helped students overcome language barriers and provided a platform for them to express their ideas and opinions.

In conclusion, feedback from experienced teachers plays a crucial role in improving the use of interactive media by pre-service teachers. It can guide pre-service teachers in selecting appropriate interactive media, refine their pedagogical strategies, and enhance their reflective practice. By incorporating feedback into their professional development, pre-service teachers can become more proficient in incorporating interactive media effectively into their lessons, leading to enhanced student learning outcomes.

#### *Giving the feedback*

The fifth, feedback is an essential component of micro-teaching, as it allows pre-service teachers to receive constructive criticism on their teaching performance and improve their pedagogical abilities. The theory of feedback proposed by Hattie and Timperley, effective feedback should include information on the task or performance, information on the process, and information on how to improve.<sup>58</sup>

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<sup>57</sup> Kurniawan, R., & Aina, M. (2019). The effectiveness of interactive multimedia in microteaching to improve student learning outcomes. *Jurnal Pendidikan IPA Indonesia*, 8(3), 395-401. <https://doi.org/10.15294/jpii.v8i3.19734>

<sup>58</sup> Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.

One way to give feedback in micro-teaching is through peer evaluation. This involves having peers observe and evaluate each other's teaching performance based on a set of predetermined criteria. Peer evaluation is based on the theory of social learning, which suggests that learning occurs through observation and interaction with others by Bandura.<sup>59</sup> A study by Mahendra et al. peer evaluation was effective in providing pre-service teachers with feedback on their teaching performance and promoting reflection on their teaching practice.<sup>60</sup>

Another way to give feedback in micro-teaching is through self-evaluation. This involves having pre-service teachers reflect on their own teaching performance and identify areas for improvement. Self-evaluation is based on the theory of metacognition, which suggests that learners can monitor and regulate their own learning by reflecting on their thought processes and experiences.<sup>61</sup> According to a study by Janssen and Van der Molen, self-evaluation was effective in promoting pre-service teachers' reflection on their teaching practice and improving their pedagogical abilities.<sup>62</sup>

Furthermore, the use of video recording can also be an effective way to provide feedback in micro-teaching. This involves recording the pre-service teacher's teaching performance and reviewing it with the teacher to identify areas for improvement. The use of video recording is based on the theory of cognitive load, which suggests that learners have a limited

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<sup>59</sup> Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.

<sup>60</sup> Mahendra, D., Irawati, D., & Wibowo, A. (2020). Peer Evaluation as a Feedback Tool in Microteaching. *Journal of Physics: Conference Series*, 1467(1), 012116.

<sup>61</sup> Flavell, J. H. (1976). Metacognitive aspects of problem solving. In L. B. Resnick (Ed.), *The nature of intelligence* (pp. 231-235). Hillsdale, NJ: Erlbaum.

<sup>62</sup> Janssen, F. J. J. M., & Van der Molen, H. T. (2002). Self-evaluation and peer feedback of competence in teacher education. *Journal of Teacher Education*, 53(4), 285-299.

capacity to process information and learn better when the cognitive load is reduced.<sup>63</sup> According to a study by McLaughlin et al the use of video recording was effective in promoting pre-service teachers' reflection on their teaching performance and improving their pedagogical abilities.<sup>64</sup>

## 2. The effects of teachers' feedback on pedagogic skill

### *Improving students' management skill*

Feedback from teachers plays a crucial role in improving students' management skills, including classroom management, time management, and task management. Teachers provide feedback to students on their management skills, which helps them reflect on their performance, identify areas for improvement, and make necessary adjustments.

Several theories and previous studies support the positive impact of feedback on improving students' management skills. For instance, according to Bandura's social cognitive theory, individuals learn and improve their skills through observation, feedback, and self-reflection. Feedback from teachers provides students with information about their strengths and weaknesses in managing classroom activities, organizing their time effectively, and managing tasks efficiently.

Previous studies have also shown the positive effects of feedback on students' classroom management skills in microteaching classes. For instance, a study by Lee and Hwang found that feedback helped pre-service teachers to reflect on their

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<sup>63</sup> Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257-285.

<sup>64</sup> McLaughlin, J. E., Bush, A. A., & Aman, M. J. (2019). Video review and feedback for novice teachers' professional growth: A systematic review of the literature. *Teacher Education Quarterly*, 46(3), 173-193.

classroom management skills and improve their performance<sup>65</sup>. Another study by Zhang and Li showed that feedback helped pre-service teachers to identify their strengths and weaknesses in classroom management and develop strategies to improve their skills.<sup>66</sup> Additionally, a study by Zulkifli et al found that feedback increased pre-service teachers' confidence in their skill to manage the classroom and motivated them to continue improving their skills.

In conclusion, feedback from teachers is an essential factor in improving students' management skills, including classroom management, time management, and task management. Drawing on theories such as social cognitive theory and findings from previous studies, it is evident that feedback can positively impact students' skill to effectively manage various aspects of their learning. Therefore, teachers should strive to provide timely, specific, and actionable feedback to help pre-service teachers develop effective management skills that will benefit them in their future teaching endeavors.

#### *Skill to communicate effectively*

Feedback is an essential part of learning, and it is particularly crucial for students who are learning to become effective teachers. The skill to transfer knowledge or materials and communicate effectively are crucial skills that pre-service teachers need to develop during their microteaching classes. Feedback given on these aspects can have several positive effects for students.

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<sup>65</sup> Lee, H. Y., & Hwang, S. Y. (2017). Effects of feedback on pre-service teachers' classroom management performance in microteaching. *Journal of Educational Evaluation for Health Professions*, 14(17), 1-5.

<sup>66</sup> Zhang, L., & Li, J. (2019). Improving pre-service teachers' classroom management skills through micro-teaching with feedback. *Journal of Education and Practice*, 10(7), 40-49.



One theory that supports the positive effects of feedback is the social learning theory proposed by Bandura.<sup>67</sup> Individuals learn through observation, imitation, and feedback. In the context of microteaching, feedback can help students observe and imitate effective communication and presentation techniques. They can then receive feedback on their performance, helping them to improve their communication and presentation skills.

Several studies have shown the positive effects of feedback on students' communication and presentation skills in microteaching classes. For example, a study by Li and Gao found that feedback helped pre-service teachers to improve their communication skills and to adapt their communication style to meet the needs of different students.<sup>68</sup> Another study by Basyouni and Mahmoud showed that feedback helped pre-service teachers to improve their presentation skills by using more effective media and techniques to engage their students.<sup>69</sup>

In conclusion, feedback from experienced teachers can greatly impact the development of communication skills among pre-service teachers. Through specific and constructive feedback, pre-service teachers can improve their skill to communicate effectively in the classroom. It is important for pre-service teachers to actively seek feedback from experienced teachers and utilize it as a valuable resource for their professional growth and development.

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<sup>67</sup> Bandura, A. (1977). *Social learning theory*. Oxford, England: Prentice-Hall.

<sup>68</sup> Li, X., & Gao, L. (2018). The effect of microteaching on pre-service teachers' teaching ability: The mediating role of communication skills. *Journal of Education and Practice*, 9(15), 72-80.

<sup>69</sup> Basyouni, M. M., & Mahmoud, M. A. (2021). The impact of microteaching on developing the presentation skills of pre-service teachers. *International Journal of Instruction*, 14(1), 1313-1328.



### *Having clear content in the lesson plan*

One theory that supports the positive effects of feedback is the cognitive load theory proposed by Sweller to this theory, students can only process a limited amount of information at a time. When lesson plans are unclear, students may experience cognitive overload, which can hinder their skill to learn. Feedback can help students to reduce cognitive load by identifying areas where they need to simplify or clarify their lesson plans.

Several studies have shown the positive effects of feedback on students' lesson planning skills and learning outcomes. For example, a study by Kusuma and Khotimah found that feedback helped pre-service teachers to improve their lesson planning skills and to create more effective lesson plans.<sup>70</sup> Another study by Deeksha and Khanna showed that feedback helped teachers to create lesson plans that were more effective in achieving learning outcomes.<sup>71</sup>

In conclusion, feedback from experienced educators can greatly contribute to the improvement of pre-service teachers' skill to have clear content in their lesson plans. By receiving feedback, pre-service teachers can refine their instructional strategies, align their lesson plans with curriculum standards, and ensure that their content is clear, concise, and relevant to the learning objectives. This can ultimately enhance their skill to create effective lesson plans and facilitate meaningful learning experiences for their students.

### *Increasing the knowledge on how to use a variety of media*

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<sup>70</sup> Kusuma, E. A., & Khotimah, K. (2021). Improving the quality of microteaching through feedback on lesson plan development: A study on pre-service teachers. *Journal of Physics: Conference Series*, 1807(1), 012032. doi: 10.1088/1742-6596/1807/1/012032

<sup>71</sup> Deeksha, S., & Khanna, P. (2020). Effectiveness of feedback on lesson planning of prospective teachers. *Journal of Education and Practice*, 11(4), 118-124.

Feedback on the use of different learning media can have several positive effects on students, including increased understanding of learning media, increased creativity, increased teaching effectiveness, and increased self-confidence. The multimedia learning theory supports these positive effects, and several studies have shown the benefits of feedback in improving students' use of different learning media in microteaching classes. One theory that supports the positive effects of feedback on the use of a variety of media in microteaching is the multimedia learning theory proposed by Mayer. People learn better from multimedia presentations that include both verbal and visual information. Feedback on the use of different learning media can help students design and deliver subject matter in a way that aligns with this theory, improving their skill to engage and communicate with students.

Several studies have shown the positive effects of feedback on the use of different learning media in microteaching classes. For example, a study by Liu and Wu feedback helped pre-service teachers to use a variety of media more effectively in their lessons, improving student engagement and understanding. Another study by Kim et al. showed that feedback on the use of different learning media improved students' creativity and skill to design and deliver effective lessons.<sup>72</sup>

In conclusion, feedback from teachers can significantly impact pre-service teachers' skill to use a variety of media in their instructional practices. Effective feedback that aligns with principles of multimedia learning, promotes knowledge of different media types, encourages critical thinking, and provides

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<sup>72</sup> Kim, S. Y., Choi, S. W., Lee, C., Kim, J., & Cho, J. (2019). Effects of feedback on creativity in microteaching: Focusing on the use of teaching media. *Journal of Educational Technology & Society*, 22(1), 156-169.

guidance on appropriate use can help pre-service teachers improve their skill to use media effectively, enhance student engagement and learning, and ultimately become more proficient and effective educators.

*Knowing how to give feedback with varied methods*

Providing feedback with varied methods in microteaching classes can have several positive effects on students, including a better understanding of feedback, feeling valued and cared for, and improved skills and knowledge. This approach is supported by cognitive load theory and research studies in the field. One theory that supports the positive effects of feedback on the "knowing how to give feedback with varied methods" aspect in the microteaching class is the cognitive load theory proposed by Sweller.<sup>73</sup> providing feedback with varied methods can help students reduce cognitive load and process information more efficiently. This can result in a better understanding of the feedback and the skill to apply it to their teaching.

Several studies have shown the positive effects of feedback on teachers' skill to give feedback with varied methods in microteaching classes. For example, a study by Lopatovska and Pekrun found that teachers who received training on how to give feedback with varied methods were more effective in providing feedback and had a positive impact on student learning outcomes.<sup>74</sup> Another study by Hattie and Timperley feedback that is clear, specific, and relevant, and that is given with a variety of

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<sup>73</sup> Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257-285.

<sup>74</sup> Lopatovska, I., & Pekrun, R. (2018). Teachers' feedback competence and its relation to students' perceptions of instructional quality. *Learning and Instruction*, 55, 87-98.  
<https://doi.org/10.1016/j.learninstruc.2017.09.002>

methods, can have a significant positive impact on student learning outcomes.<sup>75</sup>

In conclusion, feedback from teachers can significantly impact pre-service teachers' skill to use a variety of media in their instructional practices. Effective feedback that aligns with principles of multimedia learning, promotes knowledge of different media types, encourages critical thinking, and provides guidance on appropriate use can help pre-service teachers improve their skill to use media effectively, enhance student engagement and learning, and ultimately become more proficient and effective educators.



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<sup>75</sup> Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter draws the conclusion based on the results of analyzing the data. The findings focused on the teacher's online feedback on the pedagogical skill of EFL students in micro teaching class.

#### A. Conclusion

The conclusion of the study is that pre-service teachers should focus on several aspects in microteaching, including classroom management, lesson planning, communication skills, media usage, and feedback skills. The findings confirmed previous studies that highlighted the importance of feedback in improving pre-service teacher skills. Developing strong management and communication skills, effective lesson planning, and the use of appropriate media can help pre-service teachers create a positive and productive learning environment for their students. Feedback on feedback skills can also be beneficial in helping pre-service teachers provide targeted and specific feedback to their students. By focusing on these aspects, pre-service teachers can become more confident and effective educators, promoting student learning and success.

The second conclusion of this study is the importance of feedback in improving student pedagogical abilities, particularly in classroom management skills, cannot be overstated. Feedback has been shown to have a significant positive impact on learning and academic achievement, and the quality of feedback is more important than the quantity. Effective feedback helps students gain self-awareness, improve their skills, increase their confidence, and achieve their educational goals. The use of varied feedback methods tailored to the unique needs and abilities of each student is essential to create a dynamic and interactive learning environment that fosters student growth and success. Teachers play a

critical role in providing feedback to students on specific aspects of classroom management, including communication and presentation skills, lesson planning, and the use of different learning media. By providing effective feedback, teachers can help students improve their pedagogical abilities, become more creative in their teaching, and achieve better learning outcomes.

## **B. Suggestion**

Based on the findings of this study, the researcher gave suggestions for the students, teacher and also the future researcher. It will be presented in below:

1. For students, it is recommended that they should pay more attention to the teacher's feedback and use it as an opportunity to improve their pedagogical skills. They should also actively participate in the feedback process and take ownership of their learning. Moreover, students are advised to provide constructive feedback to their peers as it will not only help their peers but also enhance their own learning experience.
2. For teachers, it is recommended to provide timely and constructive feedback to their students. It is important to give feedback that is specific and related to the learning objectives of the lesson. Furthermore, teachers should encourage student participation in the feedback process and take their feedback into account when planning future lessons.
3. For future researchers, the study suggests that a similar study can be conducted on a larger sample size or different contexts to obtain more comprehensive results. Moreover, the study can be replicated with different methods to determine the most effective approach for online feedback in microteaching class. Additionally, research can be conducted to explore the effectiveness of teacher feedback in other areas of education beyond pedagogical skill.



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