

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions that were derived from the discussion based on the research questions. The suggestion were presented to bring some suggestions related to the further research.

5.1. Conclusions

This research attempts to identify the types of feedback given by the teachers in the microteaching session in ELTM 2 class and also to investigate the effect of teachers' feedback to the improvement of students' teaching skill which represent by the fulfilment of indicators of teaching skill during microteaching session.

As the result of the first research question about the types of feedback given by the teachers in microteaching, the data analysis point out that according to Hattie and Timperley (2007), there are four types of feedback given by the teachers, those are feedback about task (FT), feedback about progression of the task (FP), feedback about self-regulation (FR), and feedback about self as a person (FS). For the teacher A, the feedback was given by her including feedback about task (FT), feedback about progression of the task (FP), feedback about self-

regulation (FR), feedback about self as a person (FS). For the teacher B, those types are including feedback about task (FT), feedback about progression of the task (FP), and feedback about self-regulation (FR). Mostly, the feedback given by the teacher A was feedback about progression of the task (41%). Meanwhile, the most feedback given by the teacher B was feedback about task (53%).

In addition, there are another five types of feedback use by the teachers based on the theory from Lightbown and Spada (2006), there are explicit correction, metalinguistic feedback, clarification request, elicitation, and repetition. For the teacher A, another feedback were given by her including explicit correction, metalinguistic feedback, clarification request, and elicitation. For the teacher B, another feedback was given including explicit correction and repetition. Mostly, the feedback given by the teacher A was elicitation (39%). Meanwhile, the most feedback given by the teacher B was explicit correction (75%). In other words, it can be concluded that each teachers has their own preferences in giving feedback

As the result of the second research question, the data analysis point out that the effect of the teachers' feedback is different for each groups and skill. For some groups the feedback could improve their teaching skill according to the indicator that had been used, but for some others could not. Furthermore, the feedback only success in improving four from eight teaching skill that had been observed. Those skill are set induction skill, explaining skill, questioning skill, and smooth

transition skill. For the other skill like directing classroom discussion, setting up academic task, giving feedback, and set closure, the improvement is as not much as the four skill have mentioned before, because there were less groups who were able to fulfil the indicators for that skill after receiving feedback rather that groups who were able to do that.

5.2. Suggestions

Based on the findings, discussions and conclusion of the study, there is a point that need to be considered for the teachers, the students, and the next researcher who wants to conduct the same topic. For the teachers, first, the feedback given should be more balanced between the teacher A and the teacher B, because there was an unbalance portion of the feedback. Second, the teachers should pay more attention to the feedback they had given, whether the feedback already covered all the teaching skill or not. Third, the feedback still need to be more detail in terms of solution of the problems that had arisen during the microteaching. Some of respondents of the interview said that the teachers only gave feedback without giving the right solution, but the others said that the feedback was already in a detail way.

Next, for the students, they should be more aware to their role during microteaching. For example if they do the microteaching for students in the seven

grade, the students who act as the students should act as the seven grade students not as university students, and for the students who teach should treat the others as if they are their students not their friends. Those point should be considered for better microteaching session in the future. And the last, for the next researcher who wants to conduct the same topic, it would be better if the study cover all of the students of the class and also use more detail indicator.