

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of data analysis that had been conducted to answer the research questions as outlined in the first chapter. The research questions are:

- What feedback are given by teachers to students' microteaching in ELTM 2 subject?
- To what extent does the feedback improve students' teaching skill in ELTM 2 subject?

4.1 Types of Teachers' Feedback in Microteaching

This part consist of findings and discussion to answer the first question. The feedback that were described was the feedback given by the teachers in the microteaching session. In three microteaching practices, the teachers only gave feedback in the first and second microteaching practices. The feedback in this study were divided to the types of feedback according by Hattie and Timperley (2007). They stated that there are four types of feedback, those are feedback about task (FT), feedback about processing of the task (FP), feedback about self-regulation (FR), and feedback about self as a person (FS). Furthermore, there are some feedback which did not include in the chart above, because it did not meet the categorising of feedback based on Hattie and Timperley (2007) theory. Thus, the researcher categorised the rest of

feedback based on the theory from Lightbown and Spada (2006). They stated that there are six types of feedback, those are explicit correction, metalinguistic feedback, clarification request, elicitation, recast, and repetition.

Based on the interview, the students stated that there was the difference between the feedback given by the teacher A and teacher B in terms of the clarity of the contained information. They claimed that teacher A gave more detailed feedback about their performance regarding the teacher's language, the materials, and the teaching skill that they used, while the teacher B feedback were beat around the bush. Furthermore, the result of the classroom observation showed that there are differences between the feedback from teacher A and teacher B regarding to the types that mostly used by them and also the amount of the feedback. The detailed about the feedback is described in the sub point below.

4.1.1 Teacher A

Based on the data analysis that had been conducted, the teacher A used four types of feedback in the microteaching. In the first microteaching, teacher A gave 34 feedback towards students' performance, while in the second microteaching the teacher gave 48 feedback towards students' performance. In the first microteaching, teacher A gave 10 feedback about task (FT), 13 feedback about processing of the task (FP), 5 feedback about self-regulation

(FR), and 6 feedback about self as a person (FS). Meanwhile, in the second microteaching, teacher A gave 11 feedback about task (FT), 21 feedback about processing of the task (FP), 13 feedback about self-regulation (FR), and 3 feedback about self as a person (FS).

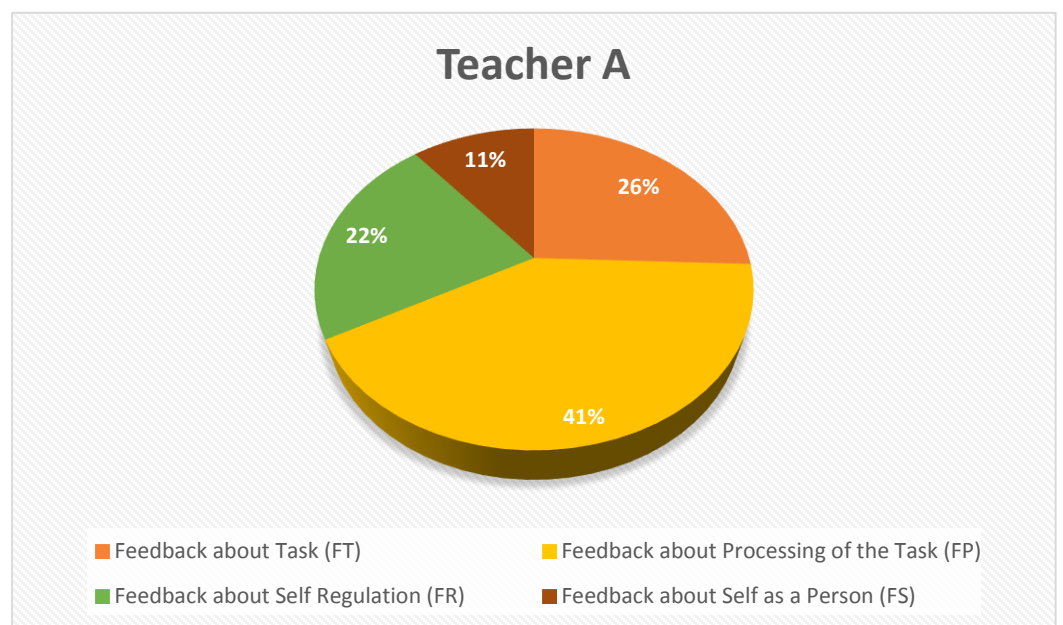


Chart 4.1.1.1 Teacher A

The comparison of the type of feedback given by the teacher A in the microteaching can be seen from the chart above. Mostly, teacher A gave feedback about processing of the task (41%). According to Hattie and Timperley (2007, p.93), it means that teacher A focused more about the process of the students' approach on the task and give information about possible alternative strategies that would also be useful for students'

improvement. The second most feedback was the feedback about task (26%), and then the third was feedback about self-regulation (22%), and the last was feedback about self as a person (11%).

In addition, the teacher A also used another four types of feedback from Lighbown and Spada (2006) in the microteaching. In the first microteaching, teacher A gave 5 feedback towards students' performance, while in the second microteaching the teacher gave 8 feedback towards students' performance. In the first microteaching, teacher A gave 1 explicit correction, 1 clarification request, 2 metalinguistic feedback, and 1 elicitation. Meanwhile, in the second microteaching, teacher A gave 1 explicit correction, 2 clarification request, 1 metalinguistic feedback, and 4 elicitation.

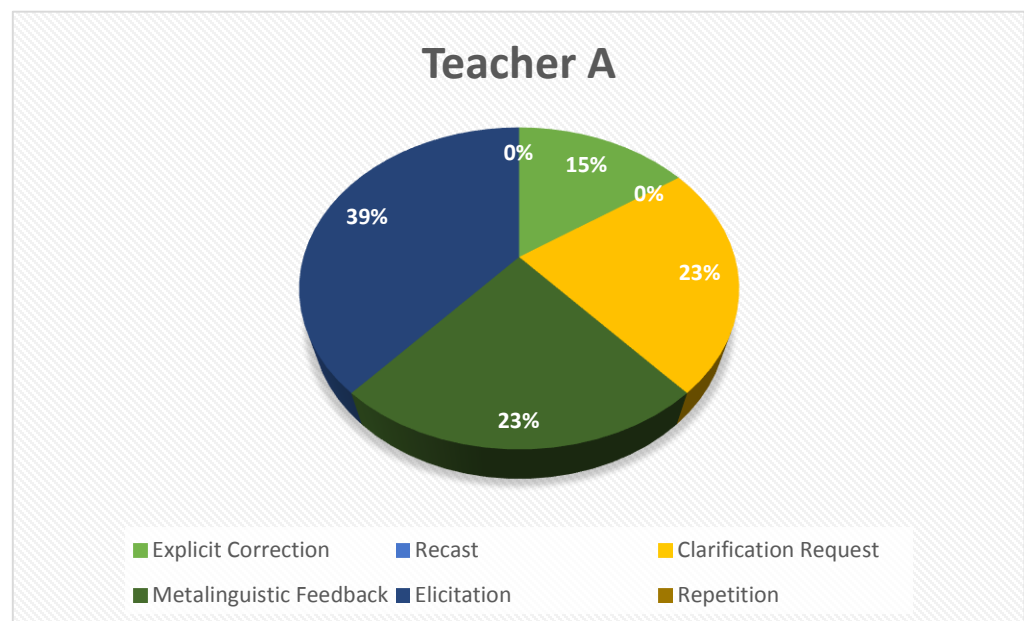


Chart 4.1.1.2 Teacher A

The comparison of those type of feedback given by the teacher A in the microteaching can be seen from the chart above. Mostly, teacher A gave elicitation (39%). According to Lightbown and Spada (2006), it means that teacher A mostly elicit the correct form from the students. The second most feedback was clarification request and metalinguistic feedback (23%), and the last was explicit correction (15%). The teacher did not give any feedback in form of recast and repetition.

4.1.2 Teacher B

Based on the data analysis that had been conducted, the teacher B used three types of feedback in the microteaching. In the first microteaching, teacher B gave 24 feedback towards students' performance, and in the second microteaching teacher B gave 10 feedback towards students' performance. In the first microteaching, teacher B gave 14 feedback about task (FT), 8 feedback about processing of the task (FP), and 2 feedback about self-regulation (FR). In the second microteaching, teacher B gave 4 feedback about task (FT), 5 feedback about processing of the task (FP), and 1 feedback about self-regulation (FR).

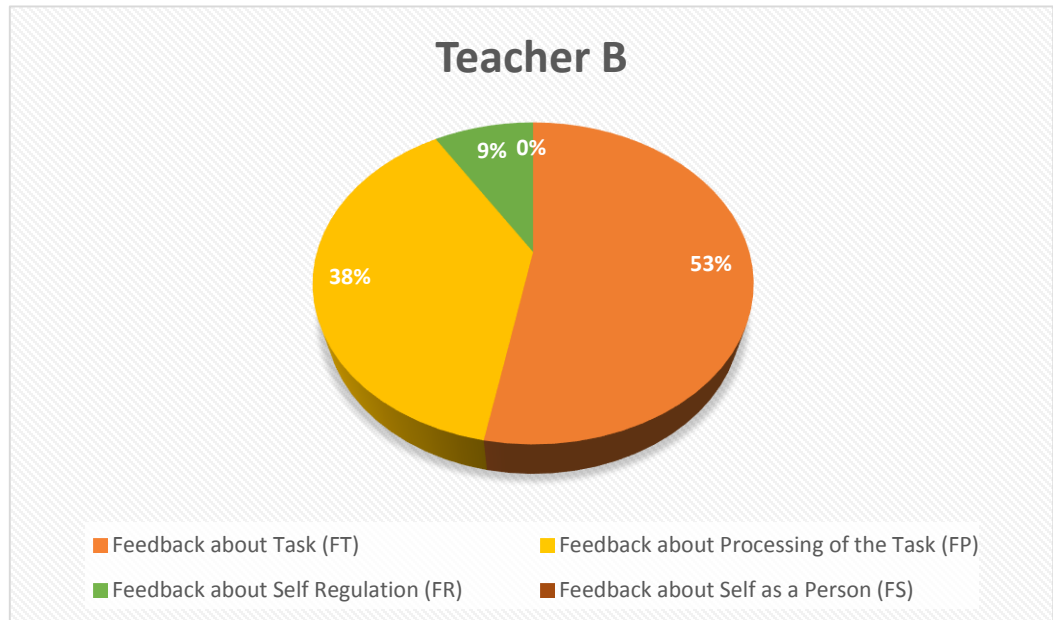


Chart 4.1.2.1 Teacher B

The comparison of the type of feedback given by the teacher in the microteaching can be seen from the diagram above. Mostly he gave feedback about the task (53%). According to Hattie and Timperley (2007, p.91), it means that teacher B focused more about quality of the performance itself and give information about neatness or format. The second most feedback was the feedback about processing of the task (38%), and then the third is feedback about self-regulation (9%). The teacher did not give any feedback about self as a person (FS).

In addition, the teacher B also used another two types of feedback based on the theory from Lightbown and Spada (2006) in the microteaching. In the first microteaching, teacher B gave 3 feedback towards students' performance, and in the second microteaching teacher B gave 1 feedback towards students' performance. In the first microteaching, teacher B gave 2 explicit correction and 1 recast. In the second microteaching, teacher B gave 1 explicit correction and 1 recast. In the second microteaching, teacher B gave 1 explicit correction.

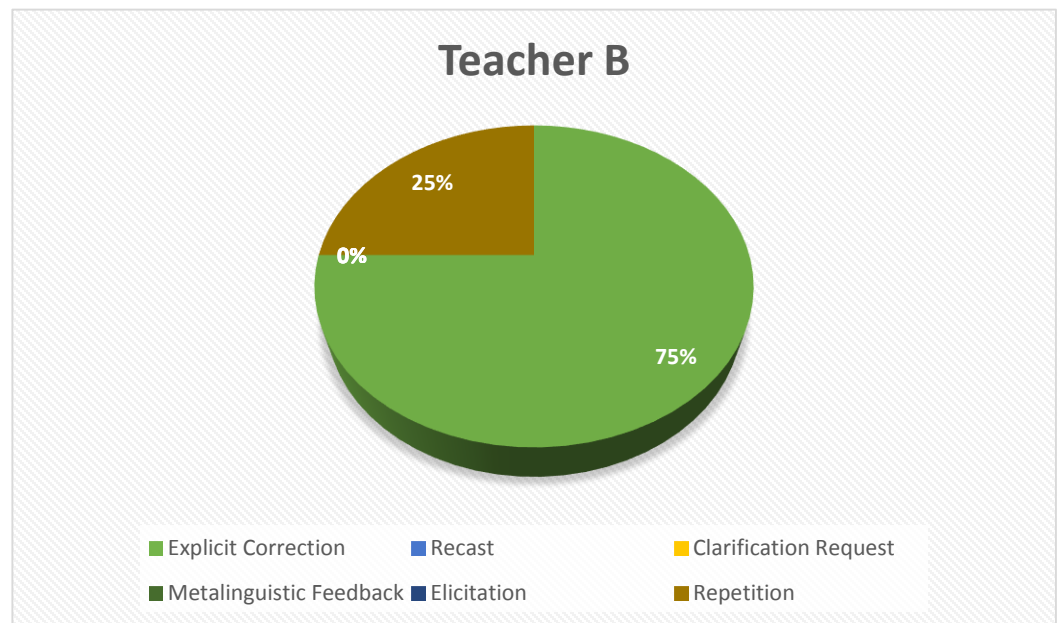


Chart 4.1.2.2 Teacher B

The comparison of those type of feedback given by the teacher B in the microteaching can be seen from the chart above. Mostly he gave explicit correction (75%). According to Lightbown and Spada (2006), it means that teacher B directly correct the incorrect form of students' utterances. The second most feedback was repetition (25%). The teacher did not give any

feedback in the form of metalinguistic feedback, recast, elicitation, and clarification request.

4.2 The Improvement of Students' Teaching Skill

This part consist of findings and discussion to answer the second question. The teaching skill that were described were based on the students' microteaching practices. To see the improvement of the students teaching skill, there were three microteaching practices that was recorded. The improvement is seen in the next performance after the students get the feedback from the teachers. There are indicators for the each of teaching skill. Kyriacou (2007, p.125) suggested that those indicator for each skill should be fulfilled in order to present a good teaching skill. In this case, the improvement of the teaching skill were seen if the group were not able to fulfil the indicator in their first performance, but they could fulfil it in the next performance or if the group used it in the first performance and still used it for the next performance. The indicators for each teaching skill were based on the theory from Kyriacou (2007), the detailed of indicator can be seen separately in the sub points. There are 6 group that were observed. Since the microteaching in the 12 DBR class was conducted per group, so the improvement were seen from the whole group, not by person.

Besides measured the students' improvement through the microteaching and observed the effect of the teachers' feedback, the researcher also conducted an interview as the triangulation of the data. As the result of the interview, the teachers

believe that the feedback they had given success in improving students teaching skill, because there is a significant difference from the students during those three microteaching practices. Even so, one of teachers said that the right to answer this kind of question hold by the students itself. In addition, the students claimed that even there are unbalanced feedback from the teachers in terms of the clarity of the detailed information of the feedback given by the teachers, those feedback success in helping them to improve their teaching skill.

The result of the microteaching shows 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 did not. Furthermore, the percentage shows that the groups had much improved in the set induction skill, explaining skill, questioning skill, and smooth transition skill. Meanwhile, for the other skill like directing classroom discussion, setting up academic task, giving feedback, and set closure, there were less groups who were able to fulfil the indicators for that skill after receiving feedback rather than groups who were able to do that. The detailed about the improvement of the students' teaching skill can be seen in the sub points below.

4.2.1 Set Induction

According to the Kyriacou (2007, p.37), there are four indicators for set induction to be a good set induction. Those are elicit and support students' attention, indicate what the topic of the lesson, a short warm-up or

starter activity as a quick recap of a previous lesson or be linked to the topic for the current lesson, and links with previous lesson. The charts below show the fulfilment of those indicators which represent in the three microteaching.

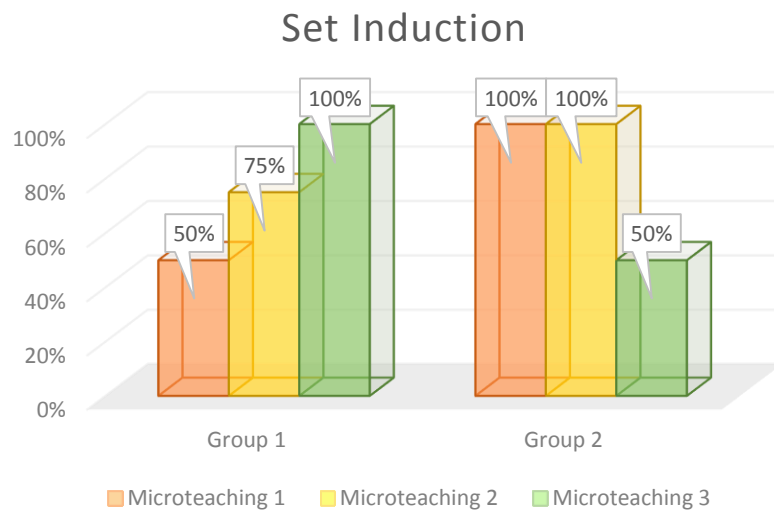


Chart 4.2.1.1 Group 1 and Group 2

As can be seen from the chart above, for group one, the feedback in first and second microteaching success in improving students set induction skill, because there was a significant increase. In the microteaching one, they only could fulfil 50% from the indicators of set induction, but in the second microteaching it increased to 75% and became 100% in the third microteaching. Next, for group two, the feedback in first microteaching success in maintaining students set induction skill, because the percentage show that in the first and second microteaching they could fulfil 100% of

the indicator. Unfortunately in the microteaching three, they only could fulfil 50% from the indicators of set induction, which means that the feedback given in the second microteaching did not success to improve their set induction skill.

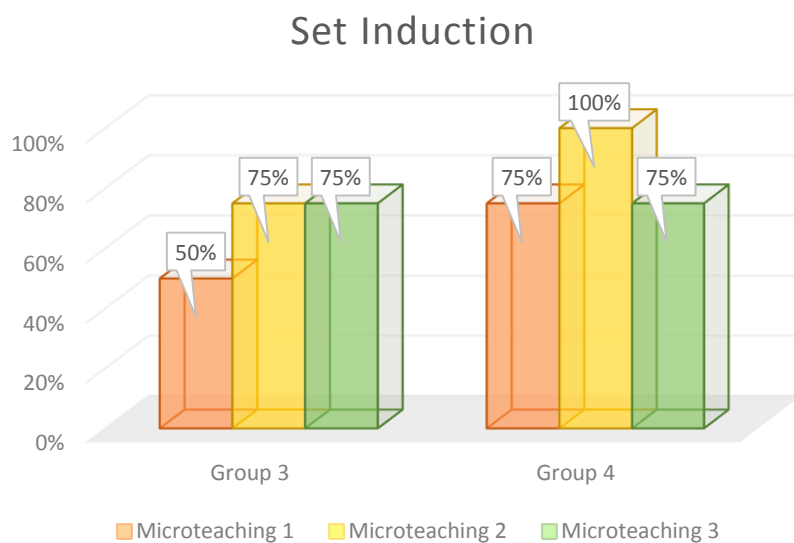


Chart 4.2.1.2 Group 3 and Group 4

As can be seen from the chart above, for group three, the feedback in first microteaching success in improving students set induction skill because the percentage showed that in the first microteaching they were able to fulfil 50% of the indicators but in the second microteaching they could fulfil 75% of the indicators. In addition, feedback in the second microteaching did not success in improving their set induction skill, because the percentage shows that there is no increasing in third microteaching. And then for group four,

the feedback in first microteaching success in improving their set induction skill because the percentage showed that in the first microteaching they were able to fulfil 75% of the indicators but in the second microteaching they could fulfil 100% of the indicators. Meanwhile, feedback in the second microteaching could not maintain students set induction skill, because the percentage show that there is decreasing in the third microteaching (75%).

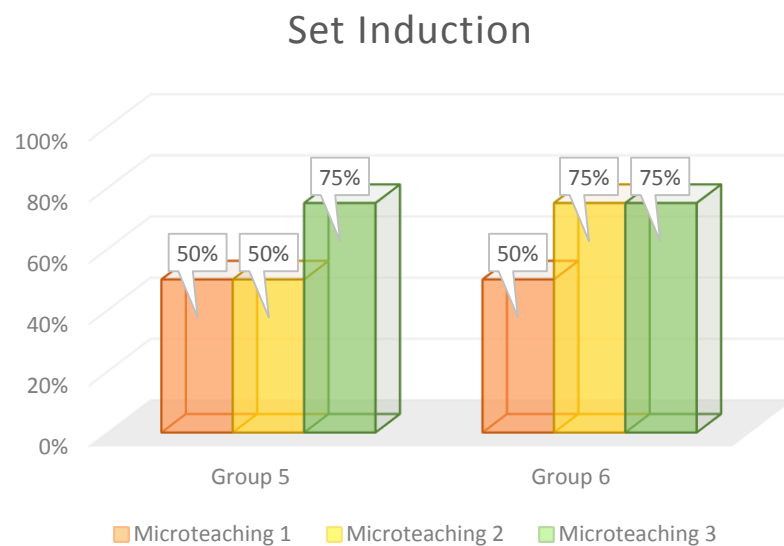


Chart 4.2.1.3 Group 5 and Group 6

As can be seen from the chart above, for group five, the feedback in first microteaching did not success in maintaining their set induction skill because the percentage showed that both in the first and second microteaching they were able to fulfil 50% of the indicators. Furthermore, the feedback in the second microteaching success in improving their set

induction skill, because in the third microteaching they could fulfil 100% of the indicators.

For group six, the feedback in first microteaching success in improving their set induction skill because the percentage showed that in the first microteaching they could fulfil 50% of the indicators, but in the second microteaching they were able to fulfil 75% of the indicators. Furthermore, the feedback in the second microteaching did not success in improving their set induction skill, because in the third microteaching they could fulfil 75% of the indicators

4.2.2 Explaining

Kyriacou (2007, p.38) stated that there are seven indicators for good explaining skill. Those are clear and pitched at the appropriate level, the major ideas are broken down into meaningful segments and linked together in a logical order, fairly brief and may be mixed with questions and other activities, use good voice and body language to support attention and interest, avoids use of over-complex language, use examples (particularly ones relating to students' experiences and interests), and monitors and checks students' understanding. The charts below show the fulfilment of those indicator which represent in the three microteaching.

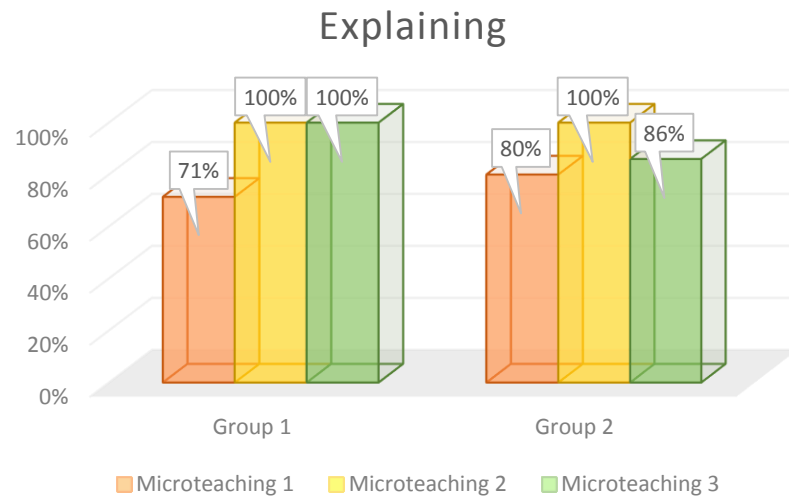


Chart 4.2.2.1 Group 1 and Group 2

As can be seen from the chart above, for group one, the feedback in first microteaching success in improving students explaining skill because the percentage showed that in the first microteaching they could fulfil 71% of the indicators, but in the second microteaching they were able to fulfil 100% of the indicators. Furthermore, the feedback in the second microteaching success in maintaining students explaining skill, because in the third microteaching they still were able to fulfil 100% of the indicators.

Next, for group two, the feedback in first microteaching success in improving their explaining skill because the percentage showed that in the first microteaching they could fulfil 86% of the indicators, but in the second microteaching they were able to fulfil 100% of the indicators. Meanwhile, the feedback in the second microteaching did not success in maintaining

their explaining skill, because in the third microteaching they fulfil 86% of the indicators.

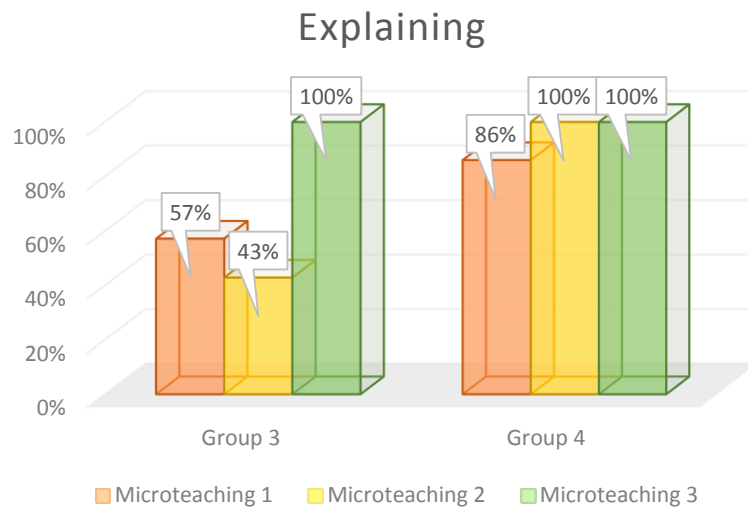


Chart 4.2.2.2 Group 3 and Group 4

As can be seen from the chart above, for group three, the feedback in first microteaching did not success in improving their explaining skill because the percentage showed that in the first microteaching they could fulfil 57% of the indicators, but in the second microteaching they only fulfil 43% of the indicators. Furthermore, the feedback in the second microteaching success in improving their explaining skill, because in the third microteaching they still were able to fulfil 100% of the indicators.

For group four, the feedback in first microteaching success in improving their explaining skill because the percentage showed that in the

first microteaching they could fulfil 86% of the indicators while in the second microteaching they could fulfil 100% of the indicators. Furthermore, the feedback in the second microteaching success in maintaining students explaining skill, because in the third microteaching they still were able to fulfil 100% of the indicators.

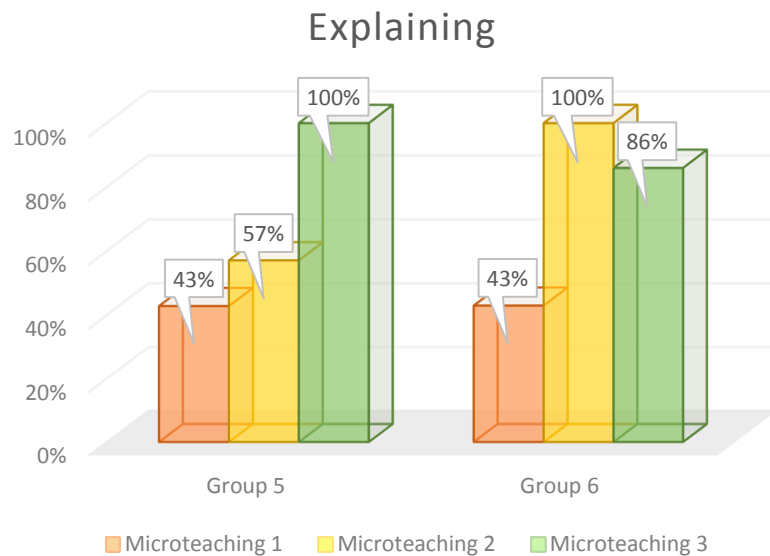


Chart 4.2.2.3 Group 5 and Group 6

As can be seen from the chart above, for group five, the feedback in first microteaching success in improving their explaining skill because the percentage showed that in the first microteaching they could fulfil 43% of the indicators while in the second microteaching they could fulfil 57% of the indicators. Furthermore, the feedback in the second microteaching

success in improving students explaining skill, because in the third microteaching they were able to fulfil 100% of the indicators.

Next, for group six, the feedback in first microteaching success in improving their explaining skill because the percentage showed that in the first microteaching they could fulfil 43% of the indicators while in the second microteaching they could fulfil 100% of the indicators. In addition, the feedback in the second microteaching did not success in maintaining their explaining skill, because in the third microteaching they were only able to fulfil 86% of the indicators.

4.2.3 Questioning

According to Kyriacou (2007, p.39-40), there are five indicators for good questioning skill. Those are distribute questions around the class, prompting and giving clues when necessary, use students' responses in a positive way, timing questions and pauses between questions, make progressively greater cognitive demands through sequences of higher order questions. The charts below show the fulfilment of those indicator which represent in the three microteaching.

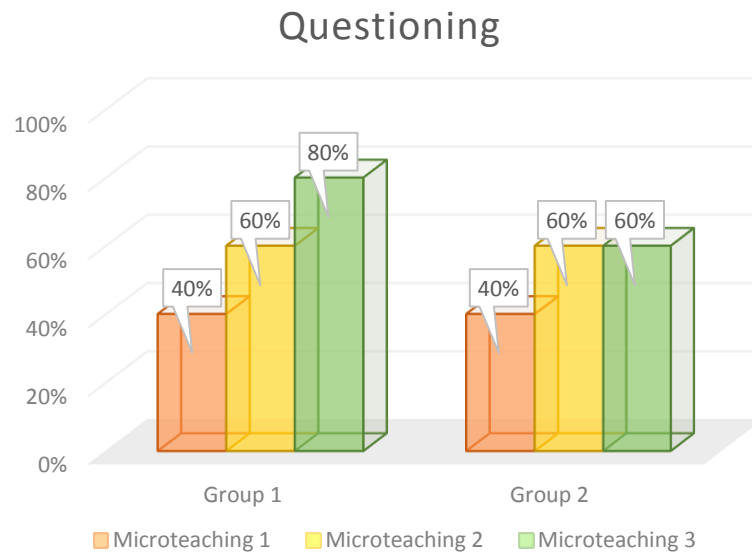


Chart 4.2.3.1 Group 1 and Group 2

As can be seen from the chart above, for group one, the feedback in first and second microteaching success in improving their questioning skill because the percentage showed that in the first microteaching they could fulfil 40% of the indicators while in the second microteaching they could fulfil 60% of the indicators, and became 100% in the third microteaching.

For group two, the feedback in first and microteaching success in improving their questioning skill because the percentage showed that in the first microteaching they could fulfil 40% of the indicators while in the second microteaching they could fulfil 60% of the indicators. And then, the feedback in the second microteaching did not success in improving their

questioning skill because in the third microteaching they still could fulfil 60% of the indicators.

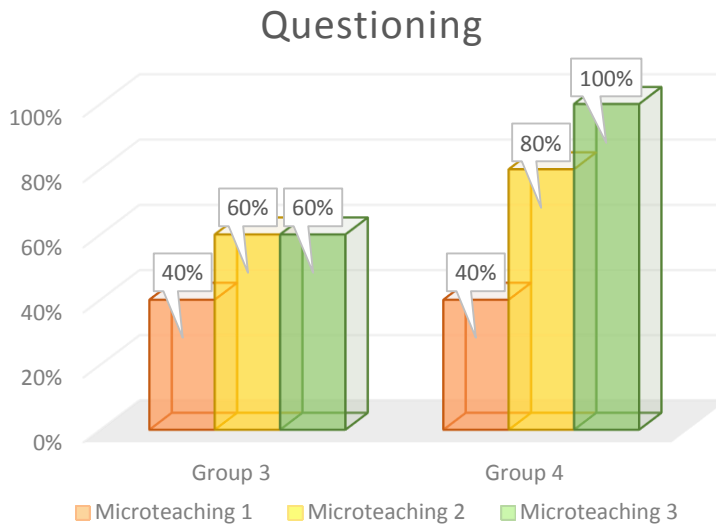


Chart 4.2.3.2 Group 3 and Group 4

As can be seen from the chart above, for group two, the feedback in first and microteaching success in improving their questioning skill because the percentage showed that in the first microteaching they could fulfil 40% of the indicators while in the second microteaching they could fulfil 60% of the indicators. And then, the feedback in the second microteaching did not success in improving their questioning skill because in the third microteaching they only could fulfil 60% of the indicators. Then, for group four, the feedback in first and second microteaching success in improving their questioning skill because the percentage showed that in the first microteaching they could fulfil 40% of the indicators while in the second

microteaching they could fulfil 80% of the indicators, and became 100% in the third microteaching.

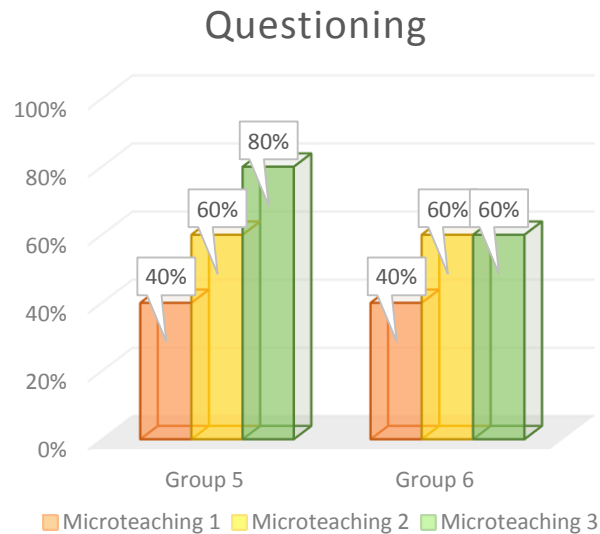


Chart 4.2.3.3 Group5 and Group 6

As can be seen from the chart above, for group five, the feedback in first and second microteaching success in improving their questioning skill because the percentage showed that in the first microteaching they could fulfil 40% of the indicators while in the second microteaching they could fulfil 60% of the indicators, and became 80% in the third microteaching.

For group six, the feedback in first and microteaching success in improving their questioning skill because the percentage showed that in the first microteaching they could fulfil 40% of the indicators while in the second microteaching they could fulfil 60% of the indicators. And then, the

feedback in the second microteaching did not success in improving their questioning skill because in the third microteaching they still could fulfil 60% of the indicators.

4.2.4 Directing Classroom Discussion

Kyriacou (2007, p.41) claimed that there are three indicators for good directing classroom discussion skill. Those are use exposition and questioning to engage students in thinking about the topic, give adequate thinking time, and give short tasks to do or ask their to talk in pairs for a few minutes before asking for answers. The charts below show the fulfilment of those indicator which represent in the three microteaching.

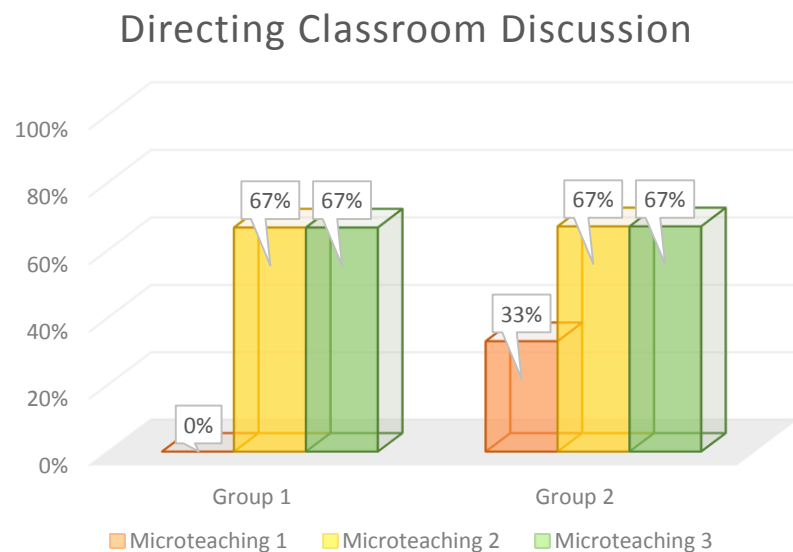


Chart 4.2.4.1 Group 1 and Group 2

As can be seen from the chart above, for group one, the feedback in first microteaching success in improving their directing classroom discussion skill because the percentage showed that in the first microteaching they could not fulfil all of the indicators while in the second microteaching they could fulfil 67% of the indicators. And then, the feedback in the second microteaching did not success in improving their directing classroom discussion skill because in the third microteaching they still could fulfil 67% of the indicators

For group two, the feedback in first microteaching success in improving their directing classroom discussion skill because the percentage showed that in the first microteaching they could fulfil 33% of the indicators while in the second microteaching they could fulfil 67% of the indicators. And then, the feedback in the second microteaching did not success in improving their directing classroom discussion skill because in the third microteaching they still could fulfil 67% of the indicators.

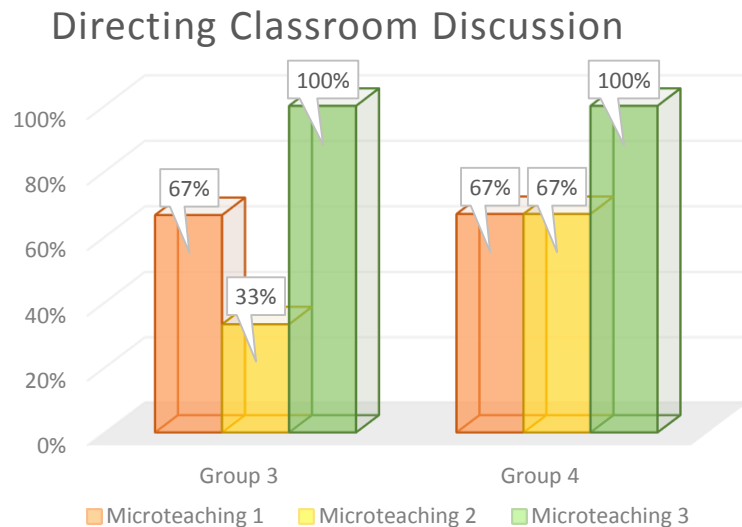


Chart 4.2.4.2 Group 3 and Group 4

As can be seen from the chart above, for group three, the feedback in first microteaching did not success in improving their directing classroom discussion skill because the percentage showed that in the first microteaching they could fulfil 67% of the indicators while in the second microteaching they only could fulfil 33% of the indicators. And then, the feedback in the second microteaching success in improving their directing classroom discussion skill because in the third microteaching they still could fulfil 100% of the indicators.

For group four, the feedback in first microteaching did not success in improving their directing classroom discussion skill because the percentage showed that in the first microteaching they could fulfil 67% of the indicators while in the second microteaching they still could fulfil 67% of the

indicators. And then, the feedback in the second microteaching success in improving their directing classroom discussion skill because in the third microteaching they could fulfil 100% of the indicators.

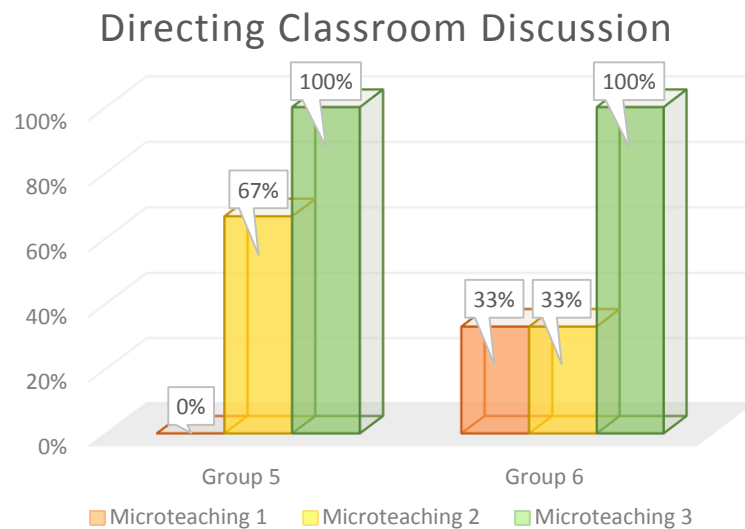


Chart 4.2.4.3 Group 5 and Group 6

As can be seen from the chart above, for group five, the feedback in first microteaching success in improving their directing classroom discussion skill because the percentage showed that in the first microteaching they could not fulfil all of the indicators while in the second microteaching they could fulfil 67% of the indicators. And then, the feedback in the second microteaching success in improving their directing classroom discussion skill because in the third microteaching they could fulfil 100% of the indicators.

Next, for group six, the feedback in first microteaching did not success in improving their directing classroom discussion skill because the percentage showed that in the first microteaching they could fulfil 33% of the indicators while in the second microteaching they still could fulfil 33% of the indicators. And then, the feedback in the second microteaching success in improving their directing classroom discussion skill because in the third microteaching they could fulfil 100% of the indicators.

4.2.5 Setting Up Academic Task

According to Kyriacou (2007, p.42), there are three indicators for good setting up academic task skill. Those are ensuring that students possess the skills required to undertake the task successfully, give clear instruction about what students have to do, and indicating the relationship between the tasks and learning material. The charts below show the fulfilment of those indicator which represent in the three microteaching.

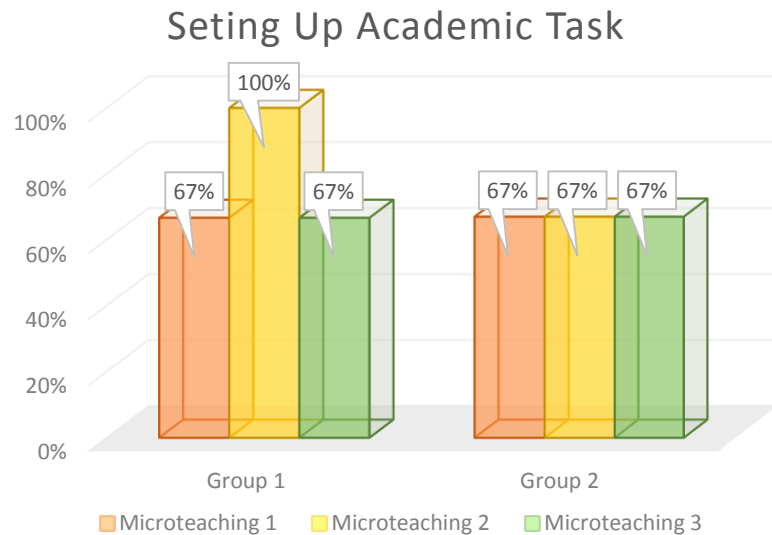


Chart 4.2.5.1 Group 1 and Group 2

As can be seen from the chart above, for group one, the feedback in first and microteaching success in improving their setting up academic task skill because the percentage showed that in the first microteaching they could fulfil 67% of the indicators while in the second microteaching they could fulfil 100% of the indicators. And then, the feedback in the second microteaching did not success in improving their directing classroom discussion skill because in the third microteaching they only could fulfil 67% of the indicators. Then, for group two, the feedback in first and second microteaching did not success in improving their setting up academic task skill because the percentage showed that in the first, second, and third microteaching they only could fulfil 67% of the indicators.

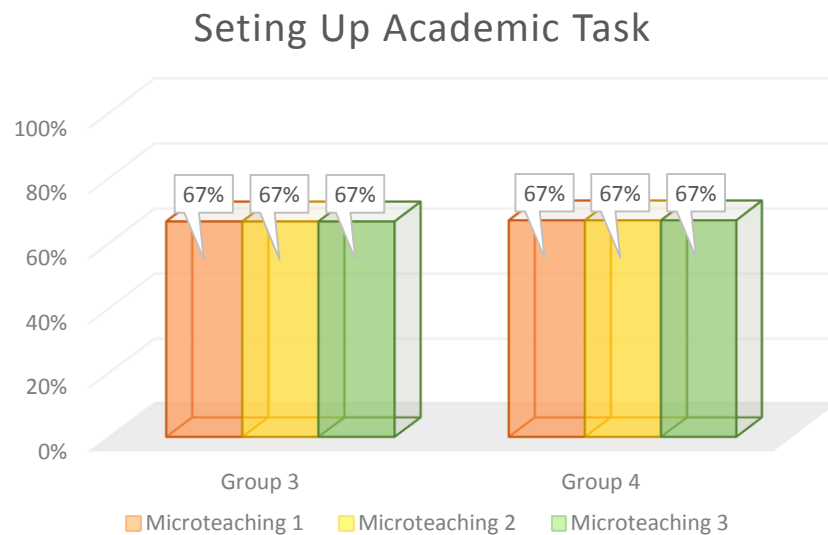


Chart 4.2.5.2 Group 3 and Group 4

As can be seen from the chart above, either for group three or four, the feedback in first and second microteaching did not success in improving their setting up academic task skill because the percentage showed that in the first, second, and third microteaching they only could fulfil 67% of the indicators.

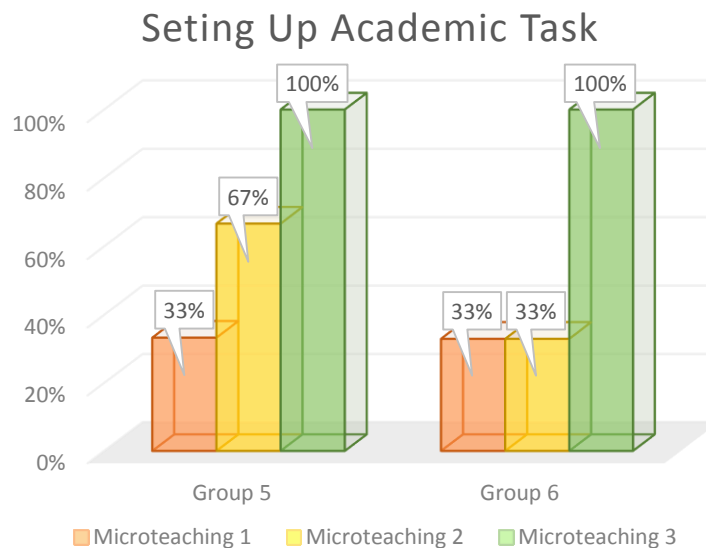


Chart 4.2.5.3 Group 5 and Group 6

As can be seen from the chart above, for group five, the feedback in first and second microteaching success in improving their setting up academic task skill because the percentage showed that in the first microteaching they could fulfil 33% of the indicators while in the second microteaching they could fulfil 67% of the indicators and became 100% in the third microteaching. Then, for group six, the feedback in first microteaching did not success in improving their setting up academic task skill because the percentage showed that in the first microteaching they only could fulfil 33% of the indicators, and so did in the second microteaching. Meanwhile, the feedback in the second microteaching success in improving their setting up academic task skill because in the third microteaching the percentage show that they could fulfil 100% from the indicators.

4.2.6 Giving Feedback

Kyriacou (2007, p.61) stated that there are two indicators for good giving feedback skill. Those are use a sympathetic tone of voice and locating the problem in the task or activity rather than in the student. The charts below show the fulfilment of those indicator which represent in the three microteaching.

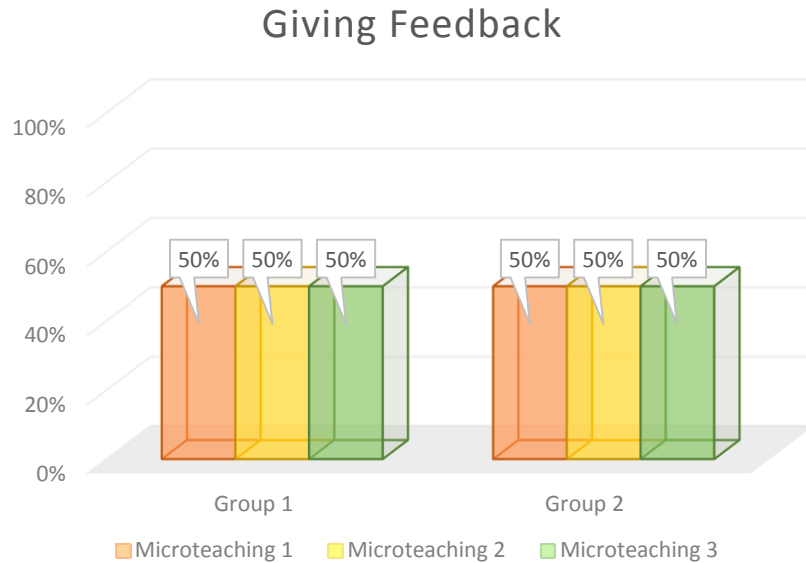
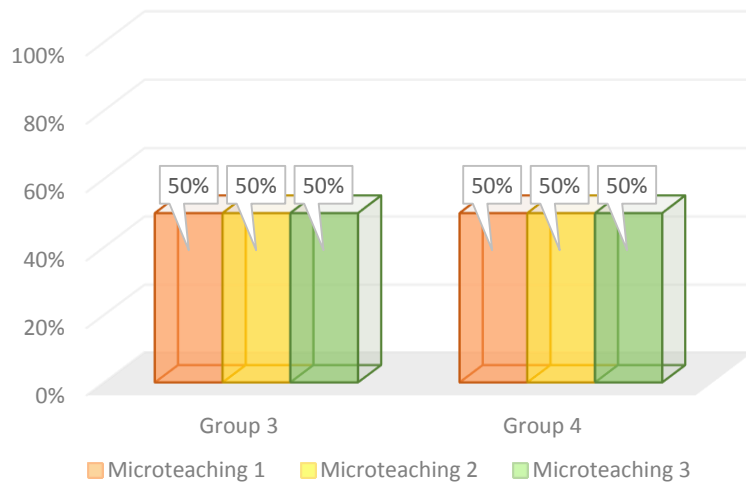


Chart 4.2.6.1 Group 1 and Group 2

As can be seen from the chart above, for both group one and two, the feedback in first and second microteaching did not success in improving their giving feedback skill because the percentage showed that in the first, second, and third microteaching they only could fulfil 50% of the indicators.

Chart 4.2.6.2 Group 3 and Group 4

Giving Feedback



As can be seen from the chart above, for either group three or four, the feedback in first and second microteaching did not success in improving their giving feedback skill because the percentage showed that in the first, second, and third microteaching they only could fulfil 50% of the indicators.

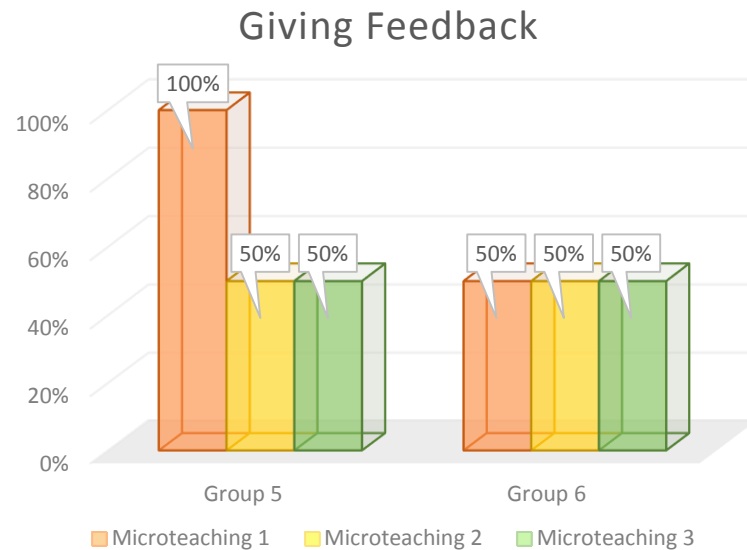


Chart 4.2.6.3 Group 5 and Group 6

As can be seen from the chart above, for group five, the feedback in first and second microteaching did not success in improving their giving feedback skill because the percentage showed that in the first microteaching they could fulfil 100% of the indicators while in the second and third microteaching they only could fulfil 50% of the indicator. Then, for group six, the feedback in the first and second microteaching did not success in improving their giving feedback skill because in the first, second, and third microteaching they only could fulfil 50% of the indicators.

4.2.7 Smooth Transition

According to Kyriacou (2007, p.56), there is one indicator for good smooth transition skill, which is smooth transition between activities. The charts below show the fulfilment of those indicator which represent in the three microteaching.

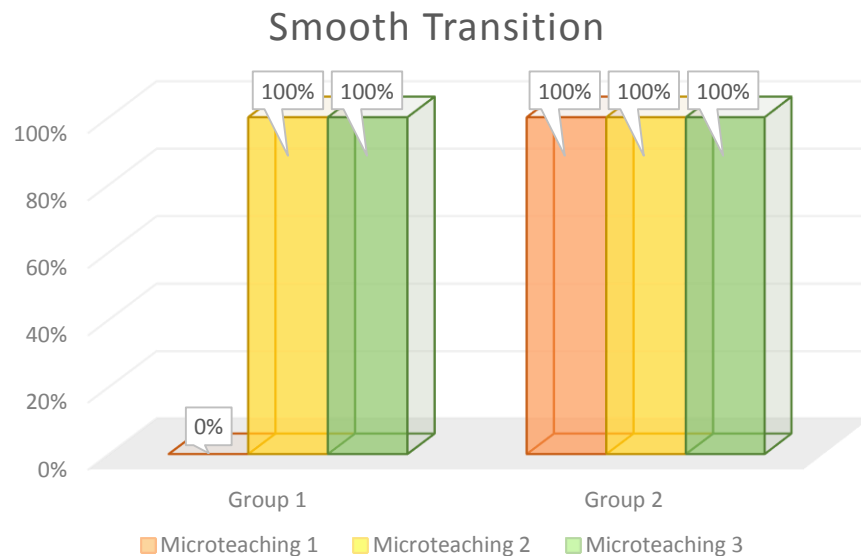


Chart 4.2.7.1 Group 1 and Group 2

As can be seen from the chart above, for group one, the feedback in first microteaching success in improving their smooth transition skill because the percentage showed that in the first microteaching they could not fulfil the indicators while in the second they could fulfil 100% of the indicator, and so they did in the third microteaching. Then, for group two, the feedback in the first and second microteaching success in maintaining

their smooth transition skill because in the first, second, and third microteaching they could fulfil 100% of the indicator.

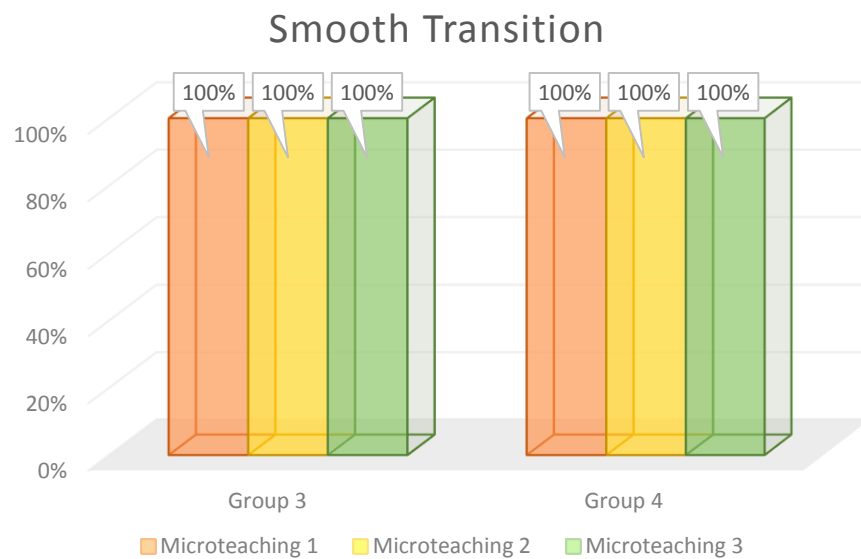


Chart 4.2.7.2 Group 3 and Group 4

As can be seen from the chart above, either for group three or group four, the feedback in the first and second microteaching success in maintaining their smooth transition skill because in the first, second, and third microteaching they could fulfil 100% of the indicator.

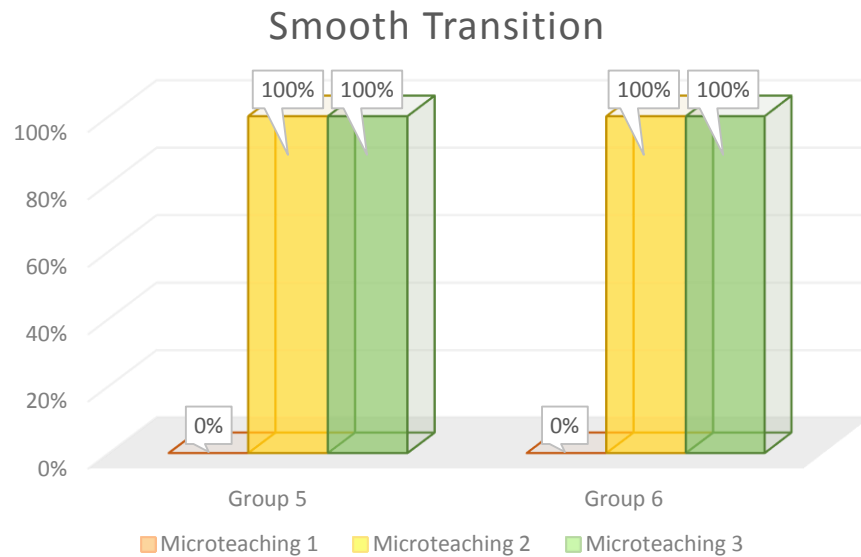


Chart 4.2.7.3 Group 5 and Group 6

As can be seen from the chart above, both for group five and group six, the feedback in first microteaching success in improving their smooth transition skill because the percentage showed that in the first microteaching they could not fulfil the indicators while in the second and third microteaching they could fulfil 100% of the indicator.

4.2.8 Set Closure

Kyriacou (2007, p.57) stated that there are two indicators for good set closure skill, those are give word of praise about the work covered and give conclusion. The charts below show the fulfilment of those indicator which represent in the three microteaching.

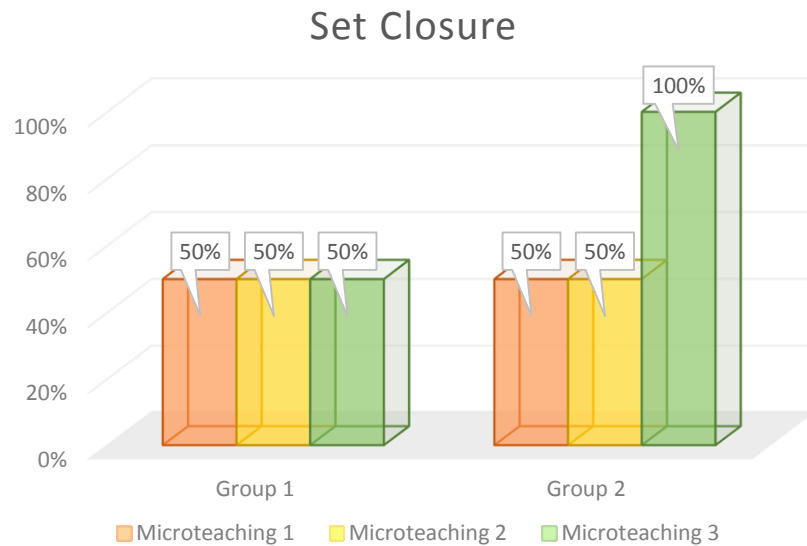


Chart 4.2.8.1 Group 1 and Group 2

As can be seen from the chart above, for group one, the feedback in first and second microteaching did not success in improving their set closure skill because the percentage showed that in the first, second, and third microteaching they only could fulfil 50% from the indicators. Then, for group two, the feedback in the first microteaching did not success in improving their set closure skill because in the first microteaching they could fulfil 50% of the indicators, so that they did in the second microteaching. And the feedback in the second microteaching success in improving their set closure skill because in the third microteaching they could fulfil 100% of the indicator.

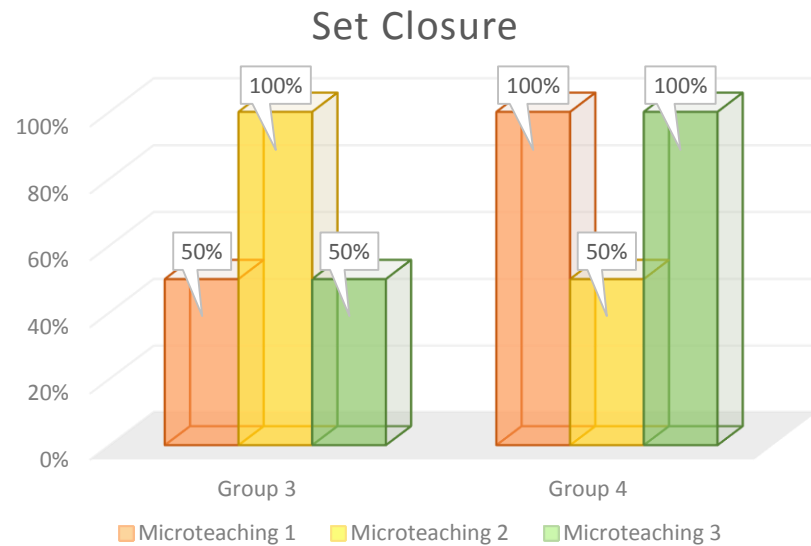


Chart 4.2.8.2 Group 3 and Group 4

As can be seen from the chart above, for group three, the feedback in first microteaching success in improving their set closure skill because the percentage showed that in the first microteaching they only could fulfil 50% from the indicators while in the second microteaching they could fulfil 100% of the indicators. And the feedback in the second microteaching did not success in improving their set closure skill because the percentage showed that in the third microteaching they only could fulfil 50% from the indicators.

Next, for group four, the feedback in the first microteaching did not success in improving their set closure skill because in the first microteaching they could fulfil 100% of the indicators, while in the second microteaching they only could fulfil 50% of the indicators. And the feedback in the second

microteaching success in improving their set closure skill because in the third microteaching they could fulfil 100% of the indicator.

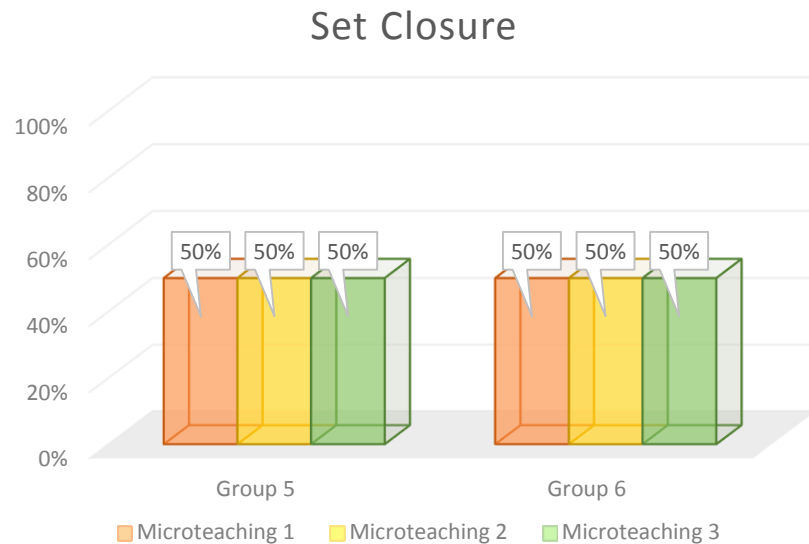


Chart 4.2.8.3 Group 5 and Group 6

As can be seen from the chart above, either for group five or group six, the feedback in first and second microteaching did not success in improving their set closure skill because the percentage showed that in the first, second, and third microteaching they only could fulfil 50% from the indicators.

4.3 Limitation of the Study

The researcher has limitation to answer the research question, which is the researcher did not observe all the groups in the class because the separation of the classroom, from nine groups in the classroom, the researcher only observe six groups.