Exploring the Use of Feedback by the Pre-service Teachers in a Teaching Program

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Abstract: The study explores the use of feedback by pre-service teachers in their internship teaching program in three high schools in Bandung, Indonesia.The study investigates the general beliefs on feedback, the types of feedback, and responses toward the feedback used in the classroom. The study found out that the pre-service teachers have already had common grounds on beliefs of feedback–being able to define feedback as a way to motivate students in learning, recognise students'circumstances, and strengthen the learning materials. Besides, the pre-service teachers had a belief that feedback has an effect to their students on mindset and behavioral changes, and conducted the follow up tasks afterwards. In practical level, the pre-service teachers have implemented three types of feedback—verbal motivating feedback, physical reward, and error related-feedback. They often used verbal motivating feedback rather than the others. This indicates that the students still need motivation to learn the language. The study also shows that the students reacted differently toward their teachers'use of feedback. The reactions are in the form of mental reaction, physical reaction, and verbal reaction. The mental reaction has the highest percentage of all. Thus, the study has successfully brought the use of feedback in the classroom context.

1 INTRODUCTION

In any instructional program, feedback is in an evitable action a part of teaching (Richards, 2001, p. 213). In other words, feedback is an important activity in teaching and learning process. The goal of providing feedback by the teacher is basically providing the awareness of the students to reach the target of learning by focusing on in which areas they need to improve their learning achievement. When this is in mind, feedback may serve as the key factor affecting learning (Eraut, 2007, pp. 111–118). For this reason, the research about feedback is worth investigating, particularly on types, and response of its use that become the gap that the study tries to fill in.

The study concerns on above two aspects of feedback as it is important to know in what types of feedback the teacher is considered effective that based on Fonseca et al. (2015, p. 62), the effectiveness of teacher feedback in English learning and teaching process majorly depends on how feedback is delivered to students. The delivery of the feedback may consequently give positive and negative impact (see Taylor (2008, p. 3). Therefore, in order to know the impact of its use, the study surveys their comments or responses of its use in their own classroom. In brief, the study attempts at investigating the general beliefs held by the pre-service teachers on feedback, the types of feedback are revealed, and the students 'reaction are given toward their teachers 'feedback.

In this research, there are 33 pre-service teacher students involved as the respondents of the study. The study has an easy access to collect the data as they are doing their field work (teaching internship program = *PPL*). The *PPL* program is basically run to provide field experiences in teaching. One aspect being observed by the lecturer is how teacher students are required to create a meaningful feedback in their instructional program. With this fact, the study tries to see how feedback and instruction are intertwined (Hattie and Timperley, 2007 cited in Price et al (2010, p. 280) and accordingly served as useful hints for learning effectiveness as Bellon et al. (1992) argue, compared to other teaching behaviours, feedback has stronger and more consistent indicator to achievement.

2 LITERATURE REVIEW

2.1 Feedback in General

The concept of delivering feedback should be understood from the importance of feedback and the role of feedback in the classroom. The first view point of the feedback importance refers to students' achievement. Feedback is considered the important response that gives the potential impact on future practice and identity development as learner of the students.

Feedback is also important for students' achievement. It is motivating behaviour that encourages the students to evaluate their learning so that they can follow up how to learn effectively in the future. Then, it must be highlighted that the good impact of the feedback itself is according to the good way of feedback delivery.

Moreover, Kumar (2010, p. 472) claims feedback is a basis for measuring the effectiveness of communication. To make sure that the information and understanding that are obtained by the students, feedback is delivered in order to reduce the misinterpretation in learning. In general, feedback assesses whether the communication is properly accepted or not.

2.2 Feedback Categories

Sofi (2010, p. 24) divides feedback into four category, they are oral feedback, written feedback, direct feedback, and indirect feedback. These four feedbacks can be used in teaching and learning process. In choosing the feedback, the teacher should consider which feedback is compatible to be used in order to increase students' motivation in learning language and increase students' ability in mastering language. In order to know what is written feedback, oral feedback, direct feedback, and indirect feedback.

The first feedback is written feedback. According to Hyland and Hyland (2006, p. 2) written feedback may be considered as either ignoring students' own voice or putting teachers' own requirements on them or as forcing them to meet expectations needed to gain success in learning. The second feedback is oral feedback. It usually occurs during a task. According to Utami (2012, p. 27) oral feedback refers to the provision of feedback on errors and weaknesses in content, organization, and language through face-to-face conferencing. The third is direct feedback. Direct Feedback is a technique of correcting students' error by giving explicit feedback. Lee (2004, p. 286) says that direct feedback is provided when the correct form

is written on students' paper. The direct feedback is similar to oral feedback. In oral feedback, the teacher gives their feedback when the students are performing or practicing their language ability. Similarly, the direct feedback is given when the students are performing. The direct feedback can be provided by the teacher in oral or written feedback as long as the feedback is given during performance. The last is indirect feedback. According to Rachmawati (2014, p. 17) feedback is an effective technique to help the learners find and then correcting their mistakes. Hyland and Hyland (2006, p. 83) states that indirect feedback is feedback given where the teachers highlight the errors by underlining, circling, providing a code, etc. but gives the students the opportunity to fix errors themselves.

2.3 Responses to the Use of Feedback

This section discusses the reasons for teachers to deliver feedback. The first reason for delivering feedback by teacher is because students need guideline. Feedback is a means to support and give guideline in learning. Guideline here means a direction for students to make their learning better. Ferris and Hedgcock (2004) say the role of feedback that is delivered by teacher for students is to explain a grade with general guidance and suggestions to consider future steps. It explains that students' further learning can be affected by teachers' feedback.

Then, the guidance and suggestions are beneficial for students' next correct clues to learn better. Lee (2008) finds that receiving teacher's response or feedback about their errors is liked by some students because they will know which one should be avoided in the next assignment. By the feedback from teachers, students are guided to learn properly.

The next reason why teachers should deliver feedback to students is because it enables students to improve their performance. Sadler (1989, p. 77) argues that providing feedback on students' performance improve and accelerate learning. It means there two impacts of feedback to students. The first one is that students can increase their understanding and the second one is that their learning is not only improving but also becomes efficient. In other words, feedback from teachers is delivered because it can make students learn effectively and efficiently.

It is essential for students to know well what they have learned. It is because the knowledge that they have got well gives a sense of achievement which encourages them to learn more. Correspondingly, it is also important to let them know their own mistake

during learning so that they can learn from it and correct it. Eggen and Kauchak (2006, p. 99) argue that feedback enables students to make accurate assessment of their knowledge and understanding. It means providing feedback by teachers is delivered to make students know how well they are doing and have done and help them to correct understanding errors.

The next reason is to know how effective teachers teach. By giving feedback to students, teachers know the effectiveness of their teaching based on students' response toward teachers' feedback. Students' perception toward learning experience during class is sometimes the most direct way to evaluate the effectiveness of teaching methods and giving feedback improves the educational experiences teachers provide for students (Castley, 2005).

In conclusion, there are four main reasons for teachers relating to give feedback to students. Teachers' feedback should be given because students acquire learning support and guidance to decide the next steps for them to learn better. Another thing is that students need to improve their performance after being guided to make sure that their learning and understanding are improving and the errors are avoided. The next reason is that feedback can be motivation for students to undertake appropriate work and correct their mistakes. The last one is because teachers need to provide effective teaching for students, feedback must be delivered in order to evaluate and assess the effectiveness of teachers' teaching.

3 METHODS

In general, the study employs the qualitative study which describes the phenomenon of delivering feedbacks in the classroom. The study uses questionnaires distributed to 33 pre-service teachers and records two live teaching snapshot. The data of questionnaires and live observation will be investigated for the feedback traces of the teachers.

3.1 Subject of the Study

The study has chosen pre-service teachers as the subject of the study. They are final semester students who are taking the internship teaching program in several public schools. Three public schools (Two Junior and One high schools) in kota Bandung, and one Mts (Islamic junior high school) in Sumedang regency, West Java.

3.2 Research Design

Qualitative research design is employed in this research since it is relevant with the purpose and research questions of the study. This study uses case study. The case study is used because the present study focuses on a single phenomenon in its real-life context; the use of feedback in the classroom (Fraenkel et al., 1993, p. 13; Blatter in Given, 2008, p. 68). As a consequence, the researchers have a little control over the phenomenon to portray the richness of the case (Hitchcock and Hughes, 1995 in Cohen et al., 2007). To obtain the understanding of the phenomenon is resulted from case study, simply because case study uses multiple sources of data (Robson, 2002 in Cohen et al., 2007) such as observation, interview, documents and questionnaires.

3.2.1 Questionnaire

The use of questionnaire was intended to see the attitude of the participants over the use of giving feedback. The questionnaire was given to the participants in order to enrich the data from other instruments since attitude could not be directly observed. Through questionnaire, students' attitudes toward the use of feedback would reveal (Alwasilah, 2001, p. 151). The questionnaire consisted of 14 items with 6 statements about the beliefs over the feedback and 8 open essays.

3.2.2 Classroom Observation

To observe is to watch the process of action happening during the time of a process. In this case, the study tries to reveal the phenomenon of delivering a feedback in the classroom. One of the classroom behaviors is delivering the feedback. From the verbal communication, the study will trunct the feedback behavior, and classify the behavior into certain type of feedback in order to provide evidences based on the classification of feedback from Sarsar (2014, p. 19) that mentions there are three types of feedback found - motivational feedback, developmental feedback, and informational feedback.

3.2.3 Data Analysis

In analysing the data, the collected data was sorted, coded and formatted (Creswell and Creswell, 2017, p. 153). Therefore, the collected data from students' worksheet, field-note observation, and questionnaires, were further sorted and categorized in order to answer the research questions. The data analysis consisted of three concurrent flows of

activity: data reduction, data display, and conclusions drawing/verifying (Miles and Huberman, 1984, pp. 10–11). As this study conducted in natural setting, some of the raw data were reduced.

4 RESEARCH FINDINGS

4.1 General Beliefs on Feedback

4.1.1 Definition on Feedback

The study found there were three categories of definition on feedback – motivating feedback, feedback on students' psychological circumstances, and strengthening the learning materials. The respondents in general (75%) confirmed that feedback is defined as motivating feedback, followed by 17% respondents defining feedback as the action of strengthening the learning materials, and the last with 8% confirming feedback as the action to recognise the students psychological circumstances. Overall the respondents confirmed that feedback is defined as the action delivered by the teachers to motivate the students concerning their learning and psychological circumstances and learning materials.

4.1.2 Feedback in Given Description

The study first of all found that 62% respondents did not agree to the statement that feedback shows the hierarchy of an authority. This statement is another word for confirming that a teacher resembles of a power, so that it is not fair to give feedback because the students are in low position in this case or a recipient of an order. The majority (91%) confirmed that feedback did not have any potential to disgrace the students, as they have probably been aware the positive effect of the feedback, but only 9% confirming their agreement with the statement.

The third statement confirmed that in general 85% respondents agree to the statement that feedback has positive purpose. It is generally agreed that feedback is not used to disgrace the students by showing the power of a teacher (see statement 1 and 2), but perceived in a positive way (see the findings of the definition of feedback above). As feedback has a positive meaning, it is in line with the following statement that through the use of feedback it can strengthen the relationship between teacher and students (97%).

The fifth statement informed that the use of feedback may reduce students 'motivation in learning, and thus it gives negative effect to the

students. 65% respondents declined the statement that they disagreed feedback may reduce students motivation. The study at last also checked the last statement that feedback did not involve correction among students. The majority did not agree to the statement (85%) and therefore this implies that indeed feedback is not only given by the teacher, but the students also have the right to give feedback for their peers. For complete information, the following table may show the explanation above.

Table 1: The Six-Statements of Feedback.

No.	The Six-statements	Agree		Disagree	
1	Showing hierarchy of an authority	13	38%	21	62%
2	Having the potential to disgrace students	3	9%	30	91%
3	Providing positive effect	29	85%	5	15%
4	Better relationship between teacher-students	33	97%	1	3%
5	Loosing students motivation	11	35%	20	65%
6	No peer feedback	5	15%	29	85%

4.1.3 The Effect of Giving Feedback

The study found from these two changes, the changes in mindset received 67% responses from the respondents. This finding confirmed that the respondents were worried much about the behaviour changes than mindset ones. The changes in mindset received only 33% out of the majority. This fact showed that there are still respondents who were worried about changes in behaviours that accordingly might change the behaviours of learning. First, the respondents felt worried that the students misinterpreted the feedback, so that they did different actions than what are expected. Second, the respondents were worried that the students may loose their self-confident, and accordingly the utmost worry is they become lazy. If this happens, the goal of teaching and learning cannot be achieved. Third, the respondents are also worried that the feedback may hurt the feelings of the students. This unwanted effect may result at students' withdrawal from the class. In conclusion, the study confirmed that the mindset changes attract the respondents much as the changes are invisible, so that the teachers could not do anything about.

The second change related to the effect of giving feedback is an observable one. In relation to the changes in behaviours, the study found 33% respondents confirming about this. The respondents were afraid of their students' behaviour of not listening or even responding to their teachers' feedback. Second, the respondents were afraid of having no correction after the feedback, and what is even worse, the students were forgetful about their learning. The worst thing of behaviour changes is the students did not give any respect to their teachers. If this happens, learning will not take place for sure. To sum up, both changes in behaviour and mindset become the worrying part of giving feedback to the students.

4.1.4 The Follow up Tasks after Giving Feedback

As previously said in chapter two, the successfulness of giving feedback is having the follow up after giving the feedback. The follow up task by the students become the indicator that the students are in line with the teaching and learning goal. The present follow of tasks show that the students have understood the importance of feedback that is to do the correction with extended revisions of the works. In line with this, the study found 86% majority of the respondents confirmed that they conducted a follow up task after giving feedback. Therefore the study concludes that the respondents have met the goal of giving feedback requirements, and only 14% respondents confirmed that they did not do any follow up tasks as revision to the correction as a result of giving feedback.

The follow up tasks can have many forms. The study listed two common things the students usually do as a follow up activity. First, the students directly corrected the work after being given the feedback. The students' quick action may tell that the students have met the principle of NOW, and therefore they did not postpone the revision as it is still fresh. The second most common follow up task is the students did revision toward their school assignments which they considered wrong to some parts or as a whole. The students did not revise while they were at school, but did it as a home work. These two follow up tasks confirmed students' understanding toward the importance of giving feedback.

The study concludes that the discussion of the beliefs on feedback found that the respondents in general confirmed their understanding toward the feedback, beginning from the beliefs held by the respondents on feedback, definition on feedback, the effect of giving feedback, and the follow up tasks after being given the feedback. To answer the first research question, "what are the beliefs held by the respondents on the feedback?", the study found that the respondents have general beliefs on feedback in positive way as the study suggests.

4.2 Types of Feedback

Feedback has been realised in different types of feedback. In this study, the types of feedback are divided into two parts – types of feedback as their teachers have performed, and types of feedback according to their conducts. Both types of feedback will carefully discuss the similarities and differences between the two.

4.2.1 Types of Feedback Conducted by the Teachers

Previously it was mentioned that feedback has different types. The feedback occurs in different types as the teachers might come up with different realisation of feedback according to the hands-on situation that need immediate certain type of feedback. As the respondents were recalled for their teachers' feedback realisation, the study found that there were three types of feedback – verbal motivating feedback, physical reward, and error related-feedback. These three types of feedback found in this study have been in line with what the relevant theories have to say.

The first type of feedback – verbal motivating feedback – received 58% responses from the respondents. The large number of the respondents agreed to say that they found the type of feedback frequently delivered by their teachers is feedback on motivating verbally to the students. Verbal motivating feedback reveals in different forms. They are motivating for better learning, giving compliment, and giving critics for better performance. Motivating students learning has become the essence of better learning.

The second and the third types of feedback – physical reward and error related feedback – received the same percentage (21%). This number means the teachers have equal perceptions of what types of feedback used in particular circumstances. First, error related feedback can be taken as a way of showing the correction of their works when they are committed to doing the exercises wrong, especially on grammar exercises for the most obvious task. Second, the physical reward found in this study has taken the form of giving score to their existing subject score and giving money as a reward. Giving score can become

the most favourite type of feedback as the students have felt satisfied with the scoring bonus that they will take, especially when the students are considered as low achievers.

The last type of feedback – error related feedback – is what the theory says the most. As the study discusses much on this particular type of feedback, it is interesting the forms of this type of feedback occurring in this study. The study mostly found the strengthening of materials by the teacher. Relevant with this, the study had to acknowledge that the materials often contain errors. Therefore, correcting the errors is what the teachers mostly consider in giving the feedback. The error in students' classroom exercises is the next thing to correct. The teacher often finds hands on exercises that are full of errors. Therefore, it is imperative for the teachers to immediately correct the errors. The last refers to correcting the attitude of the students, especially when they behave badly toward the assignments for instance. The complete table explains above findings as follows:

Table 2: Types of Feedback.

Verbal motivating feedback	58%
Physical reward	21%
Error related feedback	21%

4.2.2 Types of Feedback based on Respondents' Experiences

It is generally agreed that students' teachers will imitate their teachers in giving feedback. It is proven from the study that the majority respondents (97%) said that they gave feedback during their teaching internship program. With only 3%, of the student teacher, he confirmed that he did not give any feedback to the students. The study suggests that this data should be followed by further research as to provide detail reasons of not giving feedback to the students.

The respondents confirmed that they conducted the three types of feedback – verbal motivating feedback, physical reward, and error related feedback. The study found that 64% respondents conducted their verbal motivating feedback. This finding is in line with the previous type of feedback (verbal motivating feedback conducted by their teachers) that received the majority response. The study suggests that this verbal motivating feedback becomes the most frequent type of feedback used in this study, followed by the error type of feedback (21%), and the physical rewards (15%).

Verbal motivating feedback has been realised in different forms. There are six forms of feedback. The first is giving compliment. The respondents

frequently gave compliments to their students. This kind of feedback is considered the most common way to use in order to provide feedback to the students. The second type of feedback is error related feedback. The most common correction of the error is dealing with an appropriate way of pronouncing the words and irrelevant grammar. This type of feedback also takes the changing of attitudes that are irrelevant with the intended attitude required in English classroom. In a meanwhile, the teacher also provided test to check for language proficiency. When they committed more error numbers, giving test is an appropriate way to correct students' errors. After the errors were found, then the teacher had to strengthen the learning materials. With this case, feedback can contribute to the improvement of their learning.

The last type of feedback is physical reward. As previously mentioned, physical reward is not suggested in teaching and learning as a form of feedback. It is taken into a consideration that giving money and an additional score as bonus may not be taken regularly as this form of feedback will create the dependency of the students toward the reward. When it is gone, it is afraid that the students will not perform well. Basically, the students may not be spoiled by such reward as it is not strongly suggested by the nature of good learning. In conclusion, the types of feedback conducted by the pre-service teachers can be described in the following table.

Table 3: Types of Feedback.

Verbal motivating feedback	64%
Physical reward	15%
Error related feedback	21%

In order to answer the second research question, the study concludes that there are three types of feedback – they are verbal motivating feedback, error related feedback, and physical reward. The most common type used by the teachers is verbal motivating feedback, followed by error related feedback and physical reward.

More findings toward the motivating feedback can be seen from teacher' feedback (see observation transcript1). The following extracts may describe the implementation of the verbal motivating feedback.

> *Jangan pernah membuli seseorang secara berlebihan harus membela yang lemah oke, orang lemah harus dibela bukan dibuli yah* #script1

> *Perbedaan itu wajar, kenapa perbedaan harus dijadikan bahan bulian, bahan ejekan* #script1

4.3 Responses Given for Delivering Feedback

4.3.1 Goals of Feedback

Delivering feedback has certainly had goals to achieve. The goals of feedback can be perceived differently by the pre-service teachers. The different perceptions derive from respondents learning and experiences. In this study, it was found that there are three goals the respondents have defined toward the feedback – to motivate students learning, as form of communication, and to strengthen learning materials.

The first goal of feedback is to motivate students learning (58%). The majority respondents confirmed that to motivate is a way of attracting someone else attention and building self-confidence. This comes into consideration that the students are really in need of motivation, especially when they did not have great facilities to learn by building up their self-confidence. The second goal of feedback is to strengthen the learning materials. The second reason to this goal of feedback is strengthening the memory with knowledge. The feedback is also reflecting to the previous materials, so that the students know their capacity of their learning.

The third goal of feedback serves as a form of communication. Considered as form of communication, feedback is used as a way to communicate with students to correct students' errors. The third goal of feedback is also to avoid the misunderstanding the essence of learning. Having explained above, the goals of feedback are directed to improve students learning. In specific, those three goals of feedback can be seen in the following table.

Table 4: Goals of Feedback.

To motivate students' learning	58%
A form of communication	17%
To strengthen learning materials	25%

The transcript also strengthens the finding that the teacher motivates students more than the others. This description can be seen from the following extract (see transcription part II).

> *Oke pelajaran yang sangat baik #2 Oke good, coba Devi tulis my opinion is Tom... abis ini Asep coba yang Lisa #2*

The study also found in the first transcript on how the teacher tried to strengthen the learning materials by giving the following extract.

> *Jangan pernah membuli seseorang secara berlebihan harus membela yang lemah oke, orang lemah harus dibela bukan dibuli yah*

4.3.2 Reaction toward the Use of Feedback

Delivering feedback is perceived differently by the students. It happens as the students have their own perceptions toward what is being asked. The perceptions are mostly determined by students' learning and experiences. Therefore, it is no doubt to say that the study found the majority of the respondents (91%) confirmed that when they were at school as students, they mostly saw their teachers giving feedback. This indicates that the practice of giving feedback has already been understood well by their teachers. Therefore, it is a good model for the new teachers to do the same thing. However, the study still found 9% respondents did not mention that they had seen their teachers giving feedback when they were still students.

The study also confirmed that pre-service teachers reacted differently to their practice of giving feedback to their students in their internship teaching program. The reaction differ from one teacher to another since it is largely based on their perceptions toward what was happening in their class. In this study, it was found that there were three kinds of reaction after the feedback was being given to the students, namely mental reaction, physical reaction, and verbal reaction. These three reactions were in line with what the study says in the literature reviews.

First, the study found 82% of the respondents reacted in a mental level. Students' reactions were mostly obvious from their way of showing facial expressions. In general, they would feel happy as they were perhaps being appreciated for what they did positively. The cheerful face could also be recognised from their active participation in the classroom discussion as they did not show it before. The state of being enthusiastic could also be shown through their replies to their peers or their teacher during learning. Most importantly, the students felt close to their teacher. When this happens, it is surely the thing that the learning finds it easy to take place.

The second reaction toward their teacher feedback is through students' physical reaction. In this study, 14% respondents confirmed that they were surprised positively when their teacher gave feedback to them as they felt being taken as a real student.

Some students were seen to be contemplating, talking to themselves, and did not do anything. They just kept thinking as no verbal reaction was found after being given the feedback. However, in general, the students seem to accept for whatever their teacher commented when giving feedback. This is taken into concern that what is being given for the feedback is relevant to students' circumstances. The last reaction is verbal reaction with just 4%. This indicates that the characteristics of the students were not realised through active verbal participation in the class, instead they were mostly showing their mental reaction as the effect of teachers' feedback. In line with this finding, the study has to observe more students as to obtain more valid information toward the reaction of students after being given the feedback by their teachers. More reaction to teachers'feedback can be seen in the following table.

Table 5: Reaction to Teachers' Feedback.

Physical reaction	14%
Mental reaction	82%
Verbal reaction	4%

5 CONCLUSIONS AND SUGGESTIONS

The study investigates the use of feedback in the language classroom. The research was conducted to pre-service teachers who were conducting their internship teaching program. The results of the study confirm that they have already had basic general beliefs of feedback; they have also practiced three types of feedback; their students reacted differently toward their teachers' feedback. Therefore, the following section will provide conclusions and suggestions toward the study.

5.1 Conclusions

This section concludes the presentation of the study. The conclusion is merely the answers based on the research questions. There are three research questions in the study – first the general beliefs held by the pre-service teachers; second, types of feedback; the last, students' reaction toward the use of feedback. The complete conclusion will be presented as follows:

1. The study has found that the students have already had sufficient general beliefs of giving feedback. It has been proven by their definition of feedback as a way to motivate students in learning, recognise students' circumstances, and strengthen the learning materials. The pre-service teachers are also aware that feedback have an effect to their students on mindset changes and behavioural changes. They are also aware of their students' follow up actions after feedback to correct their works afterwards.

2. The study also concludes that the pre-service teachers have shown various types of feedback, more than their teachers at the past. There are three types of feedback found in the study - verbal motivating feedback, physical reward, and error related-feedback. The preservice teachers often used verbal motivating feedback rather than the others. This indicates that the students are still in need of motivation to learn the language.

3. The study also has shown that the students reacted differently toward their teachers' use of feedback. The reactions are in the form of mental reaction, physical reaction, and verbal reaction. In line with findings of research question 1 and 2, the students also reacted to the psychological states of the students - mental reaction rather than others.

5.2 Suggestions

This section suggests some considerations toward the study. The consideration are mainly determined by the part of the study that need further information about. Therefore, the following suggestions will inform what to do next for future research.

1. The study should involve a large number of participants. More information is required to provide more vivid data. The participants should be advised for their consistency in informing the valid data because some of them did not complete the questionnaires being given for them.

2. The study has not fully been able to obtain any information from the observation to the class as two transcriptions have not met sufficient information toward the use of feedback.

3. The study requires comparable data taken from the use of feedback from other regions or countries, especially in English as a foreign language. This will provide a thorough information especially in the level of secondary schools.

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