

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion of this research. They are description about pre-service English Language teachers of UIN Antasari Banjarmasin beliefs of giving feedback in PPL 1 implementations and describe types of oral feedback that pre-service English Language teachers of UIN Antasari Banjarmasin give in PPL 1 implementations and also determine the types of feedback and frequency of each type that they use in PPL 1 implementations. The further information will discussed in this chapter

A. Findings

This research was conducted at English Department of *Tarbiyah* and Teachers Training Faculty of Antasari State Islamic University located on A. Yani Street km. 4,5 Banjarmasin. The result of this research and the discussion is collected based on the result of questionnaire, interview, and observation in the classroom.

1. Pre-service English Language teachers of UIN Antasari Banjarmasin's beliefs of their own feedback providing practices in PPL 1.

The first part of this result is about the pre-service English Language teachers of UIN Antasari Banjarmasin's beliefs of their own feedback providing practices in PPL 1 implementations. It was about determining their beliefs of their own feedback providing practices in

PPL 1 implementations. The researcher used questionnaire and interview instruments to determine their beliefs of their own feedback providing practices in PPL 1 implementations, as follows:

a. Questionnaire

The researcher gives some tables of this part to make it easier to analyze. These tables present summary of opinions and beliefs of Pre-Service English Language teachers regarding feedback. The data was taken from questionnaire as follows:

Table 4.1. Understanding of feedback of Pre-Service English Language Teachers.

No	The meaning of feedback	Numbers	Percentage
		Yes	
1.	Feedback could be interpreted as positive and negative sides of the performance.	8	72,7 %
2.	Feedback means correcting mistakes.	9	81,8 %
3.	Feedback is constructive criticism and advice/tips.	11	100 %
4.	Feedback is acceptability of the answer.	8	72,7 %

Table 4.2. Pre-Service English Language Teachers' understanding of the role of feedback that they provide.

No	The role of feedback	Numbers	Percentage
		Yes	
1.	Feedback could improve learning.	10	90,9 %
2.	Feedback can encourage students.	11	100 %
3.	Feedback could guide students.	9	81,8 %
4.	Feedback can create a bond.	9	81,8 %

Table 4.3. Pre-Service English Language Teachers' beliefs about the effectiveness of feedback that they provide.

No	The effectiveness of feedback	Numbers	Percentage
		Yes	
1.	Feedback is effective in PPL 1 implementations.	11	100 %
2.	Feedback is ineffective in PPL 1 implementations.	0	0 %

After obtaining the result of questionnaire, the researcher wants to know and explore about the pre-service English Language

teachers' beliefs about their own feedback providing practices in PPL 1 implementations in depth investigation.

b. Interview

As the researcher mentioned above, to get closer investigation about their beliefs, the researcher did the interview. For this interview, the researcher made questions based on some categories of questions in the questionnaire.

These are several questions that researcher chose in category of questionnaire. They are used to investigate their beliefs in depth investigation as follows:

1. The effectiveness of two aspects of students' performances; positive and negative aspects.
2. Feedback is effective in PPL 1 implementations.

For interview consists of several questions. In this part, the reasons why the researcher interested to choose the questions above in depth investigation are first question is about "The effectiveness of two aspects of students' performances; positive and negative aspects". According to Burcu Koc and Ali Ilya: (2016:424) the stated to classify the feedback provided, there are two main categories of feedback used by the prospective teachers; praise (Salili, 2001) and oral corrective feedback (Lyster & Ranta, 1997). If that statement is concluded, it means there are two aspects of performances; they are positive and negative aspects of

performance. In this statement, the researcher got 2 questions to gains deeper understanding and explores their beliefs in depth investigation.

The second question is about “Feedback is effective in PPL 1 implementations”. All of them stated that feedback is effective in PPL 1 implementations should be paid attention. In this statement, the researcher got 2 questions to gains deeper understanding and explores their beliefs in depth investigation.

Furthermore, in the part of interview, the researcher chose some pre-service teachers. The main criteria for interviewers were determined based on how the way pre-service teachers teach and giving feedback during PPL 1 implementations. This part the researcher divided into some criteria as follows:

1. Pre-Service English Language Teachers who always use feedback in PPL 1 implementations.
2. Pre-Service English Language Teachers who rarely use feedback in PPL 1 implementations.
3. Pre-Service English Language Teachers who use varied feedback types in PPL 1 implementations.
4. Pre-Service English Language Teachers who only use one type of feedback dominantly in PPL 1 implementations.

Six Pre-Service English Language Teachers were chosen by using the criteria above and observe in the classroom directly. They are one male and five females. The names of participants in this interview were changed for protection of their identities. They are named as Pre-Service Teacher 1, Pre-Service Teacher 2, Pre-Service Teacher 3, Pre-Service Teacher 4, Pre-Service Teacher 5, and Pre-Service Teacher 6.

Pre-Service Teacher 1 and Pre-Service Teacher 2 are Pre-Service English Language Teachers who always use feedback and also use varied feedback types in PPL 1 implementations. Pre-Service Teacher 3, Pre-Service Teacher 4, and Pre-Service Teacher 5 are Pre-Service English Language Teachers who only use one type of feedback dominantly in PPL 1 implementations. Pre-Service Teacher 6 is Pre-Service English Language Teachers who rarely use feedback in PPL 1 implementations.

After obtaining the results of interviews based on the category above, the researcher found these results, as follows:

1) Belief about which one is more effective aspects of feedback from point of view of Pre-Service English Language Teachers.

First about their beliefs in which is more effective aspects of feedback from several points of view of Pre-Service English Language Teachers, as follows:

a) Pre-Service Teacher 1

According to Pre-Service Teacher 1 at that time of the interview, she told me *“both of them are important and better, either positive or negative feedback”*. She said *“both of them must be balanced when we are teaching”*.

b) Pre-Service Teacher 2

According to Pre-Service Teacher 2 at that time of the interview, same as Pre-Service Teacher 1 said above, “both of them are effective, either positive or negative feedback”. She said “we really need both of them at the time of PPL 1 Implementations”.

c) Pre-Service Teacher 3

According to Pre-Service Teacher 3 at that time of the interview, he told me “both of them should be paid attention and important”. Providing positive feedback aimed to motivated students more. Furthermore negative feedback aimed to corrected or realized student about their mistakes and wrong”.

d) Pre-Service Teacher 4

According to Pre-Service Teacher 4 at that time of interview, she also said “both of them are effective. The reason why both of them are effective, for positive feedback, when we used positive feedback, it could make them excited

and also could make them feel more confident be better. Whereas negative feedback aimed to told student about their mistakes and student can corrected about their mistakes”.

e) Pre-Service Teacher 5

According to Pre-Service Teacher 5 at that time of interview, as well as statement above, she said “both of them are effective. She said we have to use both of them in teaching. When we used positive feedback, it can make them excited in learning and teaching implementations. Whereas negative feedback, it could correct their wrong or mistakes indirectly and also it could be as advice or suggestion for them. In order they could correct their mistakes in doing task”.

f) Pre-Service Teacher 6

According to Pre-Service Teacher 6 at that time of interview, she said “both of them are effective”. According to her “from there, we can see how far students understanding”. She also said “as a Teacher we could provide an advice or suggestion and realized them about their mistakes”.

Those are their belief in which is more effective aspects of feedback from several points of view of Pre-Service English Language Teachers.

2) Belief about the effects if they give positive/negative/both to students in PPL 1 implementations from point of view of Pre-Service English Language Teachers.

Then the second the researcher found their belief in the effects if they give positive/negative/both to students in PPL 1 implementations from several point of view of Pre-Service English Language Teachers, as follows:

a) Pre-Service Teachers 1

She stated “when she provides positive feedback to her student in PPL 1 implementations; they become more passionate and motivated. While at the time of providing negative feedback, it makes a bigger impact, for example they feel ashamed. Automatically because they feel embarrassed of their mistakes, they realize their mistakes and fix their mistakes”.

b) Pre-Service Teachers 2

She mentioned “when she provided positive feedback, it could give them more confidence. Sometimes there is smart student but she or he feels less confident and embarrassed. In learning and teaching activities when we provide positive feedback, it could give effect to their self-confidence. For negative feedback as well as positive feedback, it could give effect to their self-confidence. Because there are several

kinds of negative feedback. And among the types of negative feedback there are ways of delivering their mistakes indirectly. It causes student doesn't need to feel embarrassed when she or he does a mistake. Student can realize and fix a mistake indirectly".

c) Pre-Service Teacher 3

He said "when he provided positive feedback; he or she feels appreciated and motivated. Moreover it could increase their self-confidence so they don't feel nervous. Furthermore, when teacher provides negative feedback, it aimed to tell student which one is right and wrong".

d) Pre-Service Teacher 4

She stated "when she provided positive feedback to students, they became more enthusiastic. Furthermore, when we provide negative feedback, it could correct their mistakes and also students could realize their mistakes".

e) Pre-Service Teacher 5

As well as Pre-Service Teacher 4 said, she said "when she provides positive feedback to students, they become more enthusiastic. Furthermore, when we provided negative feedback, it can correct their mistakes and also students can realize their mistakes".

f) Pre-Service Teacher 6

She stated “if student was provided both of them positive and negative feedback, they could fix student’s wrong and mistake”.

Those are the results of interview about Pre-Service Teachers’ beliefs in the effects if they give positive/negative/both to students in PPL 1 implementations from several points of view of Pre-Service English Language Teachers.

3) Belief about the effectiveness of feedback and the reason why feedback is effective in PPL 1 implementations from point of view of Pre-Service English Language Teachers.

Then the third, the researcher found their belief in the effectiveness of feedback and the reason why feedback is effective in PPL 1 implementations from several points of view of Pre-Service English Language Teachers, as follows:

a) Pre-Service Teacher 1

She said “the reason of effectiveness feedback in PPL 1 implementations were first to encouraged students to participated. She said when she taught and provided feedback she could know the types of feedback that she has to use when she is in real school environment. And also it could give impact to Pre-Service Teachers or peer who acted as students. PPL 1 is training to PPL 2 which goes to real school

environment. So from here we can learn and train using feedback and it is very effective”.

b) Pre-Service Teacher 2

As well as Pre-Service Teacher 1 said, Pre-Service Teacher 2 said “the reason of effectiveness feedback in PPL 1 implementations were first to encouraged students to participated and she also said when we provided feedback, it made teaching and learning atmosphere seemed real”.

c) Pre-Service Teacher 3

He told me in his opinion, “feedback could be more encouraging to participating in learning PPL 1, making the learning atmosphere is more real and also if we gave feedback, it could make the atmosphere became not boring”.

d) Pre-Service Teacher 4

In her opinion, “feedback made them more enthusiastic in learning PPL 1, making the learning atmosphere more real, making them more active, and also if we give feedback the atmosphere becomes not boring”.

e) Pre-Service Teacher 5

In her opinion, “feedback could encourage them to participate in PPL 1 lessons, and it is also good to use feedback in PPL 1 implementations”.

f) Pre-Service Teacher 6

She said “feedback was effective in PPL 1 because besides we could train ourselves for the future it also could create a good atmosphere at the time in class”.

Those are the results of interview about Pre-Service Teachers’ beliefs in the effectiveness of feedback and the reason why feedback is effective in PPL 1 implementations from several points of view of Pre-Service English Language Teachers.

4) Belief about feeling to need providing feedback in PPL 1 implementations from point of view of Pre-Service English Language Teachers

Finally the last question of interview, the researcher found their belief in feeling to need providing feedback in PPL 1 implementations from several points of view of Pre-Service English Language Teachers, as follows:

a) Pre-Service Teacher 1

She stated “when teacher gave a question or statement to the student and when we needed to increase learning motivation”.

b) Pre-Service Teacher 2

She also stated “when we gave a question or statement to the student”. The others, she stated “when the student did a

mistake in answering the question, and praised their hard work in learning”.

c) Pre-Service Teacher 3

He stated “when teachers gave a question or statement to the student, when the student did mistake or wrong in answering the question, when teachers needed to boost their motivation and praise their hard work in learning”.

d) Pre-Service Teacher 4

She stated “when teachers gave a question or statement to the student, when the student did mistake or wrong in answering the question, when students did disruptive behavior, when teachers needed to boost their motivation and praised their hard work in learning”.

e) Pre-Service Teacher 5

She stated “when giving a question, or doing the task and when they make mistakes in doing the task”.

f) Pre-Service Teacher 6

She stated “when students did something good and at that time we had to give feedback or praise to them”.

Those are the results of interview about Pre-Service Teachers’ beliefs in feeling to need providing feedback in PPL 1 implementations from several points of view of Pre-Service

English Language Teachers. At the same time those are the result of all interviews.

After obtaining the results of interview and finding pre-service English Language teachers' beliefs about their own feedback providing practices in PPL 1 implementations in depth investigation, then the researcher wants to continue the next part of this finding.

2. Types of oral feedback pre-service English Language teachers of UIN Antasari Banjarmasin give in PPL 1 implementations and the frequency of oral feedback types that they use each type.

The second part is about types of oral feedback pre-service English Language teachers of UIN Antasari Banjarmasin give in PPL 1 implementations and the frequency of oral corrective feedback types that they use each type. This part aims to answer the second research question in this study. It aims to determining the types of oral feedback practices and the frequency of each type.

a. Observation

The researcher gave table of this part to make it easier to analyze. This table presents summary of types of oral feedback pre-service English Language teachers of UIN Antasari Banjarmasin give in PPL 1 implementations and the frequency of oral corrective feedback types that they use each type. The data was taken from observation as follows:

Table 4.4. The types of oral corrective feedback practices and the frequency of each type that pre-service English Language teachers of UIN Antasari Banjarmasin provide.

The type of feedback	The frequency	Examples
Praise	252	That's good! Ok, good! That's amazing! Good!
Explicit correction	20	S: go school tomorrow. T: no, it's not "go school tomorrow". You should say "I go to school tomorrow".
Recast	24	S: a tall boys. T: a tall boy.
Meta-linguistic feedback	14	S: he like swimming on Sunday T: third person is singular.

		Remember? Add “s”. Can you find your error? S: he likes swimming on Sunday.
Elicitation	37	T: how do we say X in English? It’s a”
Request for clarification	50	T: Pardon me? I don’t understand. What do you mean by X?
Repetition	6	S: I go to the beach last month. T: I GO to the beach last month! S: I went to the beach last month.

Based on information from table 4.4 that is the result of observation during PPL 1 Implementations is held. In general, it has shown the result of this observation that praise is the most

frequently used during PPL 1 implementations. The second is request for clarification. The third is elicitation. Then the fourth is recast. The fifth is explicit correction. Then in the sixth is meta-linguistic feedback is following. Then the last is repetition.

The further information from all of these results was discussed in the part of discussion.

B. Discussion

In this part the researcher explained about the further information of findings. After obtained all of data were taken from questionnaire, interview, and observation, the researcher will interpret and explain the further information from all of the results based on theoretical review.

1. Pre-service English Language teachers of UIN Antasari Banjarmasin's beliefs of their own feedback providing practices in PPL 1.

There are some facts that the researcher found in this study. First of all, the researcher discussed about Pre-service English Language teachers of UIN Antasari Banjarmasin's beliefs of their own feedback providing practices in PPL 1 implementations. For this part, the researcher collects the data from questionnaire and interview.

Each Pre-service English Language teachers of UIN Antasari Banjarmasin had different beliefs and opinion about feedback that they provide in PPL 1 implementations. Beliefs are defined by Borg (2001, p. 186) as a "proposition which may be consciously or unconsciously

conducted, it could be an individual experience because it is accepted as true by the individual, it has an emotional, it guides thought and behavior". Beliefs can influence perceptions, judgments and pedagogical knowledge and theories (Lombaerts, De Backer, Engels, 2009; Errington, 2004; Ertmer, 2005; Stuart and Thurlow, 2000). Therefore each Pre-service English Language teachers of UIN Antasari Banjarmasin had different opinion about beliefs of their own feedback providing practices in PPL 1 implementations.

First, the researcher discussed about Pre-service English Language teachers of UIN Antasari Banjarmasin's opinions and beliefs based on the results of the questionnaire.

In the first questionnaire was about the meaning of feedback or how Pre-Service English Language Teachers of understanding of feedback. Based on the results of the table of 4.1 we can see that the majority of participants' response feedback is constructive criticism and advice/tips is about 100%, feedback means correcting mistakes is about 81,8%, feedback could be interpreted as positive and negative sides of the performance and feedback is acceptability of the answer, both of them are 72,7%. According to Hattie & Timperley, (2007). They stated that feedback is a message or advice, it can be mentioned as an information that is given by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. In this case, Pre-Service English Language teachers

believe that feedback is constructive criticism and advice/tips. From those results, it can be concluded and interpreted that the majority of Pre-Service English Language Teachers' beliefs about the meaning of feedback or how Pre-Service English Language Teachers of understanding of feedback is constructive criticism and advice/tips. Their beliefs could have come from previous learning experience and knowledge in language classroom (Juliana & Richard, 2016; Lortie, 1975) or when they are in language classroom experience from their teachers (Juliana & Richard, 2016; Lortie, 1975) and etc.

In the next questionnaire was about Pre-Service English Language Teachers' understanding of the role of feedback that they provide. Based on the results of the table of 4.2 we can see that the majority of participants' response feedback can encourage students is about 100%, feedback could improve learning is about 90,9%, feedback could guide students and feedback can create a bond, both of them are 81,8%. The statement of feedback can encourage students has shown the higher percentage in believing of Pre-Service English Language Teachers' understanding of the role of feedback that they provide. It means Pre-Service English Language Teachers believe the role of feedback that they provide can encourage their students. Black & Wiliam (2009) stated in some evidences, some teachers provide feedback for several reasons. One of the reasons is feedback is also expected can encourage in student diligence. From those results, it can

be concluded and interpreted that the majority of Pre-Service English Language Teachers' beliefs about the role of feedback that they provide as a teacher in PPL 1 implementations is feedback can encourage students.

The third questionnaire was about the participants' beliefs regarding the effectiveness of their feedback in PPL 1 Implementations. Based on the results of the table of 4.3 we can see that the majority of participants' response feedback is effective in PPL 1 implementations is about 100%., and none of response from participants toward feedback is ineffective in PPL 1 implementations. It has shown clearly the majority of participants fully believe that feedback is effective in PPL 1 implementations. From that result, it can be concluded and interpreted that the majority of Pre-Service English Language Teachers' believe feedback is effective in PPL 1 implementations.

Those are discussions about findings based on the questionnaire. Then, the researcher discussed and explained about Pre-service English Language teachers of UIN Antasari Banjarmasin's opinions and beliefs based on the findings on interview.

Based on the findings, the researcher chose some criteria of participants that will be interviewed based on based on how the way pre-service teachers teach and giving feedback during PPL 1 implementations. After came and saw directly in the class of PPL 1 implementations, the researcher got these criteria, they are as follows;

Pre-Service English Language Teachers who always use feedback in PPL 1 implementations, Pre-Service English Language Teachers who rarely use feedback in PPL 1 implementations, Pre-Service English Language Teachers who use varied feedback types in PPL 1 implementations, and Pre-Service English Language Teachers who only use one type of feedback dominantly in PPL 1 implementations.

In addition, for Pre-Service English Language Teachers who always use feedback and Pre-Service English Language Teachers who use varied feedback types in PPL 1 implementations is same sample because Pre-Service English Language Teachers who use varied feedback types is Pre-Service English Language Teachers who always use feedback in PPL 1 implementations.

In the first question of interview was about which is more effective aspects of feedback. All of the participants of interview stated that both aspects of feedback were effective and important. They believed positive and negative feedback were effective and important in PPL 1 implementations. There are various reasons why positive and negative feedback is important. Such as response from Pre-Service teachers who only use one type of feedback dominantly. They responded like the reason why both of them are important because teacher should gave positive feedback in order to made motivation of students increased, make students excited with learning activities, and also can make them feel more confident be better. Furthermore teacher

should give negative feedback in order to make students realize their mistakes and also it could be advice or suggestion for students. When viewed from their beliefs, it aligns with Babkie (1998), who maintains that feedback needs to be given spoken and written, and also each encompasses positive and negative. Kepner (1991: 141), who defines feedback in general as any procedure used to inform right or wrong toward a learner which are instructional responses. In addition, such as responses from Pre-Service teachers who always use feedback and use varied feedback types. They said both positive and negative feedback must be balanced when we were teaching and both of them were really needed at the time of PPL 1 implementation.

Then, the second question of the interview was about the effects if they gave positive/negative/both feedback to students in PPL 1 implementations. Based on the findings, some participants of the interview said if they gave positive feedback to students, it could make them motivated. They believed it could give an effect to their self-confidence be better. Other participants said if the teacher gave positive feedback, the students feel appreciated and they don't feel nervous. Feedback aimed as a supplement on students' learning (Boekaerts & Corno, 2005). It has an effect and they become more enthusiastic about the lesson. Then, there are varied responses from participants of the interview about if they gave negative feedback to students. Most of the participants believed it could correct students' mistakes and make them realize their mistakes. One

of participants said negative feedback can tell to students which one is correct and wrong. It align with Kepner (1991: 141), who defines feedback in general as any procedures used to inform right or wrong toward a learner which are instructional response.

The third question of interview was about the effectiveness of feedback and the reason why feedback is effective in PPL 1 implementations. Based on finding of interview above, all of the participants' responses were feedback was effective in PPL 1 implementations. So that it could be concluded that they believed feedback was effective in PPL 1 implementations. Some of participants stated, feedback in PPL 1 implementations was not only effective but it could give impact for teacher and who acted as students. As Leahy, Lyon, Thompson, & Wiliam, (2005) said feedback was considered as a good strategy for teachers in the worldwide in both as in all subjects and grade levels. According to Jane & Robert (2011) they said feedback shows positive effects in the general education literature and medicine. There were several reasons from participants about the effectiveness of feedback. Most of them believed that feedback could encourage students to participate and also when teacher gave feedback, it made learning atmosphere was more real. Other reasons some of participants also believed that when teacher gave feedback, it could make the atmosphere became not boring and made them more active. Vollmeyer

& Rheinberg (2005) define feedback can help students to employ more productive learning strategies.

The last question of interview was about feeling to need providing feedback. Based on the finding of interview, most of participants said they needed to provide feedback after each question, when students did mistakes or wrong in answering question, and praised their hard working in learning. Several participants also believed when teacher needed to boost students' motivation. In other, one of participants also said teacher should give feedback when student did disruptive behavior.

Based on the discussion of interview above, the participants believed feedback was really important and good in PPL 1 implementations. According to Juliana & Richard (2016) in education, teaching is stated as a cognitive activity and beliefs has important role in understanding how teachers' thought processes, manage classroom, decisions that they make in the classroom and instructional that they give in the classroom. Beliefs can influence perceptions, judgments and pedagogical knowledge and theories (Lombaerts, De Backer, Engels, 2009; Errington, 2004; Ertmer, 2005; Stuart and Thurlow, 2000).

However basically beliefs and emotions had important toward teachers needed to make decisions, act and reflect on various purposes. Some researcher stated many factors could influence teachers' beliefs and could affect consequent teaching, for example in teaching practice (Masoumeh & Zahra, 2014). It proved their beliefs are really influential

to how they are in teaching. As Pre-Service English Language Teachers who always use feedback, Pre-Service English Language Teachers who use varied feedback types, and Pre-Service English Language Teachers who only use one type of feedback dominantly said about feedback, the effectiveness of feedback, and the reason why feedback was effective. In general, they said feedback was really important, good strategies in teaching and feedback gave effect toward students.

Others, when the researcher observed directly in PPL 1 class, the researcher found some incompatibility between Pre-Service English Language Teacher's stated beliefs and real performance especially for one of Pre-Service English Language Teachers who rarely use feedback. The center of attention by the researcher was the opinion and belief of Pre-Service English Language Teachers who rarely use feedback. Her statement about feedback was similarly with other participants that always use feedback. According to Khader (2012) believes that, teacher's beliefs sometimes can change their practice. Basically, teachers feel uncomfortable when there are incompatibilities between what they think and their teaching. They just cannot be seen by their teaching because teachers' beliefs system is complex. (Judson, 2006) argues that there are some inconsistencies between teachers' beliefs about instructional practice that they get from their teachers or observation and when they do their actual teaching.

2. Types of oral feedback pre-service English Language teachers of UIN Antasari Banjarmasin give in PPL 1 implementations and the frequency of oral feedback types that they use each type.

Based on information from table 4.4, if calculated overall how many times Pre-service English Language teachers of UIN Antasari Banjarmasin provided feedback was 403 times. It has shown the result of observation that praise was the most frequently used during PPL 1 implementations. The second was request for clarification. The third was elicitation. Then the fourth was recast. The fifth was explicit correction. Then in the sixth was meta-linguistic feedback is following. Then the last was repetition.

As seen in the table 4.4, praise had huge difference if it compared with other types. The most frequently used type of oral feedback was praise. When the researcher observed in the class of PPL 1 implementations, they dominantly use praise. There are some previous studies about the role of praise. (e.g., Black & Wiliam,1998; Brophy,1981; Hattie & Timperley, 2007; Sadler, 1989; Wiliam, 1999) has found praise is dominantly used by teacher in providing feedback. When some Pre-Service Teachers provided praise, it can boost the motivation of their students and it's really effective. It's in line with some findings that praise is effective. However, Black and Wiliam (2009) have argued that praise can boost motivation. In others, there is also evidence that some teachers believe praise can improve student

confidence (Irving, Harris, & Peterson, 2011). Another interesting finding is the frequency of request for clarification is quite high. Another finding is the frequency of explicit correction and recast is almost same because both of them have small different. For the last is repetition. It is the most lack of frequency type of feedback that Pre-Service English Language Teacher used during PPL 1 implementations.