TEACHER'S DECISION-MAKING IN IMPLEMENTING FEEDBACK IN SENIOR HIGH SCHOOL

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Abstrak

Dalam proses belajar-mengajar, guru dituntut bukan hanya menguasai mata pelajaran tetapi juga pengetahuan pedagogis. Dalam menghadapi umpan balik, masalahnya adalah guru berkecimpung dalam tindakan yang efektif dan efisien dalam memenuhi peran mereka sebagai guru. Untuk mencapai umpan balik yang efektif dan efisien, guru perlu membuat keputusan yang tepat dengan batasan waktu. Griffith, et al. (2013) menyatakan bahwa dasar keterampilan mengajar adalah pengambilan keputusan dan setiap tindakan mengajar di kelas adalah hasil dari keputusan. Namun, guru mengalami keterbatasan waktu dalam memutuskan umpan balik yang tepat untuk siswa mereka. Oleh karena itu, tujuan dari penelitian ini adalah untuk mencari dan menggambarkan pengambilan keputusan guru dalam menerapkan umpan balik. Penelitian ini dirancang sebagai penelitian kualitatif. Subjek penelitian ini adalah empat guru Bahasa Inggris di SMA. Wawancara semi terstruktur diterapkan untuk mendapatkan data. Kemudian, hasil penelitian dianalisis dan ditafsirkan dalam bentuk naratif dan deskriptif. Hasil penelitian menunjukkan bahwa pertimbangan guru dalam menerapkan umpan balik adalah kebutuhan siswa, kondisi siswa dan kepercayaan guru. Guru menerapkan pengambilan keputusan rasional dan intuisi.

Kata Kunci: guru, keputusan, umpan balik.

Abstract

In teaching-learning process, the teacher is required mastering not merely the subject knowledge but also the pedagogical knowledge. In dealing with feedback, the issue is the teacher deal with the effective and efficient action in fulfilling their roles as a teacher. To accomplish effective and efficient feedback, the teacher needs to create a right decision with a time restriction. Griffith, et al. (2013) proposed that the basic teaching skill is decision-making and every teaching act in class is the result of decisions. However, the teacher faces the time restriction in deciding the right feedback for their students. Therefore, the purpose of this research was to seek and describe the teacher's decision-making in implementing feedback. This research was designed as a qualitative research. The subjects of this research were four English teachers in senior high school. The semi structured interview was applied to get the data. Then, the results were analyzed and interpreted in the form of narrative and descriptive form. The findings have shown that the teacher's consideration in applying feedback is student's need, student's condition and teacher's belief. The teacher applied the decision-making rational and intuition.

Keywords: teacher, decision-making, feedback.

INTRODUCTION

The teacher plays an important role in the teaching-learning process. To accomplish the teaching-learning process's goal, the teacher decides purpose, topic, competency, assessment, material and method of the study. To foster the student's learning process; the teacher involves more than execute lesson plan. The teacher contributes as role models, mentors, intermediaries and advocates between student and parent. In dealing with that phenomenon, the issue is the teacher deal with the effective and efficient action in fulfilling their roles as a teacher. To accomplish, effective and efficient action, the teacher needs to create a right decision with a time restriction. Thus, the researcher draws a premise that the vital knowledge of being a teacher is decision making. The researcher's premise is line with Mc Millan (2005) who stated that the improvement of the students' learning is decided by the teacher's beliefs in the decision-making. Griffith, Massey and Atkinson (2013) proposed that the basic teaching

skill is decision-making and every teaching act in class is the result of decisions. Decision-making is the step to process some alternatives to get a particular choice to full fill the desire result (Eisenfuhr, 2011).

In education field, decision-making affects the teacher for the success of the teaching and learning process. The significance of acquiring decision-making in an education field comes in several parts. Lunenburg (2010) proposed that the effective decision critically linked to the success of the school. Decision often relate to the beliefs, intuition and feeling about the learning process, as well as their perceptions of the subject matter and their students (Gill and Hoffman's, 2009; Vanlommel, et al, 2017). Intuition defines as a fast catching of a decision based on the past experience with all the solving (Myers, 2002).

In the other hand, schoenfeld (2011) argued that decision-making is the rational steps. He divided the steps of decision making into identifying the problem, generating the alternatives, evaluating the alternatives, choosing an alternative, implementing the choice and evaluating the implementation. Decision-making is a continuous process. This situation means that it does not end when implementing the choice. Evaluation provides teacher with information that can conduct a new decision cycle. The decision alternative may not work, thus finding a new analysis of the issues, evaluation the alternatives, and selecting the new solving. Many large problems are solved by attempting several alternatives in sequence, each giving the various improvements (Hicks, 2005).

In academic field, Hyland & Hyland (2006) expressed that feedback it as an instrument to develop teaching-learning process and better performances. Hattie & Timperley (2007) proposed that feedback as a knowledge which is provided by peer, teacher, parents. Besides, Zhan (2016) mentioned that second and foreign language learners thought feedback as a vital part to prevent uncountable errors, inaccuracy, and uncertainty.

There are several classifications of feedback according to some experts. Shute (2008) classified feedback into specific feedback as a part particular information of response or behavior, for instance evaluative feedback (Hattie & Timperley, 2007). The other expert Losada (1999) believed that positive feedback refers to motivation, encouragement and appreciation while negative feedback deals with disagreement and sarcasm. In addition, positive and negative feedback gave an impact in the process of learning. Positive and negative feedback enhance the learners either a little or much (Kluger and DeNisi, 1996). Baumeister, at all (2001) examined that the learner with the high penetration of negative feedback have a low

self-efficacy and self-esteem whereupon the feedback general positive, it lowers the learner's defense.

Besides the feedback from the teacher, the other practitioner clarified the other form of feedback is peer feedback. Peer feedback refers to the shifting role from the teacher to the students as a main information to do an activity of written or oral criticize and critique of each other's practice (Liu & Hansen, 2002). The terms peer feedback in here indicates the activity while the learners receive and provide feedback on their peers. The peer feedback could increase the students' knowledge through incorporating peer comments in revision, increasing awareness, engaging learners in meaning negotiation, and social support (Hyland, 2006).

However, the teacher faces the time restriction in deciding the right feedback for their students. Those phenomenon is truly appearing with many factors that might be affect, for instance theoretical base that is used in a public school for the teachers to decide something or the teachers just use their thinking and beliefs to decide the assessment that used. The different knowledge also gives the different perspective to the teachers. Those differences can make the researcher have a curiosity to bring out the problem about the teacher's decision especially in Indonesia. Accordingly, the study will be examined thoroughly to the research problem: "How does the decision-making applied in Indonesia?"

A teacher should master in behalf the underlying theories and problems of deciding in a teaching –learning process. Nevertheless, the goal of teaching-learning process will not be achieved well if the teacher does not understand the importance of decision-making in a teaching – learning process. Thus, the researcher postulates research questions:

1. How does the teacher make the decision in giving feedback?
2. What considerations do the teachers think of when they decide to use feedback?
3. How does the teacher give feedback in classroom?

RESEARCH METHOD

The aim of this research is to find and describe the teachers' decision-making in feedback. This study mainly put attention to the research problem: teacher's decision in feedback in senior high school. Hove (2011) explained that the senior high school students are prepared with their critical thinking for the rigors and enhanced academic expectation in collage and the work world. The high school students are struggling to develop the critical thinking skills to become the success college students and employees. By using feedback, the students could increase the critical thinking of the students.

The study is a basic interpretive, purposefully to gain the detail data about the use of feedback in class and the teacher's response about the use of decision-making in class. In order to use the qualitative research as the paradigm, the researcher examines the phenomenon in detail which the researcher himself become the main instrument

This study worked with four English teachers who teaching two different public school. The teachers who have applied the feedback were the specific criteria of the subjects that are chosen. However, researcher did not take gender biased in to account in gaining data.

The teachers' and students' utterance while teaching-learning process is the data about the use of feedback in class. The teachers' responses in the interview are the data in order to describe teacher's decision-making and the aspects that affect it. The researcher gains the data of the teacher's performance from the observation in the class. The observation allows the researcher to gather detailed data on the interaction, activities and the language that is used in the classroom (Mackey, et al. 2015).

This observation focused on the use of feedback in class. This action means that the researcher focused on the teachers' and the students' utterances while implementing the feedback. While doing observation, the researcher also made field notes based on the teacher's performance. The observation has done once of each class. Meanwhile, the observation is not enough and the researcher decided to support the thesis's completion with the teacher's oral statements.

This study also used the semi-structured interview in order to guide the researcher stay in tract in collecting in depth data. It focused on the teachers' responses and their ideas about the research questions. Ary et al. (2010) explained that it is used to get people's ideas and feeling about certain phenomenon. Therefore, interview provides intimate information as a social encounter to gain large and in-depth answers. The semi-structured interview was used as a tool to gather information of teachers' decision-making and the consideration that affect the decision.

The data was analyzed using a qualitative analytic steps to know the teacher's decision in feedback. Analyzing the data that was collected from the response of the teacher is the purpose in the result of the technique of collecting data depends on the observation and the interview. Furthermore, it is aimed to understand the teachers' differences on the responses when the data is collected. Generally, managing the data, describing, classifying, interpreting and reporting are the steps of qualitative research (Ary et al., 2010).

Firstly, the researcher started the data management to begin of process the data which was collected in the interview. The researcher transcribed the existing data into written form based on the recording. Then, generating the main ideas from the field notes on the teachers' responses during the interview and observation.

Additionally, the researcher classifies the data by giving the code to each teacher's responses to ease in differentiating and familiarizing the teacher's response. Interpreting and the data was needed to gain the proper data that was found. The researcher also focused in every single subject's response especially ideas on the concept of decision-making in feedback. Finally, the researcher reports the findings in the form of discussion after summarize the findings.

RESULTS

This part presents the findings that the researcher got from the observation and the interview. The result focuses in the teaching learning process that focused in the implementation of feedback in classroom, the analysis of the teacher's decision-making in feedback through semi constructed interview and the considerations which affect the decision-making.

1. The Decision-Making Process

Due to limitation of time, the entire subject is endeavoring to apply feedback in classroom and rationally decide action in teaching-learning process. The researcher believes that the teacher has a pedagogical knowledge related to the feedback in teaching-learning process. However, the researcher finds out that all subjects able to make a decision during that situation. Thus, the researcher conducted a semi structured interview to seek and describe the teacher's decision process related to feedback.

SUBJECT	STEP1	STEP2	STEP3	STEP4	STEP5
Teacher A	"At first you have to understand what is the problem"	"Think of the way how to overcome the problem"	"after gain the solving, choose which action will the teacher use"	"implement it, do the problem solving"	"evaluate the problem solving that we implement. Does it suitable or not, overcome the issues or not"
Teacher B	"The first, find out the problem that need to be solved"	"take some good ways in order to solve the problem"	"Choose the proper solving,"	"then apply it"	"Then I evaluate my decision in solving the

Teacher					probl em"
Teacher C	"The students could not answer my question. That is the problem. Then how I make the problem clear?"	"gather some alternatives, like answer my questions directly, ask them to open their notes, ask them to find in internet, or make some examples so they can remember it. All those ways are the alternatives that I can do to clear the problem."	"Just choose the good one"	"then try to do it."	"see what will happen.. … We see and evaluate the result."
Teacher D	"talk about goal, what we need to reach, then what is the problem? The first thing, if you have a goal, find out the problems"	"list all the possibilities that you can do to solve the problem"	"Pick one of it"	"implement to solve the problem"	"we need to evaluate what just happen and do another alternative. Again and again"

Based on the result of the interview in the steps of decision making, the participants divided the decision-making process into five steps. The first is identifying the problems. The four subjects agreed that to start the decision, the problems need to be identified. For instance, regarding to the observation and interview, the eight classes from the four participants show that the main problem is the students' inability to answer the questions. Thus, the goal is make the students able to get the answer.

After the problem is identified, the participants try to break down the possible solving of the issue. In this stage, the entire teacher's ideas to accomplish the problems are listed. In the data, they have almost the same alternatives for the problem. Those alternatives are using peer feedback, indirect feedback and direct feedback.

After the alternatives are generated, the next step is choosing the alternatives. In choosing the alternatives, the subjects evaluate from the entire problem solving acts that have been listed before. The proper solving is needed based on its need to avoid the new problems. This step is frequently done to find out the best way in solving the problem. The data of the implementing of feedback above shows that the subjects choose the various alternatives in one section of the class.

The fourth step is implementing the alternative. In this step, the subjects implement the alternatives that have been chosen. Then, the evaluating is needed in order to find out whether the alternatives able to overcome the problem or not. This evaluating is shown in the various alternatives that the teacher used in the class. This situation means, the teacher evaluated the result of the alternative used and implemented the other alternatives to get the better result.

The systematic evaluation of the implemented alternative implementation is needed to make sure the effectiveness. The teachers who have years of experience, face the decision-making all the time.

2. The Teacher's Consideration in Decision-Making

In deciding feedback, there are several considerations from the teacher that affect the decision itself to think off. In light of the interview that the researcher gained from the four subjects, the consideration that affect the decision generate into three; the time, the students' condition, the students' knowledge.

TEACHER A	"their understanding of the materials also takes a big role"
TEACHER B	"their basic knowledge also gives a big impact. If they know nothing about the material… if they have some basic, the teacher will easy to lead them till they understand it well"
TEACHER C	"the students' knowledge of the basic competence is a big deal"

Based on the teacher A, B and C reaction above, the first consideration is the time. In the feedback context, time means the section of the lesson. Based on the table above, three of four subjects stated that the section of the class will affect the decision in class. Mostly, the students will feel fresh and active in the first section. In the other hand, sometimes, the students feel tired in the last

section, because they have study all the day and lack of energy. According to that issue, the researcher believes that the teacher has to be able increasing the students' interest to make teaching-learning process run smoothly.

TEACHER A	"The students' condition. Include their mood in study… The students' courage. Not all the students have a brave feeling in deliver their thinking"
TEACHER B	"the students condition, such as the mood of the students has a big effect of my decision. Besides, If they feel interested in the material and have a courage, they will active in class"
TEACHER C	The mood of students really important, while they in a good mood, they will understand the material well."
TEACHER D	"the students' mood, while students in their good mood, they will interest to what we deliver"

The next is students' condition. According to the four subjects' reaction about the effect of students' condition above, the students' mood in study and their courage is important. The entire subject believes that the students' mood brings out the effective teaching-learning process. The good mood students will make the material delivered easily. The fact in the classroom is the students are not always in the good mood. As the result, the teacher has to aware the students' mood. The students' courage also one thing that has to be focused, not all the students have a brave feeling in deliver their thinking. While the teacher gives the improper approach, the low students will not change. In worst, they will not be active in class. In this case, the students are unable to understand the material well.

TEACHER A	"the time or the class section, whether in first section or the last section the students will feel fresh and active in the first section…. the students feel tired in the last section,"
TEACHER B	"the first is, when does the class begin? Mostly, in the first section, the students feel fresh."
TEACHER D	"if we talk in rationally, the section of the lesson is the first thing. Normally student will ready to think in the morning or at first and second section, their brain still fresh"

The third is the students' understanding of the materials. The entire subjects claimed in the result of interview above, the students who have basic understanding of the material will ease them in delivering the subject. Moreover, the 2103 curriculum stated that the teacher is just the facilitator for the students. They asked to look for the information about the materials by them self out of the school. The teacher just stands as the facilitator who lead them understand what to do and how

to do it. So at first, the students have to understand what they will learn before the teacher teaches in school.

The entire subject confirms that all those considerations above will affect the teachers' decision-making process. By those considerations that mention by the subjects in interview, the researcher infers that the teacher's beliefs also take a part here.

3. The Implementation of Feedback

The researcher conducted an observation in order to know the how the teacher implement feedback in classroom. The researcher tried to find out the information how the feedback is applied in the classroom. In relation to the observation, the researcher formulated the teacher's activities in the interaction with the students.

In the first and second class which was taught by teacher A, the researcher conducted an observation in the first and second section of teaching-learning process particularly in speaking skill. The entire students have a high initiative during teaching-learning process. Consequently, teacher A acts as a facilitator in the classroom.

Teacher A	*:"okay good performance. then, who wants to ask a question or give a comment?"*
Student	*:"me, sir. Well, I think your performance is good. But, it is about experience, so you must use verb 2. In some sentences you still use verb 1. I think that's all sir"*
Teacher A	*:"for example? Do you still remember the word?"*
Student	*:"yeah, while you told about the food, you said …the food is delicious.. it should ..the food was delicious.."*
Teacher A	*:"good, applause please"*

Firstly, based on the data in excerpt of teacher A and student interaction above, the teacher asked the students came forward and let the others gave a comment related to his performance. Teacher A let the students automatically showed his argumentation related to their friend's errors. The students gave peer feedback based on the performance about the use of the verb. He mentioned, *"you said.. the food is delicious.. it should ..the food was delicious."* Here, the student explained about the errors and also gave the correct answer.

Secondly, teacher A stimulates the student used teacher's feedback actively. The teacher tried to indicate if there were some errors and triggered the students to get the correct answer. The students were indicated that their answer was wrong by saying "really?". In the end, the teacher A gave the correct answer after no one could give the proper answer.

Teacher A   :"Is that all? Okay what about read. What is the past form of read?"
Student   :"/ri:d/ sir"
Teacher A   :"Really? The past form."
Student   :"Yes sir it's the same with the preset form."
Teacher A   :"it's still incorrect. The pronunciation is not like that. The correct one is /red/ it's like the red of color."

Thirdly, teacher A expressed a non-specific positive feedback during teaching-learning process. For instance, the teacher commented student by said, *"okay good performance"*, *"good, applause please"*. Besides, the teacher also gave the non-specific and specific negative feedback in part of interaction above. The non-specific was in the word "*really?*". and the specific negative feedback was," *it's still incorrect. The pronunciation is not like that. The correct one is /red/ it's like the red of color"*. Here the teacher not only indicated the incorrect answer, but also provided the correct one.

Meanwhile, in the third and fourth class, teacher B addressed several techniques to accomplish his goal in teaching-learning process particularly in transferring grammar knowledge. The entire students had a less initiative than first and second class in teaching-learning process due to several factors.

Teacher B   :"Now, who wants to come forward and make a sentence using because and because of?"
               "okay you, the noisy boy behind. Come forward please"
Teacher B   :"Okay well done. then, is that correct or not? Who wants to give a comment? Raise your hand
Student   :"Me.. I think it is wrong."
Teacher B   :"Why? Come forward and correct it. Now explain the reason to your friends
Student   :"it's incorrect because the subject is Rino, it is singular, so the verb should be added with –s or –es at last, like this."
Teacher B   :"Okay good, thank you."

According to the excerpt of interaction above, teacher B pointed out one student to come forward and make a sentence using because and because and because of and let the others explained whether it was correct or not then correct it. Teacher B pointed out the student who did not pay attention to make a sentence in front of the class. Teacher B let the peer gave the feedback. The students not only aske to judge the sentence was correct or not, but also gave the reason and the correction.

In relation to non-specific positive feedback, teacher B showed a positive reinforcement during teaching-learning process. Teacher B motivates his student by said, *"Okay, well done"* and *"Okay good, thank you"*. Besides, teacher B would not allow the students just give a non-specific negative feedback as *"I think it is wrong",* the student asked to give the specific negative feedback, *"it's incorrect because the subject is Rino, it is singular, so the verb should be added with –s or –es at last, like this"*.

Besides, in the fifth and sixth class, teacher C delivered same techniques as previous subjects. The teacher transferred grammar knowledge about the use of conjunction to the student.

Teacher C   :"now, please makes a sentence using conjunction."
Student 1   :"me sir. I will go home after I finish my job."
Teacher C   :"very good. Applause please! The other?"
Student 2   :"me me. Roni want to go home, but it still raining."
Teacher C   :"good"
Student 3   :"sir, that's incorrect"
Teacher C   :"oh okay. What do you think about the sentence?"
Student 3   :"the –s in the verb is missing. It should be wants, not want."
Teacher C   :"very good thank you. So, in present tense, while the subject is singular, the verb should be added with –s or –es."

In relation to peer feedback, teacher C actively engages the students think critically through this technique. The excerpt of interaction above showed that the students were asked to make sentences on the board and let the other comment and correct it. It also showed that the students not only used the non-specific negative feedback as, *"sir, that's incorrect"*, but also asked to give the specific negative feedback as, *"the –s in the verb is missing. It should be wants, not want"*. Besides, the teacher also gave the non-specific positive feedback as, *"very good. Applause please"; "good"* and the specific positive feedback in, *"very good thank you. So, in present tense, while the subject is singular, the verb should be added with –s or –es"*.

On one hand, in the seventh and eight class, teacher D applied the same techniques with the previous teacher. The teacher taught a recount text to the students.

Teacher D   :"do you still remember the purpose of the recount text?"
Student 1   :"to entertain the..."
Teacher D   :"hemmmmm..."
Student 2   :"to explain the past experience"
Teacher D   :" hem..really?"
Student 3   :"no ma'am. to retell the past experience."
Teacher D   :"nah..good. that's right."

Teacher's D techniques in delivering feedback appeared several ways. For instance, the students were asked by the teacher to read the textbook then let them argued the type and the purpose of the text. In the part of interaction above, while the students gave an incorrect answer teacher D said "hem really?" and *"hemmm"* and asked the other students. In this case, "oh really?" and *"hemmm"* indicates teacher's D disagreement. By saying those words, hopefully the students know that their answer is wrong.

In relation to non-specific negative feedback, while the students gave an incorrect answer, teacher D did not

directly judge it as an incorrect answer. Teacher D reacted as *"hemmm"* and "hem really?". Then, if they gave the correct answer, the teacher would gave the non-specific positive feedback words as *"nah..good. that's right"*.

> Student   :"..when you wanted to /bouk/.."
> Teacher D   :" hem.. /bo:t/, every body repeat, /bo:t/"
> All students :"/bo:t/"

In the end, the students were asked to present their discussions in front of the class, while they did misspelling on the word *book*, teacher D directly corrected it and let the other repeat the word.

DISCUSSIONS

The inline condition between the classification of decision-making by Schoenfeld (2011) and the findings also have been obtained. The decision-making is started by identifying the problems that appear. According to Kepner and Tregoe (2005), identifying the problem is a crucial stage because the inability to accomplish an ideal objective turns into an issue and the teacher has a responsibility to solve the issue. The identified problem needed the alternative as the solutions. The next, collecting and evaluating the alternative was needed to find out the best solution. After the issues   is distinguished, creating the options for solving the problem is the next step. In expanding these alternative solutions, the teacher has to must classify the goals through their decision. The information has to be collected concerning in each alternative and their outcomes. In theory, the teacher should find out a lot of possible options and should attempt to make sure that all the alternatives are different to each other.

In evaluating an alternative, Grant (2011) argued the teacher has to keep in his mind three considerations such; is it the reasonable alternative? is that a satisfying choice? What is the effect to the people? In the other hand, based on the results, the teacher did not apply the evaluation of the alternatives. The teachers just chose one of it based on their thinking. While the chosen alternatives did not give the desire result, the teacher just chose the other option by their thinking.

After the alternative was chosen for the implementation, the teachers evaluated the situation over time to make sure the effectiveness. Schoenfeld (2011) added that decision-making should be rational, in contrast, in class, the teacher always uses the intuition. It defines a fast catching of a decision based on the past experience with all the solving (Myers, 2002). The teachers who have years of experience, face the decision-making all the time. In some rage, this feeling of decision becomes an intuition. However, the decision-making is a rational act that needs the adjustment from the teacher. The unpredictable condition able to make the intuition become the rationally decision again and the teacher needs to evaluate the problem from the beginning

The decision-making also affected by some considerations that comes from the teacher and the students. Those are the time while the class begins; the students' condition includes the students' mood and courage; the students' knowledge. Since decision often relate to the beliefs, intuition and feeling about the learning process, as well as their perceptions of the subject matter and their students (Vanlommel, et al. 2017), those considerations that mention by the subjects in interview are concluded as the teacher's beliefs and perception in the decision-making procedure.

Feedback is an information given by the teacher or peer to the students related to the students' output in order to create the improvement in learning process and students' output better than before (Brown & Harris,2013). In the implementation of feedback, the entire subjects applied feedback almost in the same kind way. The entire subject provides some actions to trigger the students to be active in class through questioning. Brown (2001) asserted that the good teacher's questioning could be a tool contribute stimulus for students to trigger classroom interaction. The good teacher questioning address students communicate actively and connect the dots. The good teacher questioning proposes an insight or hint to the students' problems and difficulties. As the result of good questioning, both the teacher and the students had a feedback to improve and evaluate teaching – learning process.

The first is peer feedback. The subject made the students to give the comments. Peer feedback was done in giving comment of the peer answer, mostly while there was an incorrect statement. The students were asked to think critically on some situations indirectly. They were pushed to focus of each detail of the peer performance. Giving feedback on peer made the students feel brave in delivering their thinking and shared their knowledge to each other. Thus, the participants mostly used peer feedback in class to gain the students critical thinking and their brief in giving comment (Hyland, 2006).

The subject encouraged the students in giving the specific positive and negative feedback in commenting the other performance. Losada (1999) believed that positive feedback refers to motivation, encouragement and appreciation while negative feedback deals with disagreement and sarcasm. The specific feedback provides rational and detail information of the correct or incorrect judgement. The impact of a clear feedback is

the students understand the emergence of feedback and it is fruitful for their improvement. This feedback decidedly important since feedback becomes powerful if the students able to hear and understand it (Brookhart, 2008). Thus, the students will understand about their mistakes and improve their knowledge.

In contrast, the subject also produced the non-specific feedback. For instance, the teacher said *"hmmm"* during the knowledge transfer. The teacher explained that nodding in here meant that she expected that the students know their mistake and correct it without directly feedback from the teacher. The non-specific feedback will give less knowledge to the students since the students have to recognize the proper and correct answer by themselves. Thornbury (2015) argued that undetailed feedback leads to the teacher's difficulties in judging the student's skill. Meanwhile, the combination of specific and non-specific feedback could give the better performance. The students could recognize the differences among detail and undetailed feedback; the teacher could reinforce the idea of feedback, which thusly consoles the improvement of self-regulated behavior undelaying of being autonomous learners. This phenomenon is good because the purpose of feedback itself is self-reflecting in learner's development.

CONCLUSIONS

Related to the findings, the teachers are able to do the decision –making rationally by finding the problems until solving it. However, the years of experience in teaching, facing the problem and making the decision, built up the teachers' intuition and make them felt comfortable in its use. The teachers felt aware with the problems that would appear because of their beliefs in their ability and experience. Teacher's belief of some aspects influences the decision making. The decision-making affected by some considerations that comes from the belief of the teachers' and the students' condition. Besides, the teachers are able to implement the feedback based on the students' need. The teachers implement the feedback based on the condition and able to solve the problems in the class in limited time.

SUGGESTIONS

Related to the conclusion, the researcher provides some suggestions for the teacher and the other researcher who will take this knowledge into the study.

For the teacher, it suggests in making decision, the teacher should think rationally in order to get the desire result. Besides, the use of intuition might be help enough but the rational decision will more help in increase the students and the teacher in facing the unexpected condition.

For the future researcher, it suggests to concern on the findings to facilitate in revealing uncompleted parts. The different type of classes or schools might show the other side of the teacher and students' behavior and beliefs.

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