

Analysis of Lecturers' and Students' Need toward Public Speaking Assessment Model with Sandwich Feedback Method¹

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Research Article

Analysis of Lecturers' and Students' Need toward Public Speaking Assessment Model with Sandwich Feedback Method

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Abstract

Feedback had also been considered as one of the very important pedagogical practices from educational perspectives. This study is descriptive qualitative. The participants of the study were the Sixth Semester Students of the English department of the University of Pasir Pengaraian (UPP). The instruments of collecting data are observation, interview, and documentation. This study uses descriptive analysis including the data and information analyzed using theoretical review and described the facts systematically. The Need analysis by Hutchinson and Water Model was used in terms of gathering the students' and lecturers' needs in public speaking assessment. The result of the study is students' and lecturers' need is necessary for teaching and learning Public Speaking skill and also consider the curriculum demand, besides it was found that the Sandwich feedback is a new method for improving students' public speaking skill, since it has a compliment, critic and compliant in the process of feedback.

Keyword: *Lecturers' Need, Students' need, Public speaking assessment, Sandwich feedback.*

Introduction

In higher education, public speaking skill is an important thing. Public speaking remains one of the most desirable and necessary skills for college students to possess (Morreale & Pearson, 2008). Furthermore, Templeton & Fitzgerald (1999) states that public speaking has a speaker to stand before the audience to deliver a speech in a structured manner, with the purpose of either persuade, inform or entertain the audience. In other words, Public Speaking is a process of designing and delivering a message from a speaker to a specific audience. Public speaking is quite similar to the presentation, where the difference is usually meant for a commercial or academic environment. A Commercial environment means that public speaking is used to promote or to advertise something. In contrast, the academic environment means that it is used to media in teaching and learning. There are various purposes for speakers to explore the ideas in front of the public, such as telling a story, sharing an experience, informing about a message, and persuading others to do an action. In addition, Public speaking is a skill that can be used by

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leadership/personal development, business, customer service, significant group communication, and mass communication.

Furthermore, there are various studies conducted by some experts related to public speaking assessment, such as the development of rubric or criteria in public speaking (Iberri-Shea, 2017; Ulker, 2017), the technology tool as media in assessing the speech performance (Westwick et al, 2016, Chollet et al, 2016), peer assessment in public speaking class (Lv-Xuying, 2013; Ma & Shen (2017), development in model of public speaking assessment (Srikaew et al, 2015), assessment of Public Speaking skill and anxiety (Chollet et al, 2016). Based on the previous studies, it can be seen what researchers have done is how to design and develop public speaking assessments year by year based on some factors influencing the specific context and situation. So, it is needed also to create another model of public speaking assessment based on the current situation especially for students in higher education.

Like assessment, on the other hand, feedback had also been considered as one of the very important pedagogical practices from educational perspectives. Studies conducted in different periods provided testimony of the importance of feedback in the teaching-learning process. (Ovanda (1992) states that feedback had emerged in the literature as a means to facilitate both the learning process and teaching performance. The context of constructive, systematic feedback included evaluation as an important element in the process of decision-making for teaching. Assessment and feedback help lecturers to check the current status of their student's language ability through which they can know what the students know and what the students do not know. It also gives chances to students to participate in modifying or re-planning the upcoming classes (Bachman & Palmer (1996). Later on (Hattie & Timperley (2007) argue that feedback was one of the most powerful influences on learning and achievement.

In addition, lecturers' feedback is the most important thing to know the strength and weaknesses in presenting the skill. Assessment is an integral part of the teaching and learning process. It is usually broken into two forms; summative and formative assessment for learning respectively of Organization for Economic Co-operation and Development/OECD, 2005 (Higgins et al, 2010). Feedback is an integral part of the formative assessment and helps to determine what has been achieved and what the next goal is in terms of learning. In this case, feedback is understood as the information from the lecturer to students on the correctness of their work and how to further improve the work (Utha et al, 2015). So, the importance of assessment and feedback in the teaching-learning process is inevitable.

The feedback sandwich method is a popular method of giving constructive criticism. It is often used in Toastmasters and the corporate environment. It can also be referred to as PIP or 3C, which stands for Positive-Improvement-Positive or Compliment-Criticism-compliment (Bergen et al (2014). This feedback process is broken down into 3 segments: first, start by focusing on the strength of performance. The feedback can be given through positive statements or giving a compliment. Second, providing criticism or giving suggestions for improvement of the presentation, and the last is rounding the feedback with positive comments. It is called the "sandwich feedback" because it wedges criticism between an opening and an ending – like a patty wedged between two buns. In addition, the sandwich feedback method can be given to the students' public speaking presentation to get an improvement of skill and know what is the strength and weaknesses in each performance of the students.

In assessing students' skills, lecturers' feedback is the most important thing to know the strength and weaknesses during the teaching and learning process. Feedback is an integral part of the formative assessment and helps to determine what has been achieved and what the next goal is in

Analysis of Lecturers' and Students' Need toward Public Speaking Assessment Model with Sandwich Feedback Method¹

terms of learning. According to (Utha et al, 2015), feedback is the information from the lecturer to students on the correctness of their work and how to further improve the work.

According to (Darling-Hammond et al, 2020), feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can encourage, and a learner can look up the answer to evaluate the correctness of a response. Feedback thus is a "consequence" of performance.

The feedback sandwich method is a popular method of giving constructive criticism. It is often used in Toastmasters and the corporate environment. It can also be referred to as PIP, which stands for Positive-Improvement-Positive. (Ovanda, 1992) found that feedback had emerged in the literature as a means to facilitate both the learning process and teaching performance. The context of constructive, systematic feedback included evaluation as an important element in the process of decision-making for teaching. Furthermore, said that being critical is easy, and offering criticism seems easier still. Yet constructive criticism or feedback, the more refined and effective brand of critical feedback is like art when compared to nagging, nit-picking, and negativity. Nothing makes most people bristle more quickly than unfair, unskillful, or unsolicited criticism. Yet there are times when offering constructively critical feedback is essential to maintaining excellence and strong relationships.

There are some findings found dealing with the Sandwich feedback method. One of them was in Business and behavioral studies area. Omer & Abdularhim (2017), they used this Sandwich feedback method in correcting employee behavior and performance in a company. When employees do things that are unsafe, unhealthy, unfair, or destructive to the organization, such misconduct cannot be ignored or allowed to continue. According to Procházka et al (2020), misconduct can be defined from the manager's perspective as any behavior that does not meet work standards according to the prescribed moral or technical requirements. Under this definition," employee theft, drug or alcohol abuse, tardiness, excessive absenteeism or sick leave use, insubordination, and sub-standard work performance may all qualify as misconduct and must be corrected" (Docheff, 1990).

One very common way that managers are often taught to deal with a worker's poor performance is to apply the sandwich method (Von Bergen et al, 2014), also known as the hamburger method of constructive criticism illustrated in the above statement. Managers using this approach to correct problematic employee behavior are instructed to begin with a constructive compliment on something the worker does well (the fluffy bun part) after which they are advised to get to the meat of the matter, which of course is the constructive criticism part. Finally, supervisors are counseled to end with another constructive complement (i.e., the other half of the fluffy bun). The intent is to reduce defensiveness, enhance useful communication, and make the input better tolerated by the person receiving the coaching (Maxwell, 2014).

Another side, the sandwich feedback method was used in the physician and medical area especially in treating the patients (Bing-You et al (2017). Yet, they are often expected to contribute to the selection, supervision, and evaluation of residents or new physicians and may also be asked to play the leading role in running office practices. Most physicians take on supervisory roles with little or no past managerial experience and find the unfamiliar task challenging. While supervision does require a unique set of skills and procedural expertise, these are things you can learn. Setting expectations, providing formal evaluations, and responding to

performance deficiencies are the arms and legs of good supervision, but giving feedback is the backbone.

Some supervisors avoid giving negative feedback because they fear that criticism will hurt their relationships with staff. However, when necessary criticism is withheld, supervisor-employee relationships remain superficial and lack the depth and resiliency needed to tackle sensitive issues. These supervisors are withdrawing from the authentic interactions that ultimately form the foundation of a trusting relationship. In addition, the supervisor's failure to confront performance problems may subsequently lead to aggressive behavior. In this case, unexpressed frustrations mount until a small error by the employee triggers an avalanche of pent-up criticism. Then, even if the supervisor's criticisms are accurate, the employee will be too overwhelmed to hear them. In the future, the employee will keep a safe distance from the supervisor and praise will be interpreted with suspicion.

In this case, the researcher chose the sandwich feedback method with the same protocol as the expert has mentioned before by giving (3C) compliments, criticism, and compliment or (PIP) positive, improvement, and positive to students performance in public speaking. This feedback hopefully will be better improve students' the skill through public speaking assessment more researcher researchers designed the assessment function itself is not only about measuring students' progress while the teaching and learning process occurs but also to see the improvement of future performance by giving feedback.

Linked to the previous result that was found in preliminary research, it can be stated that there are some weaknesses found as follow 1) the assessment process is not effective and efficient because it needs preparation in many aspects such as assessment rubric, observation protocol, etc; 2) there is no specific model for different speech in public speaking, so the results in giving an improvement in terms of different content are not maximal; 3) it is difficult to give feedback in detail because there is no enough time and no recording that is assessed audibly or visually so that there is only spoken feedback which is remembered by lecturers and it's given to some students only, and 4) it requires manual administration if the lecturers or students need to know whether the development of public speaking skill will be integrated and continued. So, because of that, it is necessary to find out lecturer and students need, students' expectations in teaching and learning speaking and to find out the curriculum demand.

Methods

This study is descriptive qualitative (Creswell, 2014), it is intended to figure out the students' and lecturers' needs toward public speaking assessment. The participants of the study were the sixth (6) semester students of the study program of English - University of Pasir Pengaraian. The instruments of collecting data need analysis, interviews, and documentation. This study uses descriptive analysis including the data and information analyzed using theoretical review and described the facts systematically. Furthermore, the need analysis used in this research is based on Hutchinson & water model (Songhori, 2008; Astika 1999). It aims to know the data of curriculum needs, the information of the existing model that is used in public speaking assessment in class, the student's need in public speaking assessment, and the lecturer's need and expectation in public speaking assessment. Besides, need analysis is going to search information of how important is the product to be developed.

In this step, the researcher gives a questionnaire to English students and English lecturer to get the data about what kind of assessment model is needed by the students and expected by the

Analysis of Lecturers' and Students' Need toward Public Speaking Assessment Model with Sandwich Feedback Method¹

lecturer in public speaking class, some indicators in the questionnaire will be used, beside the learning feedback (sandwich feedback) is also involved in need analysis to know whether there is influencing of lecturers suggestion and correction in assessing students' public speaking skill. The indicators are developed based on Hutchinson & water model for need analysis. In the model, needs analysis consists of two (2) parts, namely 1) target situation needs; and 2) learning needs. Target needs include necessities, lacks, and wants. Necessities are determined by the demand of the target situation. They are the necessary needs that enable the learner to use effectively in the target situation. Lacks are the gap between necessities and what the learner already knows, that is the existing proficiency of the learners. Wants are learners' subjective needs, which has no direct relationship between the objective needs perceived by the teachers and course designers. Learning needs, on the other hand, are how learners learn the language. Learning needs are about the learners' motivation of learning the language, the way they prefer to learn, the available resources, the time and place the course will take place, and the learners' personal information.

Results

3.1 Analysis of the students' need

Need analysis is used to search information of how important is the product to be developed, in this case, how important the public speaking assessment model with sandwich feedback method used in the speaking class is. In this process, the researcher gave a needs analysis questionnaire to thirty (30) English students from the third (3) semester class. There were thirty (30) statements in the questionnaire which is used a Likert scale from a 5-point scale 1) strongly disagree; 2) disagree; 3) undecided; 4) agree; and 5) strongly agree. Three (3) variables were measured in students' Need Analysis. There were students' necessities, lack, and wants in the public speaking assessment. More details can be seen in Table 1 below.

Table 1. Target need from students' necessities in developing public speaking assessment model with sandwich feedback through web-based technology

No	Indicator	Number	Statement	Score (%)	Category
1	Students' performance in public speaking assesment	4	My public speaking assessment is done by the public speaking lecturer	100 %	Strongly agree
		14	The existing public speaking assessment is able to improve students' public speaking skill	60%	Disagree
2	The rubric/indicators for public speaking assesment	6	My performance in public speaking is assessed through some indicators; organization, articulation and non-verbal indicators	66,6 %	Agree
		8	The indicator of content and purpose of the speech is important in assessing	83,4 %	Agree

No	Indicator	Number	Statement	Score (%)	Category
			different types of public speaking, specially for persuasive and informative speech		
3	Visual aid/media for public speaking assesment	9	Students always use visual aid when they are delivering the speech	70 %	Disagree
		11	Feedback during public speaking assessment is important	76,6 %	Strongly agree
		15	Compliment (strength), criticism (weakneassess), compliment (strength) indicators are categorized as sandwich feedback needed for students to improve their public speaking skill in assessment process	70 %	Agree
4	Feedback method in public speaking assesment		Direct feedback in sandwich feedback method from the lecturer during public speaking performance is needed	76,6 %	Agree
		17	Written feedback in sandwich feedback method from the lecturer in public speaking assessment is needed	66,6 %	Agree
5	Appropriate technology in public speaking assesment	25	Technology as the media is important for assessing public speaking performance	86,6 %	Strongly agree
6	Software for public speaking assesment	30	An application for public speaking assessment through web-based technology is very needed	100 %	Agree

Some points are gotten from the analysis of the questionnaires given to the students which can be seen from Table 1 above. First, the existing public speaking assessment is not able to improve students' performance. It means that they need another public speaking assessment that can help them to improve their skill and performance in public speaking. Besides, students strongly agree that the public speaking assessment should be done by the lecturer totally so that the improvement process in their achievement in public speaking can be optimal. Second, Students need the rubric or indicator of Public Speaking assessment that can measure their skill

Analysis of Lecturers' and Students' Need toward Public Speaking Assessment Model with Sandwich Feedback Method¹

specifically. It can be identified that students agree that every different type of public speaking has different indicators in content and some other components. The indicators like organization, articulation, and non-verbal are also played important roles in assessing their public speaking performance. Third, Students also agree that visual aid is needed for their public speaking performance. In this case, the visual aid can be in terms of presentation aid, artifacts, posters, or PowerPoint.

On another side, the necessities of students' need analysis for developing public speaking assessment can be identified from the necessities of feedback during public speaking performance. Students strongly agree that giving feedback from the lecturer during their public speaking performance is so important for improving their skills. Besides, most of the students agree that direct and written feedback during their performance is needed to increase their performance and encourage their motivation in doing public speaking. Furthermore, it is identified that students also need appropriate technology in terms of special applications or software as supporting media in assessing their public speaking performance. The students need the technology in accessing their scores in public speaking and to see the feedback directly from the lecturer. So that the students will easy to know their strengths and weaknesses in their performance in public speaking from the application. More details can be seen in Table 2 below.

Table 2. Target need from students' lacks in developing public speaking assessment model with sandwich feedback through web-based technology

No	Indicator	Number Statement	Score (%)	Category	
1	Weaknesses of public speaking assessment rubric	2	I do not know the rubric and indicator of assessing public speaking skill	73,3 %	Agree
		5	Public speaking assessment is not clear and confusing	73,4 %	Agree
		10	There are weaknesses in the rubric of public speaking assessment	70 %	Agree
2	Students' weaknesses in Public Speaking skill	1	My skill in public speaking is not satisfied yet	83,3 %	Agree
3	Weaknesses durin public speaking assessment	18	Direct corrections in sandwich feedback given during students' performance in public speaking is needed	76,6 %	Agree
4	Weaknesses of getting feedback in public speaking assessment	13	There are weaknessess in lecturers' feedback during Public Speaking assessment	66,8 %	Agree
5	Weaknesses in using media and technology for	21	There are weaknessess in using media and technology in Public Speaking assessment.	80 %	Agree

No	Indicator	Number	Statement	Score (%)	Category
	assessing public speaking				
6	Lack of specific assessment of each types of speech in public speaking	7	There is no specific assessment for 3 types of speech in public speaking; informative, persuasive and entertaining speech.	80 %	Agree

From the questionnaires given to the students in Table 2, it is identified that there are some lacks or weaknesses in the existing public speaking. First, Students strongly agree that the existing rubric and the indicators in the public speaking assessment are not transparent yet. Furthermore, students felt confusing about each indicator because sometimes the lecturers did not explain clearly the description of each indicator in the rubric of the public speaking assessment. Furthermore, there were some weaknesses also during the process of public speaking performance such as the limited time and limited media supporting students in delivering their performance. So in that case the students mostly agree that there were some lacks or weaknesses in the existing public speaking assessment. These weaknesses influenced students' skills in public speaking and automatically students feel their performance was not satisfied yet.

Second, most students agree that there were lacks or weaknesses in terms of the feedback given during their performance in public speaking. So far, the feedback for students' performance has only been given from the lecturer during the students delivering public speaking in front of the class and it is not enough yet. The feedback is only given to some students because commonly lecturers consider the limited time in the class meeting. So, not all of the students got their feedback for their performance. It is, of course, influenced their skill in public speaking because some of them did not get feedback in terms of correction, suggestions, and compliments.

Third, most students agree that there were weaknesses in terms of supporting media that the lecturers used and students' access to public speaking performance. So far, there is no technology in term of application or software that help students in getting their score and searching their feedback directly to improve their performance in public speaking. The last weaknesses in the existing public speaking assessment are that students mostly agree there is no specific public speaking assessment for different types of speech that they delivered. So far, the lecturer only assesses the student's performance generally from the fluency, grammar, and vocabulary for all types of public speaking.

Table 3. Target need from students' wants in developing public speaking assessment model with sandwich feedback through web-based technology

No	Indicator	Number	Statement	Score (%)	Category
1	Students' expectation in public speaking scoring system and how to acces it	3 28	The score given by the lecturer in assessing public speaking has been able to reflect the quality of the students' skill. It is better if i can access the score and the feedback of my	73,4 % 60 %	Agree Strongly agree

Analysis of Lecturers' and Students' Need toward Public Speaking Assessment Model with Sandwich Feedback Method¹

			performance in public speaking assessment easily anywhere and anytime.	
		12	Feedback from the lecturer influences students' public speaking performance	63,4 % Strongly agree
2	Students' expectation in getting feedback for public speaking assesment	19	Sandwich feedback influences students' motivation in public speaking performance	86,6 % Agree
		20	Sandwich feedback for public speaking assessment model is absolutely needed	43,4 % Agree
		22	Manual public speaking assessment is good	93,4 % Strongly agree
3	Students' expectation in recording their in public speaking presentation	23	It is better if students' public speaking performance can be documented through technology based system	66,6 % Agree
		26	It is better to submitte the recording of my public speaking performance thorough technology such as application that can be accessed from smartphone or internet	53,4 % Strongly agree
4	Students' expectations using web-based technology in public speaking assessment	24	Public speaking assessment through web-based technology is better than manual assessment	23,4 % Agree
		27	It is better if there is a web-based application for assessing public speaking performance	83,4 % Agree
		29	Public speaking assessment through web-based technology helps students in improving public speaking skill	60 % Strongly agree

In the last Table 3 of questionnaire analysis from students' needs in terms of their wants in developing public speaking assessment model were indicated some points expected. First, students' expectations in the public speaking scoring system and how to access it. The students want their score in public speaking to be able to improve and reflect their skill or quality. Furthermore, they hope there are different types of assessment used for different types of public speaking like persuasive and informative. second, the students want their score and feedback for their performance in public speaking can access easily anytime and anywhere through applications or software that is connected from web-based technology. It will influence their skill in public speaking because they will know what part of their presentation that should be

improved. Besides, students want a special place in the application as a storage for their data or presentation recorded. Third, students want there is special feedback given from the lecturer which is functioned not only for giving correction, strength, and weaknesses in their performance but also as motivation for them in delivering the speech in public speaking.

3.2 Analysis of the lecturers' need

Some points are gotten from the analysis on the lecturers' need in developing a public speaking assessment model with sandwich feedback through Web-based technology. There are two (2) English lecturers as an interviewee in this case. They teach the public speaking subject in the study program of English. The analysis of lecturers' needs was taken from 3 indicators through interviews. The indicators are lecturers' needs, weaknesses, and lecturers' expectations in public speaking assessment. First, lecturers need in public speaking assessment. The interview identified that the lecturers need a specific public speaking assessment model for each type of speech. They realized that they just only used the existing indicator or rubric in assessing students' performance like pronunciation and grammar. They do believe that every different type of speech in public speaking has different content and purposes. Another side, the lecturers need to give models model of feedback that will be given to students' performance. So that they can give their response, comment, suggestion, and compliment for students' presentations. Besides, they need supporting media for helping them in doing the assessment. This supporting media can be in terms of special application or software through web-based technology which is consists of several things such as the specific indicator for each type of speech and there is also the feedback folder in that application.

Second, they do consider that the existing public speaking assessment model did not cover the goal of the public speaking subject. The lecturers said the indicator can not measure the student's performance in each type of speech. Besides, the large number of students also influences their processing in assessment because they only have limited time in a class meeting. Because of the limited time, the feedback is given to the students only to 3-5 students in the classroom. Furthermore, there are no supporting media in helping them in assessing students' public speaking performance.

Third, the analysis of lecturers' needed was taken from their wants or expectation in public speaking assessment. The lecturers want there is a specific assessment in a specific rubric or indicator to measure different types of public speaking like persuasive and informative speech. It will help in differentiate students' comprehension of each kind of speech. Another side, their expectation is in supporting media given. They want there is an application or software to guide them in the assessing process. Furthermore, if it is possible they want their feedback also provided in that application, therefore students can access and know immediately the strength and weaknesses in their public speaking performance.

3.3 Analysis of the curriculum demand

In analyzing the demand of curriculum of English Department of University of Pasir Pengarain (UPP) toward the public speaking assessment model several things can be concluded. First, it is identified that, based on the curriculum, the assessment of public speaking subjects should be done by an English lecturer or team teaching for Public speaking subject. Considering the criteria of the assessment, it should be categorized in terms of formative assessment. Informative

Analysis of Lecturers' and Students' Need toward Public Speaking Assessment Model with Sandwich Feedback Method¹

assessment, lecturers not only assess students' final results but also the students' learning process by delivering appropriate feedback. Furthermore, the assessment should be identified in the analytic scoring rubric. It means that the lecturers allow assessing' students' achievement based on multiple criteria. It provides several scores for each indicator, one for each different category being evaluated.

Another side, the curriculum demands technology in terms of application and software for helping lecturers in doing the assessment. The technology will help lecturers and students in accessing their scores and easily and will be more effective than the traditional or manual assessment before. The last but not least, the assessment of public speaking is expected to encourage students in the teaching and learning process therefore their skill will be more increased and improve directly.

Conclusions

There are necessities of students' need analysis for developing public speaking assessment. It can be seen from the curriculum in which the assessment of public speaking subject should be done by English lecturer or team teaching for the public speaking subject. In addition, there is lecturers need in public speaking assessment. The lecturers want the specific assessment in a specific rubric or indicator to measure different types of public speaking like persuasive and informative speech. The result of the study also provides such as first students' expectations in the public speaking scoring system and how to access it. The students want their score in public speaking to be able to improve and reflect their skill or quality. Furthermore, they hope there are different types of assessment used for different types of public speaking like persuasive and informative. Second, the students want their score and feedback for their performance in public speaking can access easily anytime and anywhere through applications or software that is connected from web-based technology. It will influence their skill in public speaking because they will know what part of their presentation that should be improved. Besides, students want a special place in the application as a storage for their data or presentation recorded. Third, students want there is special feedback given by the lecturer which is functioned not only for giving correction, strength, and weaknesses in their performance but also as motivation for them in delivering the speech in public speaking. In short, it's found that the sandwich feedback method is a new thing by the students and lecturers to improve students' public speaking skills specifically in the process of reinforcing students in encouraging their presentation.

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Analysis of Lecturers' and Students' Need toward Public Speaking Assessment Model with Sandwich Feedback Method¹

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