

STUDENT-TEACHERS ORAL FEEDBACK IN EFL CLASS

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***ABSTRACT** : This research were aimed to identify ways of oral feedback used by Student-teachers and the dominant way used by them in the Micro Teaching class. This study applied descriptive method, and the subjects of this research were 10 student-teachers of English Education Department of Universitas Muhammadiyah Purwokerto. The respondents were chosen by purposive sampling technique. The instrument of this research were observation and interview. The result of this research showed that there were sixteen oral feedback used by student-teachers. Those are approving, disapproving, rewarding, recast, explicit correction, elicitation, repetition corrective, specifying attainment, specifying improvement, reformulation, comment, repetition, praise, statement encouragement or optimism, demonstration of concern for students and expression of sympathy and empathy. The most dominant oral feedback were approving with 28.04% and rewarding with 14.49%.*

***Keyword:** Oral feedback, Micro Teaching class, student-teacher.*

INTRODUCTION

One role of student-teachers practice in the English classroom is giving feedback. Feedback is a concept of information about someone's performance or understanding delivered by an agent (Hattie & Timperley, 2007). Feedback forms can be spoken(oral), written, and non-verbal. Oral feedback frequently occurs in English foreign language classroom, it becomes the focus in this study. Observe the oral feedback forms that have done by student-teachers in micro teaching class.

Feedback also has function to help students to improve their ability or skills in certain field. They can get better achievement and performance in English. It means that feedback has contribution in language learning. Feedback can lead students to learn autonomously, form of motivation in learning language, provides information, and etc.

Many types of oral feedback are used in different ways and situations. Commonly, teachers tend to be careful in giving oral feedback to their students. It because the students might get embarassment after receiving the feedback in front of the other students. Teacher should carefully deciding the words by words when giving feedback. Be considered that those words are not hurting them. Otherwise can help them improving themselves in learning language.

Those problems would be faced by every student-teachers who will be the next professional teacher. Based on that problems, this research will investigate student-teachers in giving oral feedback and what kinds of oral feedback they use in the micro teaching class.

Research Method

In this research oral feedback used by student teacher in micro teaching class. Will be investigated using descriptive reseach. This study conducted in University of Muhammadiyah Purwokerto which is English Education Department students in the 6th semester in the academic year 2017/2018 . The study was conducted on March to June 2018. Students. 10 students in microteaching class were purposively chosen based on the effectiveness of time to gather the data. Observation and interview was used to collect the data. After the data have collected through observation and interview, then the data were analyzed. Analyzing qualitative data means an effort to organize, categorize, synthesize, look for and find patterns, find the significant point has been studied, and the decide what should be revealed to others (Moleong, 2002).

RESULTS

The result of data analysis were collected from observation and semi-structured interview. The data was collected by directly observing the classroom of Micro Teaching class to 10 students as sample of the study. Then, interview was given to ten students in 5-6 minutes for each respondents. It was conducted to clarify the data gotten from observation and to deepen the information related to the indicators in oral feedback. In particular, observation was the main data of this study, meanwhile the interview was gathered to support the main data to ensure the observation.

1. Observation Result

Observation was condcuted four times with 10 student-teachers in micro teaching class. First, second, and third weeks had each three student-teachers to present their performance in micro teaching class. Meanwhile, for the fourth week there was one student-teacher to be observed. The researcher was not involved the teaching learning process because it was non-participant observation. The researcher just tried to describe the Student-teachers presentation in teaching learning process by giving tally to the observation sheet that have been prepared.

The following table showed the result of classroom observation. The classification bellow were based on Tunstall & Gipps, Lyster & Ranta, Cullen, also Mackiewicz & Thompson about types of oral feedback in the classroom. The detailed findings are presented below:

Table 4
The Result of Observation Sheet

No	Types of Oral Feedback	Ways of Oral Feedback	Total	
			N	%
1.	Evaluatif Feedback	a. Approving	60	28.04
		b. Disapproving	18	8.41
		c. Rewarding	31	14.49
		d. Punishing	0	0
2	Corrective Feedback	a. Recast	30	14.02
		b. Explicit correction	4	1.87
		c. Elicitation	11	5.14
		d. Repetition corrective	11	5.14
3	Descriptive Feedback	a. Specifying attainment	6	2.80
		b. Specifying improvement	4	1.87
		c. Constructing achievement	0	0
4	Interactional Feedback	a. Reformulation	1	0,47
		b. Elaboration	0	0
		c. Comment	4	1,87
		d. Repetition	6	2,80
5	Motivational Feedback	a. Praise	12	5,61
		b. Statement of encouragement	6	2,80
		c. Demonstration of concern for student	3	1,40
		d. Expression of sympathy and empathy	7	3,27
Total			214	100

The table 4 showed the percentage of categories of oral feedback used by student-teachers of English Education Department of Universitas Muhammadiyah Purwokerto. Based on the table, we know that the highest percentage of oral

feedback in the micro teaching class was approving with 28.04%. All student-teachers always used this categories during the teaching practice. They mostly approved when students answered a question or gave opinion and their ideas.

The second dominant is rewarding with 14.49%. Student-teachers usually give reward when the students did the best for their work and performance. In third position, there is recast with the percentage of 14.02%. Followed by disapproving which get 8.41%. Then, in the fifth position there are two categories that get the same percentages. Those categories are elicitation and praise with the precentage of 5.61%. After that, repetition corrective get 5.14%. For the expression of sympathy and empathy, the percentage is 3.27%.

Meanwhile, there are three categories that has same percentage with 2.80%, specifying attainment, repetition and statement of encouragement. The three others category also has same percentage with 1.87%, those are comment, explicit correction and specifying improvement. The categories demonstration of concern for students get 1.40%. The percentage with 0.47% is belongs to reformulation category. There are three types that get 0%, those are punishing, constructing achievement and elaboration.

2. Interview Result

The second technique of collecting data was interview. The findings of interview were obtained from 10 students as the respondent. There were 5 questions used by the researcher to investigate student-teachers understanding about oral feedback they used in the classroom. Each of them was collected by recording student-teachers' inteviw.

Furthermore, all of interview data were analyzed by following three steps: data reduction, data display and data verification or drawing conclusion. As have been stated in the chapter III, there are five types of oral feedback indicators. The result were presented as follows:

a. Interactional Feedback

The first question is about Interactional Feedback. The researcher made a question from one of categories in Interactional feedback as the indicator of question. In this case, the researcher asked a question about what will they do if the students does not respond to them.

Almost all of the student-teachers had the same answer. They will attract the students and get their attention or perhaps with playing games, so that the interaction between student-teachers and students can go along well. As the Student-teacher I stated *"drawing their attention by repeating the same questions we have already asked before..."* also the Student-teacher VIII added that *"may be I will repeating asking the question or my previous statement to make the students respond"*

Those showed that Student-teachers used repetition way in interaction with students. As Cullen (2012) said that the teacher uses repetition with rising her intonation patterns for different communicative purpose. Student-teachers

used repetition in order to get students attention and want them to respond any questions or statement.

b. Descriptive Feedback

The second question is about Student-teachers strategies or suggestions in giving lesson for easily understandable. In this question, Student-teacher IV stated that *"There is a strategy, if the lesson is about present tense and past tense I will explain what is present mean and what is past mean? In detail."*

Student-teacher V also stated that *"I suggest student to be more focus on the point from waht we will learn. For example learn the meaning, what is the keyword? That will be learned, so what is the important to be learned. What is the point? More in detail until from the base."*

These comments are related to the specifying improvement way of oral feedback where teacher gave specify on how something which is being learned can be corrected (Tunstall & Gipps,1996). They suggest to directly corrected it.

c. Motivational Feedback

Mostly, all Student-teachers give motivation like giving praise to the students when they satisfy them. The researcher gave a question about what will they do when the students answer correctly their question.

Student-teacher II conveyed her short statement *"I give them something like praise or compliment such as giving reward."*

Student-teacher VI stated her statement *"Giving reward like "Excellent!" to motivate them and push others to follow."*

Student-teacher IX expressed her way in motivational feedback, *"I will give them appreciation like "Give applause!", "Wow, Good Job!". Praising them like that."*

Student-teacher X told her statement of motivational feedback *"Give applause and praise to make them happy."*

Those statement showed that Student-teachers used the way of motivational feedback by praising students. It can be giving applause or compliment such as "Good Job", "Excellent", and "Give applause". As Mackiewicz & Thompson (2013) stated that one way in motivational feedback is praise. Praise refers to students success, to praise them for specific achievement.

d. Evaluative Feedback

One way of evaluative feedback is giving punishment. The researcher asked all of the Student-teachers whether they ever give punishment or not and the reason.

Student-teacher IV stated her way of giving punishment in evaluative feedback *"Never, eh I ever giving punishment. I ask for cleaning the whiteboard to make them dicipline."*

Student-teacher V added that *"Yes I have ever giving punishment, I give penalties to whom that not want to come forward, whose not follow the regulation or respond and ask them to come forward answer by theirselves. If coming late there is not punishment, instead of giving them rebuke."*

Student-teacher IV gave physical action which is to clean up the whiteboard. For the student-teacher V, she also do the physical action to come forward and answering the student-teacher's question. These are way of punishing by student-teachers. Punishing often related to physical action of some sort, either on the part of the teacher or of the students (Tunstal & Gipps, 1996).

e. Corrective Feedback

The first student-teacher told that *"I directly give correction. For example the word "student" which always pronounced incorrectly. I will say "It is wrong students, the correct one is like this"*.

Student-teacher VI conveyed that *"make a correction directly in case forget if give correction later on."*

Student-teacher VII expressed *"directly give correction, "The correct answer is like this, not like that"."*

Student-teacher VIII stated that *"If the pronunciation is incorrect I will directly give correction at that time and ask all students to repeat after my correction."*

From those statement the way student-teachers use corrective feedback is directly give a correction to the students' error. As the first student-teacher said she will directly correct the students' pronunciation. Student-teacher VI, VII and VIII also said to give correction directly.

As in one of correction feedback type about explicit correction where the teacher will provide correct form.

CONCLUSION

Through a series of observation and interview it could be concluded that there were sixteen ways of oral feedback that used by student-teachers in the Micro Teaching class covered theories from Tunstal & Gipps (1996), Lyster & Ranta (1997), Cullen (2002) and Mackiewicz & Thompson (2013). Each ways are belong to five types of oral feedback namely evaluative, corrective, descriptive and motivational feedback.

In the evaluatife feedback, student-teachers used approving, disapproving and rewarding ways. Second is corrective feedback, the ways used were recast, explicit correction, elicitation and repetition. There are two ways of oral feedback used in the descriptive type, those are specifying attainment and specifying improvement. Four ways in Interactional feedback used were reformulation, elaboration, comment and repetition. The last ways used were praise, giving encouragement or optimism, demonstration of concern for students and expression of sympathy and empathy which were belong to motivational feedback. The dominant way that used by student-teachers is Approving with 28.04%

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