

CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays, English hold the important role as the international language. It used to communicate, to strengthen, and fasten relationship among countries around the world. By considering that, Indonesia as non-English speaking country required Indonesian to learn English as a foreign language. Of course, the demand of English teachers is high. Meanwhile becoming English is not easy to achieve. We have to master four skills in English: Speaking, Writing, Reading and Listening.

Micro teaching is real teaching which focuses on training for the accomplishment of spesific task (Allen and Ryan, 1996). It is about teaching practice that done by student-teachers in College. It also help them improving their skills in English. Of course under supervision by micro teaching lecturers. Student-teacher will practicing some activities in the learning process like profesional teachers do in the classroom.

In Universitas Muhammadiyah Purwokerto, English Education department has already implemented micro teaching class. When students entered 6th grade they will take this course as the requirement for passing the next program called Magang 3. Magang 3 is one program for English Education department to practice their skill in teaching and learning activities

in a school. Through this class, they will get better experience teaching in small scale before entering the large scale.

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 profesional 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.

B. Reasons for Choosing the Topic

The title of this research is “A Study on Student-Teachers Oral Feedback in Micro Teaching Class”. The reason for choosing the topic is student-teachers can try to practice giving oral feedback in micro teaching class that is very important for them as become future teacher to enrich their practice towards teaching and learning well.

C. Problems of the Research

In relation to the topic of the study, it is expected that the result of the study would be able to answer the question :

1. What are the ways of oral feedback used by Student-teachers in Micro Teaching class?
2. What are the dominant ways used by Student-teachers in Micro Teaching class?

D. The Objective of the Research

Based on those problems, the objective of this study is to identify the ways of oral feedback and the dominant ways used by student-teachers in Micro teaching class.

E. Clarification of Terms

There are two terms definitions that are discussed in order to clarify the title of the research. Those are :

1. Feedback

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 (Hattie & Timperly, 2007)

2. Oral Feedback

Oral feedback also known as oral conference, refers to personal consultation between teacher and student during the evaluation of communication activities (Cohen, 1999:109).

3. Micro Teaching

Micro teaching is real teaching which focuses on training for the accomplishment of spesific task (Allen and Ryan, 1996). It employs real teaching situation for developing skills and helps to get deeper knowledge. There are several skills that student-teachers should be able to master in conducting micro teaching. Those are material mastery, self teaching performance, classroom management and the use of language and grammar (*Buku Pedoman*, 2008).

In this study, micro teaching is a course about teaching practice conducted by students of english education department at University of Muhammadiyah Purwokerto. The micro teaching students are the English education department in academic year 2017/2018.

F. Contribution of the Research

The research hopefully can give some contributions in the education field, especially for Student Teachers and Micro Teaching Lecturers. Those are:

1. For the Student-Teachers

The study would help Student-Teachers to improve their ability in teaching practice, especially in giving oral feedback for the better preparation as become future teacher as well as in the PPL program.

2. For Micro Teaching Lecturer

This study would help lecturers of micro teaching class to anticipate the problems and could give solutions the proper way in giving oral feedback to their students.

3. For Other Researcher

This study would help the other researcher as reference who want to conduct further researches about oral feedback or other topic related with feedback.