

APPENDIX I
Interview Guidelines of
Student-teachers' Attitudes toward the Peer-Feedback in
Microteaching Class

These interview guidelines are used to explore the student-teachers' attitude toward peer-feedback in microteaching class. The aspects of attitude are **belief, emotion, motivation, and performance or behavior**. The indicators of **belief** are **assumption, expectation, and value or importance**. The indicators of **emotion** are **feeling and satisfaction**. The indicators of **motivation** are **goal and readiness**.¹⁰⁶

Here the researcher decide the indicator of **performance*** will only to be observed for RQ 2 which is need to comparing the result of interview of RQ 1 with the Videos of student-teachers' teaching performances and the written peer-feedback. However in this term of research, the researcher adds the **performance** as indicator of the RQ1 to croschecking the kind of feedback from the peers that provided by the student-teachers towards their teaching performance in teaching practice class. This following table is the detail of interview guidelines for the research :

Research Problems	Aspects of Attitude	Indicators		Questions of Interview
		Main	Sub	
RQ 1 : What are students-teachers attitudes towards feedback from their peer?	Belief	The values of peer-feedback in teaching practice class.	Student-teachers belief of the importance of feedback in the teaching practice class.	Q : Do you think feedback is important in teaching practice class? SQ : Why ?
			Student-teachers belief of the importance of peer-	Q : Does the peer-feedback needed in teaching practice class?

¹⁰⁶ The Instrument Adapt and Modified from Ramadhan, "Students' and Teachers' Attitude towards Teachers' Corrective Feedback in Teaching Writing of English as a Foreign Language."

			feedback in the class.	SQ : Why ?
		The Assumption of the effectiveness of the peer-feedback in teaching practice class.	Student-teachers belief of the peer-feedback addresses to the student-teachers performance.	Q : Do you believe to the feedback given by your classmates about your teaching performances ? SQ : Why ?
			Student-teacher belief of the peer-feedbacks' effectiveness toward student-teachers performance.	Q : Do you think that the feedback from your classmates effective towards you teaching performance ? SQ : Why ?
		The expectation of the peer-feedback to the student-teacher teaching performances in teaching practice class.	Student-teachers belief of the improvements after peer-feedback for their performance .	Q : Do you think that the feedback from your classmates improve your teaching performance ? SQ : Why ?
			Student-teachers needs compared with the peer-	Q : What do you expect from your classmates' feedback ?

			feedback in the teaching practice class.	
	Emotion	The satisfaction of the peer-feedback in teaching practice class.	Student-teachers satisfaction compared to their needs for improving student-teachers performance .	Q : Do you satisfied with the feedback from you classmates towards you teaching performance ? SQ : Why ?
		The student-teachers' feeling towards the peer-feedback.	Student-teachers feel happy of the peer-feedback in the teaching practice class.	Q : Are you happy with the feedback from your classmates ? SQ : Why ?
			Student-teachers feel pressure after peer-feedback to improve their teaching performance .	Q : Did you feel pressured by the feedback from your classmates ? SQ : Why ?
	Motivation	The goals of the peer-feedback towards the teaching performance	Student-teachers setting goal to improvement based on	Q : Do you think that the feedback from your classmates can be your guide lines to

		es.	the peer-feedback.	re-improve your teaching performance? SQ : Why ?
		The readiness of student-teachers to improve performance based on the peer-feedback.	Student-teachers feel more well-prepared in confidence after the peer-feedback.	Q : Do you think that the feedback from your classmates can increase your confidence for your following teaching performance ? SQ : Why ?
			Student-teachers feel more well-prepared after setting goal based on peer-feedback.	Q : Are you ready if your classmates suggest you to re-improve your teaching performance ? SQ : Why and how do you show your readiness?
	Performance*	The example of peer-feedback addressed to the student-teachers' teaching performance.	The feedback from classmates toward student-teachers' teaching performance.	Q : What are the feedback that your classmates state to your teaching performance? SQ : Please mention it.

TRANSCRIPT INTERVIEW WITH STUDENT-TEACHERS

Interview Informasi

Interviewer : A.R.A.W
Status : Researcher
 Place : UIN Sunan Ampel Surabaya
 Date : Wednesday, 31 May 2017
 Time : 12.00 – end.
 Topic : Student-Teachers' Atitude
 Interviewee :

No	Pertanyaan	Answer		Reason
		Yes	No	
1.	Q : Do you think feedback is important in teaching practice class? SQ : Why ?			
2.	Q : Does the peer-feedback needed in teaching practice class? SQ : Why ?			
3.	Q : Do you believe to the feedback given by your classmates			

	<p>about your teaching performances ?</p> <p>SQ : Why ?</p>			
4.	<p>Q : Do you think that the feedback from your classmates effective towards you teaching performance ?</p> <p>SQ : Why ?</p>			
5.	<p>Q : Do you think that the feedback from your classmates improve your teaching performance ?</p> <p>SQ : Why ?</p>			

6.	Q : What do you expect from your classmates' feedback ?			
7.	Q : Do you satisfied with the feedback from you classmates towards you teaching performance ? SQ : Why ?			
8.	Q : Are you happy with the feedback from your classmates ? SQ : Why ?			
9.	Q : Did you feel burdened by the feedback from your classmates ? SQ : Why ?			

10.	<p>Q : Do you think that the feedback from your classmates can be your guide lines to re-improve your teaching performance?</p> <p>SQ : Why ?</p>			
11.	<p>Q : Do you think that the feedback from your classmates can increase your confidence for your following teaching performance ?</p> <p>SQ : Why ?</p>			
12.	<p>Q : Are you ready if your classmates suggest you to re-improve your teaching</p>			

	<p>performance ?</p> <p>SQ : Why and how do you show your readiness?</p>			
13.	<p>Q : What are the feedback that your classmates state to your teaching performance?</p> <p>SQ : Please mention it.</p>			

APPENDIX II
Result of Interview

Aspect of Attitude	Questions	Total ST Answers (N Total = 12 Student-teachers)	Reason
Belief	<p>Q : Do you think feedback is important in teaching practice class?</p> <p>SQ : Why ?</p>	<p>Yes : 12</p> <p>No : 0</p>	<p>ST1: “Penting. Karena pastinya saya melakukan kesalahan jadi feedback itu saya bias tahu bahwa kita salah.”</p> <p>ST2 : “Penting. Untuk memotivasi kita untuk lebih baik di kedepannya.”</p> <p>ST3 : “Penting, karena dengan adanya feedback kita tau di mana letak kesalahan kita.”</p> <p>ST4 : “Penting mbak, karena saya juga butuh masukan di cara mengajar saya.”</p> <p>ST5 : “Perlu, kalau kita tidak dapat feedback kita tidak dapat menilai apakah kita sudah bagus apa ndak.”</p> <p>ST6 : “Perlu, feedback penting untuk menilai seberapa jauh kemampuan kita, dan bahan untuk memperbaiki diri juga mbak.”</p> <p>ST7 : “Perlu, mbak kan ini juga masih di awal pembelajaran, feedback itu sendiri untuk bahan kita simulasi buat menghadapi situasi mengajar yang sesungguhnya.”</p> <p>ST8 : “Perlu, karena di kelas PPL1 itu kan kita tidak tahu cara mengajar kita seperti apa, jadi feedback itu perlu untuk membantu kita mengimprove cara mengajar kita.”</p> <p>ST9 : “Ya penting mbak, karena meskipun di feedback aja masih salah apa lagi tidak dikasih feedback.”</p> <p>ST10: “Iya mbak, karena feedback kan berisi tentang kelebihan dan kelemahan</p>

			<p>dari performa di dalam kelas.”</p> <p>ST11: “Penting mbak, kita bisa melihat segala kekurangan dan kelebihan kita dari berbagai sudut pandang.”</p> <p>ST12: “Iya mbak, karena feedback dari orang lain itu mengambarka apa yang telah kita lakukan. Kita tahu bagaimana penampila mengajar saya dari sudut pandang orang lain.”</p>
	<p>Q : Does the peer-feedback needed in teaching practice class?</p> <p>SQ : Why ?</p>	<p>Yes : 12</p> <p>No : 0</p>	<p>ST1 : “Karena yang menjadi murid adalah teman-teman saya sendiri jadi feedback dari teman-teman menjadi lebih kuat.”</p> <p>ST2 : “Penting, Untuk memotivasi kita untuk lebih baik di kedepannya.”</p> <p>ST3 : “Dibutuhkan sih mbak, tapi buat saya yang lebih penting itu dari dosen, kalua yang dari teman itu penting untuk melengkapi dan mendukung feedback dari dosen di kelas.”</p> <p>ST4 : “Sangat penting malah mbak, karena bagi saya self-reflection itu kurang, Cuma orang lain yang bisa melihat kelebihan dan kekurangan dari hasil kerja kita.”</p> <p>ST5 : “Perlu, karena ya itu tadi mbak, kalau dari dosen itu kan feedbackdari seseorang yang sudah ahli, nah kalau dari teman-teman itu kan dari orang yang bertindak sebagai murid, so mereka tau pengajaran kita sudah sesuai atau tidak, apa yang harus diperbaiki dan apa yang harus ditambahkan.”</p> <p>ST6 : “Perlu mbak, sama seperti teman-teman sih, perlunya feedback dari teman-teman kan untuk bahan memperbaiki diri.”</p> <p>ST7 : “Penting, kita butuh orang lain untuk menilai kita gitu mbak, karena</p>

			<p>mereka yang bisa lihat apakah kita itu sudah melakukannya dengan baik atau belum.”</p> <p>ST8 : “Penting, karena teman-teman kan ada yang bertindak sebagai murid kita, jadi mereka kan bisa lihat kita acara mengajarnya sudah sesuai atau tidak buat mereka.”</p> <p>ST9 : “Ya perlu mbak, karena saya masih perlu juga sudut pandang dari sama-sama pemula.”</p> <p>ST10: “Penting karena menurut saya peer-feedback itu lebih detail daripada guru.”</p> <p>ST11: “Penting sih tapi harus koreksi diri juga, karena feedback dari teman hanya sebagai masukan saja.”</p> <p>ST12: “Iya, karena hal ini ditujukan untuk berlatih menilai apa yang dilakukan orang lain berdasarkan pengetahuan yang sudah kita miliki.”</p>
	<p>Q : Do you believe to the feedback given by your classmates about your teaching performances ?</p> <p>SQ : Why ?</p>	<p>Yes : 11</p> <p>No : 1 (ST12)</p>	<p>ST1 : “ Karena yang menjadi murid adalah teman-teman saya sendiri jadi feedback dari teman-teman menjadi lebih kuat”</p> <p>ST2 : “Saya sendiri Baca pastinya saya percaya 95% sama apa yang telah teman saya kasih feedback. Karena teman juga ada jujurnya waktu di kelas pas lihat saya perform ngajar.”</p> <p>ST3 : “Percaya, tapi gak seutuhnya hanya sekitar 80% karena masih belajar sama-sama..”</p> <p>ST4 : “Percaya kok mbak, alasannya karena memang temn-teman yang melihat sesuai apa yang saya tampilkan.”</p> <p>ST5 : “Saya percaya, ndak percaya sih mbak, tapi kadang kan dilihat dari komentarnya seperti apa, kalau sesuai</p>

			<p>dengan kekurangan ya saya terima, toh itu juga buat kita sendiri mbak hehe.”</p> <p>ST6 : “Percaya, kan yang bisa merasakan dan melihat kesalahan kan mereka.”</p> <p>ST7 : “Percaya, kalau ada hubungannya dengan akademis, tapi diri kita sendiri juga harus menyeleksi mbak. Jangan asal percaya terus jadiin tolak ukur gitu.”</p> <p>ST8 : “Percaya mbak, ya kan gitu ada toh mbak temen yang kadang agak sewot (marah) ke kita tapi ya kalau memang dipenampilan kita ada kurangnya gitu ya, harus percaya bahwa dia ngasih komen sesuai sama yang kta lakuin di depan.”</p> <p>ST9 : “Ya perlu mbak, karena saya masih perlu juga sudyd pandang dari sama-sama pemula.”</p> <p>ST10: “Percaya, karena menurut saya peer-feedback itu lebih detail daripada guru.”</p> <p>ST11: “Secara keseluruhan iya saya percaya, tapi saya lebih mengacu pada koreksi diri sendiri.”</p> <p>ST12: “Tidak sepenuhnya mbak, karena tidak semua feedback dari teman menurut saya valid, kadang suka merasa apa yang di feedback tidak sesuai dengan apa yang saya lakukan di dalam kelas.”</p>
	<p>Q : Do you think that the feedback from your classmates effective towards you teaching</p>	<p>Yes : 12</p> <p>No : 0</p>	<p>ST1 : “Kalau saya bilang sih iya, tapi saya kadang merasa juga ada tidak efektifnya karena terkendala waktu penyampaiannya di dalam kelas.”</p> <p>ST2 : “Efektif buat saya, karena saya pakai feedbacknya sebagai tambahan bahan evaluasi mengajar saya.”</p> <p>ST3 : “Iya bisa mbak, feedback dari</p>

	<p>performance ? SQ : Why ?</p>		<p>teman bisa membantu kita.” ST4 : “Iya efektif, karena sesuai format observasi yang telah diberikan.” ST5 : “Efektif mbak, didukung sama refleksi diri.” ST6 : “Bisa jadi efektif, membantu kita gimana bagusnya teaching skill kita.” ST7 : “Tergantung dari feedback orangnya, bakalan jadi efektif kalau ditambah dengan refleksi diri.” ST8 : “Efektif mbak, didukung sama refleksi diri” ST9 : “Buat saya ya Efektif mbak, tapi tergantung dari bagaimana kita menerima, buat saya semua feedback itu efektif, meskipun itu feedback negative dan positif.” ST10: “Efektif sih mbak, karena untuk konsultasi sama teman sendiri lebih fleksibel ditambah lagi sama written feedback dari teman.” ST11: “Ya efektif mbak, hanya sebagai supporting saja.” ST12: “Efektif sih mbak, karena yang bisa lihat kita kan teman-teman kita sendiri.”</p>
	<p>Q : Do you think that the feedback from your classmates improve your teaching performance ? SQ : Why ?</p>	<p>Yes : 11 No : 1 (ST12)</p>	<p>ST1 : “Tapi hanya sedikit, hehe” ST2 : “Improve kok kak, saya merasakan sendiri feedback yang dikasih teman saya itu meningkatkan teaching skill saya.” ST3 : “Iya bisa mbak, feedback dari teman bisa membantu kita.” ST4 : “Iya, karena kita setelah di-feedback tidak mungkin mengulangi kesalahan yang sama.” ST5 : “Kalau saya iya mbak, karena saya baca feedback tertulis yang diberikan teman setelah teaching performance</p>

			<p>saya.”</p> <p>ST6 : “Iya mbak, improve setelah di feedback sama teman, soalnya lebih detil ke kesalahan yang saya lakukan.”</p> <p>ST7 : “Improve lah mbak, saya kan orangnya peka sama feedback, saya juga sering nyatet waktu dikasih feedback sama teman-teman.”</p> <p>ST8 : “Oh kalau saya iya mbak, soalnya bagi saya gak cukup feedback dari dosen itu, kalau sama teman kan konsultasinya lebih enak, besok waktu maju ya saya improve mbak.”</p> <p>ST9 : “Iya mbak, kan memang saya merasa feedback dari teman itu efektif.”</p> <p>ST10: “Bisa sih mbak, karena saya bilang kan kalau feedback dari teman kan efektif. Dosen itu kadang lupa untuk memfeedback lebih detail, kesalahan yang sudah diberi feedback dulu, terkadang tidak diulang lagi.”</p> <p>ST11: “Bisa mbak, tapi hanya pendukung saja.”</p> <p>ST12: “Tidak juga mbak, yang lebih berpengaruh ke saya sih lebih ke feedback dari dosen, lebih concernnya sama feedback dari dosen kalau saya.”</p>
	<p>Q : What do you expect from your classmates’ feedback ?</p>	<p>-</p>	<p>ST1 : “Saya berharapnya sih temen-temen itu bisa ngasih saya feedback lebih ke cara penggunaan media dalam mengajar, cara bersikap sebagai guru yang baik itu seperti apa dan material yang saya gunakan itu bagaimana ketika ngajar.”</p> <p>ST2 : “Saya berharap disamping memberi feedback, teman-teman itu kasih saya contoh yang benarnya seperti apa gitu kak.”</p> <p>ST3 : “Saya berharap untuk lebih</p>

			<p>dikasih contoh dari feedback yang diberikan sama teman saya.”</p> <p>ST4 : “Saya pengennya sesuai realita yang saya tampilkan di dalam kelas dan teman-teman bisa jujur dalam memberi feedback.”</p> <p>ST5 : “to the point mbak.”</p> <p>ST6 : “Lebih detail dalam memberi feedback.”</p> <p>ST7 : “Saya tidak berharap dapat feedback seperti apa.”</p> <p>ST8 : “Memberi feedback yang jujur dan to the point mbak.”</p> <p>ST9 : “Saya lebih menginginkan solusi dan feedback yang langsung pada point kesalahan saya dan jujur pastinya.”</p> <p>ST10 : “Jujur dan sesuai realita, lebih ke memberi solusi daripada hanya memberi feedback.”</p> <p>ST11 : “Saya lebih berharap kritik dan saran yang jujur dan mengungkapkan feedbacknya secara halus.”</p> <p>ST12 : “Saya sih berharap sama teman-teman itu, feedback yang jujur sesuai realita, toh saya kan ndak tau mbak semua orang itu bisa lihat kelebihan atau kekurangan saya, tapi kalau mereka memperhatikan ya pasti bisa lah lihat dank omen secara jujur.”</p>
<p>Emotion</p>	<p>Q : Do you satisfied with the feedback from you classmates towards you teaching performance ?</p>	<p>Yes : 9</p> <p>No : 3 (ST1; ST9; ST11)</p>	<p>ST1 : “Tidak, karena menurut saya feedback yang diberikan mayoritas sama saja tiap pertemuan dari teman-teman yang lain, kurang detail dan mendalam.”</p> <p>ST2 : “Saya cukup puas sih mbak sama feedback yang diberikan sama teman-teman saya selama ini, kebanyakan juga sama seperti yang dikatakan sama dosen.”</p> <p>ST3 : “Puas, tapi tidak 100% mbak,</p>

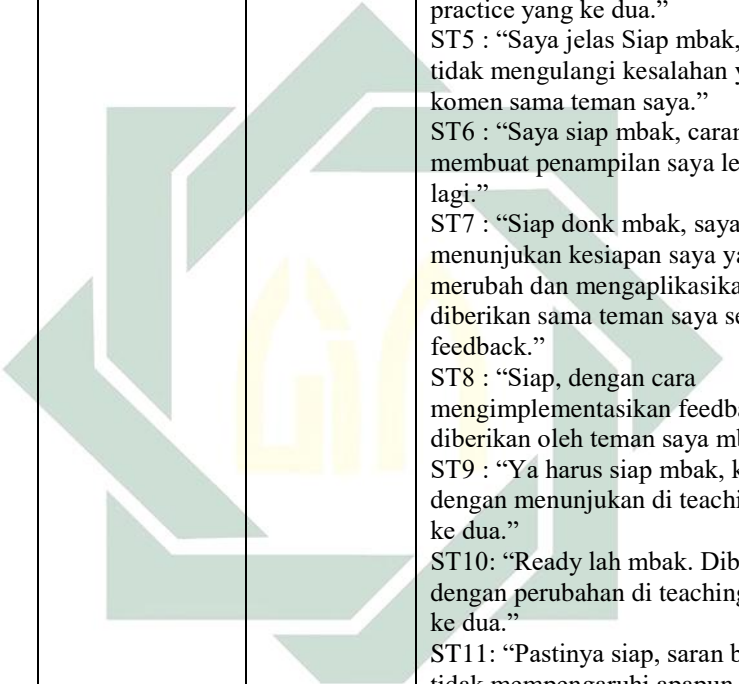
	<p>SQ : Why ?</p>		<p>karena saya sendiri lebih puas kalau di kasih feedback dari dosen.” ST4 : “Puas mbak, karena saya tau yang mereka feedback itu adalah yang saya tampilkan.” ST5 : “saya puas sih mbak, dengan catatan mereka to the point mbak. Overallnya sih saya puas.” ST6 : “Saya puas mbak, cuman yang saya sayangkan ya teman-teman kurang peka aja.” ST7 : “Tergantung dari kesesuaian dari apa yang saya lakukan, saya lebih ke refleksi diri mbak.” ST8 : “Puas sih mbak, tapi kadang mereka kurang perhatian.” ST9 : “Saya ndak puas sama feedback yang diberikan sama teman-teman mbak karena saya merasa bahwa kebanyakan mereka sungkan untuk menyampaikan feedback itu.” ST10 : “Saya puas, untuk di dalam kelas karena keterbatasan tapi karena teman sendiri biasanya lebih fleksibel jadi saya memang puas.” ST11 : “Cukup puas, hanya saja saya ingin lebih jujur lagi dalam memberi pendapat dan saran.” ST12 : “Tidak, Karena feedbacknya kurang mendalam.”</p>
	<p>Q : Are you happy with the feedback from your classmates ? SQ : Why ?</p>	<p>Yes : 12 No : 0</p>	<p>ST1 : “Senang, karena memang saya tipe orang yang suka mendapat pendapat dari orang lain.” ST2 : “Senang, karena dengan teman-teman saya lebih bisa terbuka dan lebih enjoy dalam penerimaan feedback.” ST3 : “Senang mbak, karena buat saya, kalau banyak masukan makin banyak saya belajar.”</p>

			<p>ST4 : “Ya saya senang, karena saya menerima dengan lapang dada.”</p> <p>ST5 : “Senang mbak, justru saya merasa senang sekali jika teman-teman memberi komen kepada saya.”</p> <p>ST6 : “Saya senang mbak, karena selama ini penyampaiannya secara sopan.”</p> <p>ST7 : “Senang mbak, dilihat dari feedbacknya mbak, kalau baik dan sopan saya senang sekali.”</p> <p>ST8 : “Ya senang mbak, mereka kompak, kadang mensupport saya juga.”</p> <p>ST9 : “Seneng Mbak, asal jujur aja.”</p> <p>ST10 : “Senang mbak asal jujur.”</p> <p>ST11 : “Senang mbak, memang saya orangnya suka dikomentari.”</p> <p>ST12 : “Ya senang mbak, karena saya jadi tahu kelemahan saya berdasarkan perspektif mereka.”</p>
	<p>Q : Did you feel burdened by the feedback from your classmates ?</p> <p>SQ : Why ?</p>	<p>Yes : 0</p> <p>No : 12</p>	<p>ST1 : “Sama Sekali Tidak, karena feedback yang diberikan itu standart semua, sama kaya jawaban saya yang tadi.”</p> <p>ST2 : “Senang, karena dengan teman-teman saya lebih bisa terbuka dan lebih enjoy dalam penerimaan feedback.”</p> <p>ST3 : “-“</p> <p>ST4 : “Tidak, awalnya tertekan tapi dengan adanya feedback disertai alasan, saya jadi tidak merasa tertekan lagi.”</p> <p>ST5 : “Tidak mbak, lebih ke Dosen mbak kalau tertekan.”</p> <p>ST6 : “Saya kalau sama teman, sama sekali tidak mbak, justru lebih ke Dosen mbak hehe.”</p> <p>ST7 : “Saya lebih merasa tertekan dari Dosen mbak hehe”</p> <p>ST8 : “Saya kalau sama teman, sama</p>

			<p>sekali tidak mbak, justru lebih ke Dosen mbak hehe”</p> <p>ST9 : “Ndak sama sekali mbak, saya lebih merasa terbantu bukan tertekan.”</p> <p>ST10: “Ndak, Saya lebih merasa terbantu mbak, bukan tertekan.”</p> <p>ST11: “Ndak mbak, saya menganggap feedback dari teman itu sebagai selinga aja.”</p> <p>ST12: “Sama sekali tidak, saya jadikan itu sebagi motivasi untuk menjadi lebih baik lagi.”</p>
Motivatio n	<p>Q : Do you think that the feedback from your classmates can be your guide lines to re-improve your teaching performance ?</p> <p>SQ : Why ?</p>	<p>Yes : 10</p> <p>No : 2 (ST11; ST12)</p>	<p>ST1 : “Bisa, saya ketika dapat feedback langsung (oral feedback) dari teman selau saya ingat-ingat dan memang saya jadikan acuan untuk lebih baik lagi dalam pengajaran.”</p> <p>ST2 : “Iya bisa mbak, saya biasanya baca lagi feedback tertulis dari teman-teman saya sebelum ke persiapan ke teaching practice selanjutnya.”</p> <p>ST3 : “Bisa sih mbak, karena teman-teman kan ngasih feedbacknya berdasarkan dari format observasi yang diberikan oleh dosen di kelas.”</p> <p>ST4 : “Bisa, karena semuanya berdasarkan dengan format observasi jadi saya menjadikan feedback dari mereka sebagai guideline.”</p> <p>ST5 : “Saya biasanya pakai feedback tertulis mereka mbak, jadi secara garis besar feedback dari teman itu bisa digunakan.”</p> <p>ST6 : “Oh ya pasti bisa mbak, mereka ngasih feedback juga nggak asal-asalan kok mbak, ada format observasinya.”</p> <p>ST7 : “Bisa mbak pastinya, soalnya saya dapat format observasinya yang tulisin sama teman-teman.”</p>

			<p>ST8 : “Ya pasti bisa mbak, karena kan kita sebagai penerima feedback itu biasanya telat buat nyatet jadi pastinya banyak lupanya makanya feedback dari teman itu kana da yang secara langsung dan ada yang tertulis makanya biasanya saya lebih tertolong dengan feedback tertulis dari teman saya.”</p> <p>ST9 : “Bisa banget mbak, karena kalau sama teman kan lebih fleksibel, kalau misalkan minta feedback di luar jam kelas PPL kan bisa jadi lebih enak untuk dijadikan guide line.”</p> <p>ST10 : “Bisa banget mbak, kan kalau mau konsultasi sama teman-teman itu lebih santai dan enjoyable bahkan lebih fleksibel.”</p> <p>ST11 : “Ndak mbak, karena menurut saya feedback dari teman itu sebagai pendukung aja.”</p> <p>ST12 : “Saya sih tidak mbak, saya lebih ke feedback dari dosen kelas mbak.”</p>
	<p>Q : Do you think that the feedback from your classmates can increase your confidence for your following teaching performance ?</p> <p>SQ : Why ?</p>	<p>Yes : 8</p> <p>No : (ST1; ST2; ST3; ST9)</p>	<p>ST1 : “Saya tidak merasa lebih percaya diri, karena saya sendiri lebih merasa melakukan banyak kesalahan dalam mengajar saya.”</p> <p>ST2 : “Tidak juga mbak, kadang saya merasa bisa menambah, kadang juga tidak. Lebih ke biasa saja saya dalam menerima feedback sih mbak. Tergantung dari individunya masing-masing.”</p> <p>ST3 : “Saya tidak mbak, karena buat saya sendiri, saya lebih merasa lebih percaya diri ketika dikasih feedback sama dosen.”</p> <p>ST4 : “Iya karena temen sendiri mbak, dan teman itu selalu mendukung.”</p> <p>ST5 : “Hehe, kalau saya emang PD</p>

			<p>mbak anaknya jadi kalau meningkatkan kepedeaaan biasanya sih tergantung dari individu masing-masing.”</p> <p>ST6 : “Saya iya mbak, karena setelah mereka feedback saya tahu bahwa kesalahan saya ada di sini dan kelebihan saya ada di sini, jadi saya ndak susah buat memperbaiki diri mbak, lebih PD juga.”</p> <p>ST7 : “Iya mbak, feedback dari mereka lebih mendukung saya supaya tidak mengulangi kesalahan yang sama, jadi saya lebih percaya diri ketika tampil di performance selanjutnya.”</p> <p>ST8 : “Saya di setiap penampilan itu percaya diri mbak, tapi setelah di kshih feedback dari teman-teman itu makin pede karena feedback dari mereka itu mendukung sekali buat penampilan saya.”</p> <p>ST9 : “Ndak mbak, saya orangnya gugupan.”</p> <p>ST10: “Saya dasarnya memang anaknya percaya diri mbak.”</p> <p>ST11: “Iya mbak, tapi memang dari dasarnya saya PDan mbak.”</p> <p>ST12: “Saya iya mbak, kan mereka ngasih tau saya yang harusnya seperti apa.”</p>
	<p>Q : Are you ready if your classmates suggest you to re-improve your teaching performance</p>	<p>Yes : 11</p> <p>No : 1 (ST1)</p>	<p>ST1 : “Saya orangnya tidak terlalu well-prepared, jadi kalua ditanya siap atau tidak meskipun teman yang nyuruh, saya tidak yakin siap hehe”</p> <p>ST2 : “Ya kalau disuruh yam au tidak mau ya harus siap, saya menunjukkan kesiapan saya dengan menjadikan peer-feedback sebagai guide line saya.”</p> <p>ST3 : “Saya siap dengan persetujuan Dosen kelas, ya kalau teman saya</p>

	<p>?</p> <p>SQ : Why and how do you show your readiness?</p>		<p>menyuruh saya untuk berubah sedangkan dosen tidak ya saya tidak akan melakukannya.”</p> <p>ST4 : “Ya siap, saya menunjukkan kesiapannya dengan tidak mengulangi kesalahan yang sama untuk teaching practice yang ke dua.”</p> <p>ST5 : “Saya jelas Siap mbak, dengan tidak mengulangi kesalahan yang di komen sama teman saya.”</p> <p>ST6 : “Saya siap mbak, caranya membuat penampilan saya lebih baik lagi.”</p> <p>ST7 : “Siap donk mbak, saya menunjukkan kesiapan saya yang dengan merubah dan mengaplikasikan apa yang diberikan sama teman saya sebagai feedback.”</p> <p>ST8 : “Siap, dengan cara mengimplementasikan feedback yang diberikan oleh teman saya mbak.”</p> <p>ST9 : “Ya harus siap mbak, kesiapannya dengan menunjukan di teaching practice ke dua.”</p> <p>ST10: “Ready lah mbak. Dibuktikan dengan perubahan di teaching practice ke dua.”</p> <p>ST11: “Pastinya siap, saran buat saya itu tidak mempengaruhi apapun kalau tidak ada instropeksi dari diri sendiri.”</p> <p>ST12: “Ya siap, mbak tapi karena saya lebih concern sama dosen, jadi kalau dosen saya bilang iya, dan teman-teman saya juga bilang sama, saya ya melakukannya.”</p>
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<p>Performance</p>	<p>Q : What are the feedback that your classmates state to your teaching performance ?</p> <p>SQ : Please mention it.</p>	<p>-</p>	<p>ST1 : “Kegiatan yang ada di dalam RPP, Manajemen kelas sama Feedback yang saya berikan kepada murid dalam sesi pengajaran.”</p> <p>ST2 : “Saya yang paling inget feedbacknya dari teman-teman itu tentang vocal suara saya.”</p> <p>ST3 : “Biasanya sih mbak feedback yang paling sering dilihat dan dikomen sama temen saya ya tentang instruksi yang kurang clear.”</p> <p>ST4 : “Biasanya tentang Instruksi dan attitude dalam pengajaran saya sebagai guru.”</p> <p>ST5 : “Instruction mbak,”</p> <p>ST6 : “Penguasaan materi mbak.”</p> <p>ST7 : “Media yang digunakan mbak.”</p> <p>ST8 : “Kreatifitas dalam pengajaran mbak, sama biasanya sepaket sama sequences.”</p> <p>ST9 : “Biasanya tentang instruksi saya yang terlalu cepat mbak.”</p> <p>ST10: “Biasanya saya Time management, banyak step yang terlompati, monoton dalam mengajar dan Instruksi yang kurang jelas.”</p> <p>ST11: “Vokal dan Influency saya saat mengajar mbak.”</p> <p>ST12: “Kegiatan yang saya ciptakan itu kurang kreatif.”</p>
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APPENDIX III
FIELD NOTE OF
COMPARING THE TEACHING PERFORMANCE
WITH THE WRITTEN PEER-FEEDBACK.

This field notes is used to be the supporting data to answer RQ2 : “to what extent does the peer-feedback affect to the student-teachers’ following teaching performance?”. In this field notes all student-teachers teaching activities that happened in the video recording was analyzed by comparing the result of interview for number 13 (*See Appendix 1*) and the written peer-feedback that student-teacher had get. After that, the researcher will see how the student-teachers improve after the feedback given by their peers. To make it easier, the researcher limit the Analysis object based on the result of interview.

1. Student-Teacher 1

Based on the interview ST1 said that she got feedback from their peers about the activities that she made for her teaching performance were too general, she weak at her class management and she had less communication with her students in the teaching practice class, especially in the giving feedback after the lesson.

In the first teaching performance the researcher find that, this student-teacher was done a lot of activities. She did around four kind different activities in one teaching performance. She looks like did enjoy her own teaching practice in the first teaching performance. She had a good confident in managing the class. She could manage the class well. Those results that mention above compared with ST1 own answer in the interview session did not really match with the reality of the first teaching performance done by ST1 there.

Compared with the written peer-feedback that she got after the first teaching practice had same to what researcher found in the first teaching performance video. The written peer-feedback that ST1 got from her classmates were saying that she had good class management, enjoy the teaching performance and had a good confident.

What she missed in her first teaching practice was giving the feedback to her students. It did true since what ST1 said in the interview and what written in the peer-feedback. When researcher watched ST1’s first teaching video, she had no feedback session in the first teaching practice, so it means that what ST1 said and what happen in the reality was real.

After feedback that given by peers in the class, ST1 seemed to be usual. In her second teaching performance she seemed still good, doing the lesson as well as the first teaching performance. What made her weakness in the first teaching performance still the same what have she did in the second teaching performance. Still did not do the feedback to her student, so the assumption here can be found that the peer-feedback did not implement well by ST1.

2. Student-Teacher 2

The result of interview that got from the ST2, she said that she always got feedback to her voice vocal formation in her teaching performance. Compared by the first teaching performance video, in the beginning of the class, ST2 did it. Her voice did not loud enough in the beginning of the class. That is why her classmates give that comment towards her first teaching practice. ST2 seemed nervous in the beginning of video, it might made ST2's voice did not clear enough in opening the class. Compared with the written peer-feedback, in the first teaching practice performance, she did good teaching performance. Since the result of interview of ST2 stated that she has weakness in vocal formation, it does really match with written peer-feedback given by her classmates.

After peer-feedback given through ST2 teaching performance, the researcher watched ST2's second teaching performance. There were no significant differences between the first teaching performance and he second teaching performance. What researcher found in the second teaching performance, ST2 be more calm and confident n the begining of the class and her voice had raise better than the first teaching performance. So it mcould be the prove that ST2 apply the feedback given by her classmates for the first teaching performance.

3. Student-Teacher 3

Based on what ST3 stated in interview session with the researcher, ST3 told that she ever got the feedback about her teaching performance at the instructional skill. She said that she got feedback which addressed to her instruction in teaching that not clear enough. What really happen in the first teaching video, she did really good performance, but like what her peer said in the written feedback, she had unclear instruction in her first teaching practice,

the written feedback said that the instruction actually was clear enough, but she did not do the instruction by illustrating it so the student got confused. It can be known that, the written feedback said the same as what the interview result. ST2 knew and understood well about her own weakness in the first teaching practice.

Getting done with the first teaching practice video, the researcher analyzes the second teaching performance video after the peer-feedback given. In the second teaching performance video of ST2, researcher found that she did the performance quite good as good as in the first teaching performance. She implements the feedback that given by their peers about her unclear instruction, by provides the instruction slowly to make the student understand. She also substitutes and adds her instruction using the media in the second teaching performance. ST3 used gesture and media to make her easier in giving instruction. It can be known that ST2 implemented well the feedback given by her classmates after the first teaching performance.

4. Student-Teacher 4

Based on the interview result, ST4 said that she got feedback mostly in how the way she instructs the students and also in her attitude of teaching as a teacher. Compared with the written peer-feedback that she got from her classmates those feedbacks that stated by ST4 was true.

It did really happen in the first teaching performance video, as the researcher who analyzes the video, researcher found that the instruction during the lesson actually was not clear enough but ST4 could manage the class well. It happened because her vocal formation was loud enough during the performance. The attitude that showed by ST4 also had weaknesses, she did not have a good self-control during the teaching practice, and those made ST4 could not differentiate how to treat her friends as students and vice versa. The written feedback that given by ST4 peers did match since the result of interview saying the same.

In the second teaching performance, the researcher analyzes the video and found that there is no significant improvement between the first teaching practice and the second teaching practice. ST4 seemed to be usual as in doing her second teaching practice. There was only one difference between the first teaching performance and the

second teaching performance; it was found that ST4 tried hard to control herself during the lesson. ST4 seemed to be more calm in doing her teaching performance, even she could not manage the class well because of her instruction. It can be known that the peer-feedback that given to ST4 were useful even she could not implement well the feedback.

5. Student-Teacher 5

Based on interviews with ST5, she got feedback on 'instructions'. Compared to the first Teaching Practice video, ST5 looked nervous and awkward. This thing caused because she was the first time in did her teaching practice performance, and never done before. The truth is that ST5 was good enough and the students could understand it well. But sometimes on several occasions, ST5 looked nervous and had to repeat her instructions several times.

After given feedback by friends based on the second video the researcher saw. On the second performance ST5 looked she very confident and passionate in the class. The instructions from ST5 were also easy to understand by students, so ST5 did not need to repeat. so, it is proven ST5 applying feedback that she got from friends.

6. Student-Teacher 6

In the ST6 interview, she received feedback addressed in terms of mastery of the material. From the first teaching video that has been observed, apparently, it was true that ST6 was less master of the material. This could be seen from ST6's remark which was still confused and stuttering when explaining the material about 'recount text'. ST6 hesitate and did not confident when describing generic structure of recount text.

On the second occasion, ST6 showed little change even there was no very significant difference. There were still some parts where ST6 still confused in terms of explaining the material and giving instructions. An important note from ST6 was the lack of activity variation. There are no activities that provide stimulus for students for the spirit of learning. This proves that ST6 did not use feedback from friends for reflection on the second teaching opportunity.

7. Student-Teacher 7

Based on the feedback provided by the ST7 friends, she was weak in terms of media used. In relation to the media used by ST7 in the first teaching performance, the media she used seemed ordinary. ST7 used a print out of a world miracle image, and students were asked to write a sentence based on the pictures. The media that she used was pretty good, but less attractive for students.

On the second performance, ST7 uses a paper contained the lesson material. This particular thing was an improvement because in the end ST7 could use paper media to support her teaching and learning process. Although impressed boring, but very rarely for teacher now using worksheets that are integrated with the material and given to all students. Most of the students were lazy to do the student worksheets. But with a piece of paper they became motivated to read and understand the contents. This indicates that the feedback given to ST7 by her friends is used to improve the quality of teaching on the second performance.

8. Student-Teacher 8

Based on the result of interview with ST8, she got feedback addressed in her creativities in teaching and time sequences. Practically, in her first teaching performance ST8 seemed to be very confident in delivering the lesson. There were several games in the teaching learning process. But there was one thing that became the weaknesses, the material seemed to be difficult to be understood by the students. Most of the learning process linked to the grammar, so this might be become the teacher centre. Even there were some parts that student must to come forward and grouping. But still the teacher was become the centre of the lesson.

In the second teaching performance, ST8 used game to begin the lesson. Students got involved in the process and the class seemed to be more alive. This things gave the students more interesting in learning process. In this second teaching performance, she also decreased her intensity to be more talkative than her students in the class. It can be assumed that ST8 did effectively implemented the peer-feedback in teaching performance.

9. Student-Teacher 9

Based on the result of interview with ST9, he stated that he always got the feedback for his instruction in teaching performance. Compared with the written feedback from his classmates toward his teaching performance it matched since the result of interview ST9 said so. In first teaching performance video, he seemed to be very nervous in the beginning of lesson, as what he stated also in the interview result, he is an unconfident person. It might be the reason why during his teaching performance he could not to manage the class by providing the instruction clearly. Since the result of interview, the written peer-feedback and the reality that happen in ST9's first teaching performance video did match, so the data that given by ST9 is valid.

After the feedback given by classmates towards ST9 first teaching performance, the researcher found that he improves in managing the class by giving clearer instructions during his teaching performance. ST9 seemed to be more gentle in providing the lesson and giving the instruction. He also had good confident during the class, it made him more calm in doing his teaching practice performance. Even his instructions did not really improve significantly, but it can be assumed that ST9 implement well the feedback given by his classmates.

10. Student-Teacher 10

ST10 stated in the interview result, she got feedback from her classmates usually addressed to her time management during the teaching performance, the step in managing the class and also the instructions she made. Based on the written peer-feedback that addressed to ST10 first teaching performance, she had good instructional skill in managing the class, the sequences of step during the teaching performance is quite good and had logical sequences. Those two weaknesses that stated by ST10 in interview lesson did not match with the peer-feedback. In giving instruction during the teaching performance she did it well, but the peer-feedback said that she did not give any example or illustration to support her instruction during the teaching practice. This one weakness was stated by ST10 in interview result.

Compared with ST10 first teaching practice, what her friends said about she did not use the illustration and give any example to

support her instruction was true. But what happen in the first teaching performance was she did manage the class well than what her peers stated in the written peer-feedback. There are around two or three times the students in the class did not understand the instructions that given by ST10 but she repeat her instructions again until the students understand.

After feedback given by ST10 classmates, there is significant improvement in the second teaching practice. ST10 did manage the class well, better than in the first teaching performance. Compared between the first teaching performances, ST10 had better time management than in the first teaching performance. But she seemed to be the same in giving the instruction; she still did not use any illustration or example in supporting her instructions. It can be assumed that ST10 did not implement the peer-feedback effectively.

11. Student-Teacher 11

Based on the result of interview with ST11, she stated that she always accepted feedback which addressed to her vocal formation and influence during the teaching performance. What written peer-feedback showed was match with what ST11 had stated in the interview result. The researcher analyzes the ST11's first teaching performance video, and what ST11 and feedback from classmates did match.

In the first teaching performance, ST11 did not raise her vocal in appropriate volume, and it made students bit confuse in the beginning of lesson. ST11 also did not mastered the pronunciations so those weaknesses made she could not manage the class well. She still used Bahasa to made students understand the instructions that she provided.

After feedback given by her classmates, she did not have any significant improvements just like the first teaching practice. The instruction she gave in the second teaching practice still unclear if compared with the first teaching performance, she could not manage the class well because she did not mastered the material. She looked like she did not prepared the second performance well. It can be assume that the feedback that given by her classmates did not implemented well by ST11.

12. Student-Teacher 12

Based on the result of interview ST12 told researcher that he got the feedback addressed to his activities during the teaching performance. The researcher compared the result of interview with the written feedback from his classmates, and the feedback said the same. What did really happen in the first teaching performance done by ST12 was he did vary activities in one meeting. The peer-feedback stated that he had monotone activities in the first teaching practice. ST12 had good class management in the first teaching performance.

Getting done with the first teaching performance and the first written peer-feedback, the researcher analyzes his second teaching performance after feedback. In the second teaching performance, he did well prepared because his material need a lot of tools to used. Compared with the first teaching practice, in the second teaching performance he had no any weakness; he did well as well in the first teaching practice. But he improves his class management skill by giving the instruction gently and clearer than before. ST12's activities in the second teaching performance also be more varieties than the first teaching performance, even the activities are vary but he still focus on what became the goals of lesson. It can be assumed that, even ST12 did not really have bad comment from his peers; he seemed to implement what suggested from his classmates.

APPENDIX IV
SURAT VALIDASI INSTRUMEN PENELITIAN

SURAT VALIDASI

Document Interview Guidelines Instrument of Student-Teacher Attitudes Toward Peer-Feedback in Teaching Practice Class.

Setelah membaca dan menelaah lebih lanjut mengenai *Interview Guidelines Instrument* pada bimbingan skripsi mahasiswa oleh:

Nama : An Rica Arista Waprianti
NIM : D75213044
Prodi : Pendidikan Bahasa Inggris
Judul : "*Student Teacher Attitudes toward Peer-Feedback in Teaching Practice Class at UIN Sunan Ampel Surabaya*"

Dengan ini saya,

Nama : Ana Nurul Laila, S. Pd., M. TESOL
NIP : 198103232006042003
Pekerjaan : Dosen *Critical Reading Dan Approaches of Teaching English as Foreign Language*

Menyatakan telah melakukan konsultasi dan telah melakukan pengkajian, maka kami memberi saran-saran sebagai berikut:

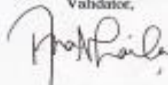
Bisa tanpa revisi Bisa dengan revisi Tidak bisa digunakan

1.
.....
2.
.....

Dan instrumen ini selanjutnya kami nyatakan valid dan bisa digunakan dalam penelitian.

Surabaya, 30 MEI 2017

Validator,



Ana Nurul Laila, S. Pd., M. TESOL
NIP. 198103232006042003

Beri tanda cek (✓)

APPENDIX V SURAT TUGAS PEMBIMBING



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL - SURABAYA
FAKULTAS TARIQYAH DAN KEKEHILAHAN (FTK)
Jl. Ahmad Yani 117 Surabaya Telp. 031-8110501 Fax. 031-8111300 website: uinsby.ac.id email: ftk@uinsby.ac.id

SURAT TUGAS




No. : B-~~507~~/Un.0794/D/PP.00.9/1/2017

- | | | |
|---|---|---|
| 1. Instansi Pemerintah RI yang memberi tugas | : | Fakultas Tarbiyah dan Keguruan (FTK) UIN Sunan Ampel Surabaya |
| 2. Nama / Nip yang diberi tugas | : | Dra. Irma Soraya, M.Pd / 196709301983032004
Mohamad Syarifudin, M.Ed, Ph.D / 197310131097001002 |
| 3. Jabatan yang diberi tugas | : | Lektor Kepala
Lektor |
| 4. Pangkat yang diberi tugas | : | Pembina / IV/a
Penata Tingkat I / III/d |
| 5. Alamat | : | Jl. Ahmad Yani 117 Surabaya |
| 6. Yang bersangkutan diberi tugas untuk | : | Membimbing Skripsi |
| 7. Nama Mahasiswa / Nim | : | AN BICA ARISTA W / D75213044 |
| 8. Judul Skripsi | : | AN ANALYSIS OF STUDENT - TEACHERS' ATTITUDE
TOWARDS PEER-FEEDBACK IN MICROTACHING CLASS
(PPL 1) |
| 9. Tugas tersebut berlaku mulai sampai dengan | : | 6 Maret 2017 s/d Selesai |
| 10. Tahun Periode | : | Semester Genap 2016 - 2017 |
| 11. Keterangan lain-lain | : | 1. Pembimbing dapat mengadakan perbaikan judul bila dipandang perlu
2. Harap dilaksanakan dengan sebaik-baiknya dan penuh tanggung jawab |

Surabaya, 6 Maret 2017
DEKAN/
Pembina Persepsi Komitmen,

Prof. Dr. H. An Modaffir, M.Ag.
NIP. 1963111161985031003

APPENDIX VI KARTU BIMBINGAN SKRIPSI

 UIN SUNAN AMPEL	KARTU KONSULTASI SKRIPSI	Revisi	0	
		Tanggal Terbit	28 April 2017	
		Halaman	6 dari 6	
NAMA MAHASISWA : An Risa Ariesta Waprianti		JURUSAN : Psikologi / PBI		
NIM : 075215049				
NO	TANGGAL	MATERI KONSULTASI	TANDA TANGAN PEMBIMBING	
1	22 Mei 2017	Bimbingan Revisi Proposal Penelitian Sesuai Urutan Susunan		
2	8 Juni 2017	Bimbingan Bab I Tambah "Key of terms" Study		
3	5 Juli 2017	Revisi Bab I Key terms Study		
4	18 Juli 2017	Bimbingan Bab I Tambah literature tentang "Feedback" & "Attitude"		
5	11 September 2017	Revisi Bab I Bimbingan Bab II		
7	20 September 2017	Revisi Bab II Bimbingan Bab III (Outline)		
8	25 September 2017	Revisi Bab III Outline bab 4		9.
9	26 September 2017	Konfirmasi hasil Penulisan Bab IV Mencari hasil EQ1 & EQ2		9
10	2 Oktober 2017	Bab IV Mencari Bab 4 untuk disusunan		9
11	11 Oktober 2017	Bab V Revisi Table tulation dan bab I - V		9
12				
13				
14				
15				
16				
17				
Dosen Pembimbing I  NIP		Dosen Pembimbing II NIP		