

CHAPTER I INTRODUCTION

A. RESEARCH BACKGROUND

How do we know whether we have done something right or not? Generally, we rely on it to feedbacks from others because seeing others' weaknesses is easier than their strengths. However, positive or even negative feedback surely can be our evaluation towards our works result. Chawla in his research defines that feedback is the most important component as it contributes significantly to behavior modification of the student teachers.¹ Hattie also defines feedback is one of the most powerful influences on learning and achievement.² Feedback must be provided to motivate each other; it can be formed as advice and criticism.

Feedback can come from many sources in learning process. In class, we can get feedback from teacher and classmates. The feedback that comes from classmates is called as peer-feedback.³ It is simple way to know and correct our own work or performance to the feedback. From that statement above, we can say that the effect of feedback can be very strong and it can improve the teaching-learning process. It is important to realize that as students, we must be concerned more about feedback whether it comes from our teacher or classmates. Talking about learning process and feedback, it is very important to concern about what feedback must be provided and accepted. Based on the research done by Praver, he stated that in the class there are two kinds of feedback; teacher's feedback and peer-feedback.⁴

There is one phenomenon that interests the researcher to dig more about feedback. As we know from the explanation above, there are two kinds of feedback in the classroom; teacher feedback and peer-feedback. One case happened in the teaching practice class in one of teacher

¹ Vibha Chawla, "Effects of Student *Feedback* on Teaching Competence of Student Teachers: A Microteaching Experiment" (2011).

² John Hattie and Helen Timperley, "The Power of *Feedback*," *Review of Educational Research* Vol. 77 (March 2007): pp. 81–112.

³ Bambang Yudi Cahyono and Rosyi Amrina, "Peer Feedback, Self-Correction, and Writing Proficiency of Indonesian EFL Students," *Arab World English Journal (AWEJ)* Volume, 7 Number.1 (March 2016).

⁴ Max Praver, Greg Rouault, and John Eidswick, "Attitudes and Affect toward Peer Evaluation in EFL Reading Circles," *The Reading Matrix* 11 (April 2011), http://www.readingmatrix.com/articles/april_2011/praver_rouault_eidswick.pdf.

training at UIN Sunan Ampel Surabaya. Based on researcher's preliminary research by interviewing several students that taking this course in their major of study, most of them stated that they only pay attention to teachers' feedback in the classroom rather than to their classmates' comments. It seems that the feedback from their classmates is not really necessary; moreover the feedback from the peers is only in written form, because of the limited time; therefore it must be really difficult for the students in the teaching practice class to concern more about the comments from their peers.

The students that take teaching practice class are called as student-teachers.⁵ Student-teachers must take the practice teaching class before experiencing the real teaching practice in school and class that is called by internship program. What is Internship Program? Based on the Pedoman Praktik Pengalaman Lapangan (PPL) that published on 2016 by Tarbiyah and Teacher Training Faculty of UIN Sunan Ampel Surabaya, PPL or Teaching practice is one of a program that made to apply all the teaching theories from the previous semester in a real-time school condition and situation.⁶ Every pre-service teacher or student-teachers who will take on the internship program need to be passed according to English Teacher Education Departments' rule and the Tarbiyah Faculty. In the teaching practice class, the pre-service teacher or student-teachers will practice and apply all the material that have they got in the previous semester, individually. In UIN Sunan Ampel Surabaya, as one of state university which has Education Faculty, of course, it has this subject to be carried on it. Specifically the teaching practice or microteaching class will be held in the sixth semester. As stated on explanation above, this class is a teaching simulation that will contain 11 – 15 students in it to maximize their learning also teaching-skill as the pre-service English teacher. There are nine teaching practice classes in this year according to the Online SIAKAD (Sistem Informasi Akademik) of UIN Sunan Ampel Surabaya.

In case of feedback and teaching practice, the researcher who takes the English Teacher Education Department as the researchers' major of study, had experienced that in teaching practice class all of the students will be divided into three roles. Those are student-teachers as a Teacher, student-teachers as Students-roleplay and student-teachers as observers.

⁵ Tim Tarbiyah UIN Sunan Ampel Surabaya, *Pedoman Praktik Pengalaman Lapangan II (PPL II) Tahun 2016* (Tim Tarbiyah UIN Sunan Ampel Surabaya, 2016).

⁶ Ibid.

While student-teachers as a teacher have their turn to practice their teaching skill, which is the time for the observer to observe how student-teachers teach in the teaching practice class. After that, observer will give feedbacks towards student-teachers' teaching practice. Those process of teaching practice or called as PPL 1 clearly explain in the book of *Pedoman Praktik Pengalaman Lapangan 1 periode 2017*.⁷ As stated in the third paragraph, most of student-teachers in the teaching practice class only get the limited time in doing their teaching performance; it makes the student-teachers as the observers also have limited time to deliver their comments in the teaching practice class. It means that the peer-feedback tend to be the unnecessary comments instead of the feedback from the lecturer in the class dealing with the student-teachers respond toward the peer-feedback itself. The reason of why the peer-feedbacks are often neglected by student-teachers in teaching practice class.

In fact, there are previous research that talks about the same field with this present studies, two of them talk about the teachers feedback in microteaching class. Research done by Yuanita⁸ another by Sari⁹, both studies found that teachers' feedback in microteaching class can improve student-teachers' skill in lesson planning and teaching skill performance. The researcher takes those two research to be her own previous studies. There are also two other researchs fo the peer-feedback effected in student-teachers teaching performance, those are research done by Vibha Chawla entitled by *Effects of Student Feedback on Teaching Competence of Student Teachers: A Microteching Experiment* and research done by Taeko Kamimura and Takeshi Takizawa entitled by *The Effects of Peer Feedback on Student Teacher's Teaching Demonstrations in an EFL Teacher-training Course in Japan*. Research done by Chawla and Kamimura will provide in this study as the previous studies.

⁷ Tim Tarbiyah UIN Sunan Ampel Surabaya, *Pedoman Praktik Pengalaman Lapangan I (PPL 1)* (Tim Tarbiyah UIN Sunan Ampel Surabaya, 2017), <http://ftk.uinsby.ac.id/download/func-startdown/159/>.

⁸ Alice Rahma Yuanita, "An Analysis of Feedback on Student's Lesson Planning at Microteaching Class of English Teacher Education Departement UIN Sunan Ampel Surabaya Academic Year 2013/2014" (UIN Sunan Ampel, 2014), <http://digilib.uinsby.ac.id/id/eprint/1384>.

⁹ Risna Asita Sari, "Feedback Implementation on Teaching Practice Student Teachers at Practice Teaching Class" (UIN Sunan Ampel, 2016).

Praver¹⁰ and Ramadhan¹¹, both found that students's attitude toward feedback are positive. This is however, somewhat different from what I experienced in teaching practice class. In that, students seems to be negelectted toward peer-feedback. This contrast brings out the need to explore further. Another research done by Nur Labibatus Sholihah entitled by *The Language Attitude of English Education Department Students in Sunan Ampel Islamic State University in Learning English* talks about the students' attitude towards the English as second language. Those three researchs above talk about students' attitude and teachers' attitude towards something, Praver and Ramadhan talks about the attitudes toward feedback during class, while Labibah's research talks about the language attitude. Those three researches about attitude will be taken as the previous studies for this present research.

What is attitude? Based on American Heritage Dictionary, Attitude is State of mind.¹² Furthermore, Webster 9th New World Dictionary stated it as mental position related to a fact or statement.¹³ Moreover McKeachie and Doyle in their book of *Psychology: The Short Course* stated that an expectation or organization of concept, beliefs, habits and motivation related to a particular object.¹⁴ In one of the dissertation the author found that the theory of attitude stated by Oskamp and Schultz, is defined an attitude as a predisposition to respond in a favorable or unfavorable manner with respect to a given attitude object.¹⁵ As has been stated by those arguments the researcher concludes that attitude here is similar to the respond of students-teacher towards their own peer-feedback.

Having done with the preliminary research and understanding the condition of the teaching practice class today, the researcher decided to take only one class to be investigated about what are student-teachers attitudes toward the peer-feedback and how far peer-feedback can influence in student-teachers teaching performance in the practice

¹⁰ Praver, Rouault, and Eidswick, "Attitudes and Affect toward Peer Evaluation in EFL Reading Circles."

¹¹ Ramadhan, "Students' and Teachers' Attitude towards Teachers' Corrective Feedback in Teaching Writing of English as a Foreign Language."

¹² Dennis H. Congos, "How Are the Attitudes Affect Grades?" (June 2008), accessed February 15, 2017, <http://www.learningassistance.com/2008/june/attitudelearning.pdf>.

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Angelica Sandoval Pineda, "Attitude, Motivation, and English Language Learning in a Mexican College Context" (Disertasi, The University of Arizona, 2011).

teaching class, in a research entitled by “*Student-Teacher Attitudes Towards Peer-feedback in Teaching Practice Class at UIN Sunan Ampel Surabaya.*”

In addition, this study was uses purposive sampling in getting subject of the research. Since the purposes of this study are to investigate the student-teachers attitudes toward the peer-feedback and to describe how far the peer-feedbacks influence the student-teachers’ teaching performance in the following time. The researcher decides to choose only one class with only twelve student-teachers in the teaching practice class, from 124 students who take microteaching class in 2017 periods. There are two classes that has twelve members based on SIAKAD UIN Sunan Ampel Surabaya, those are A class and C class. The researcher takes the C class because from the preliminary research the class tend to be very critics of the feedback given and provided by their classmates, and the lecturer who teach in the class apply the peer-feedback in every class meeting after the student-teachers as teacher perform. The researcher uses the qualitative descriptive methods to find out the research problems of what are the student-teachers attitude toward the feedback from their classmates by interviewing all of student-teachers in C class. Moreover this study also describes about how far the peer-feedback influences the student-teachers’ teaching following teaching performance by observing their teaching practice videos, what common mistakes that are usually appeared and recognized by observer in student-teachers teaching performances.

B. RESEARCH QUESTION

Based on the research background above, the researcher formulates two research questions as the purpose of this research. The research question state as follows:

1. What are students-teachers attitudes towards feedback from their peer?
2. To what extent does the peer-feedback affect student-teachers in following teaching practice performances?

C. OBJECTIVE OF THE RESEARCH

Based on the research question, the objective of this study are:

1. To investigate what are students’ attitude towards peer-feedback.
2. To describe how far the peer-feedback does influence student-teachers teaching practice performance.

D. SIGNIFICANCE OF THE RESEARCH

To know more about how the researcher gets the significance, here the researcher states below. This research is expected to give benefit for students, Lecturer, and also the next researcher.

1. For Students, this research is expected to give some information and fact about the attitude towards peer-feedback. This research also expected to find out about the good influence through the peer-feedbacks to improve the students teaching performance in teaching practice. This research will provide some information about most or common mistakes that their friends usually pay attention to during their teaching practice performance.
2. For the lecturer, this research is expected to give some benefits to the lecturer about the understanding of student's attitude towards feedback session especially in peer evaluations on teaching practice class that sometimes can be a chance to public humiliation. So as the lecturer should concern well about the appropriate feedback to reduce the problem in providing and receiving feedback from other students in the class.

E. SCOPE AND LIMITATION

In term of feedback there are many types of feedback during the teaching practice class, such as teacher feedback and peer-feedback. The scope of this study focuses on investigating student-teachers attitudes towards the feedback from peer in teaching practice class and how peer-feedback influences in student-teachers' following teaching performance. Since we know that there will be two times teaching performance for every students who takes the teaching practice class, the researcher only concern to the first teaching practice feedback than the second feedback. This is because the limited time of the class, so the researcher cannot see the improvement of student-teachers in teaching practice class. The researcher will not talking about another feedback except the peer-feedback in the teaching practice class. This research only focusses on the student-teachers performances. Because the term of discussion in this study, the researcher tries to limit this study on investigating the student-teachers attitudes toward the peer-feedback in the C class of teaching practice class and how does the peer-feedback influences the student-teachers following teaching performance.

F. DEFINITION OF KEY TERMS

The researcher writes down some definitions of key terms in order to support the readers understand this study easily and have the same interpretation as the writer.

1. Feedback

Feedback is any comment, whether positive or negative, dealing with the teaching practice that has been done by student-teachers at practice teaching class. The function of feedback is to help the student-teachers improve their teaching skill performance.¹⁶ In this research feedback is the comment that given by student or teachers towards the performance in the teaching practice class.

2. Peer-feedback

Topping in Chawla's research defines peer evaluation as an arrangement for learners to consider and specify the level, value, or quality of a product or performance by other equal-status learners.¹⁷ So, theoretically peer evaluation is the comment given by the same level of learners in the teaching practice class, done by students as the observer. Same as the definition there, peer-feedback here stand for the comments whether it is positive or negative given by the student-teachers in the teaching practice class.

3. Teaching Practice

Teaching practice is the subject in Tarbiyah faculty for training teachers candidate that called student teacher to do some practice in the constructive situational in the small classes that involve students as the teacher, as students and as the observer. This teaching practice is held in the sixth semester of teacher education especially in the English teacher education department.¹⁸ Teaching practice will have the two circles in one semester. In this study, practice teaching class means first pre-service teacher training class, *Praktek Pengalaman Lapangan I*

¹⁶ Chawla, "Effects of Student Feedback on Teaching Competence of Student Teachers: A Microteaching Experiment."

¹⁷ Praver, Rouault, and Eidswick, "Attitudes and Affect toward Peer Evaluation in EFL Reading Circles."

¹⁸ Tim Tarbiyah UIN Sunan Ampel Surabaya, *Pedoman Praktik Pengalaman Lapangan II (PPL II) Tahun 2016*.

(*PPL 1*), where students at English Teacher Education Department of UIN Sunan Ampel Surabaya, will practice to teach in front of their friends who are in same class with them. In other words, it is not a real teaching conducted on the real school and real students.

4. Student-Teachers Teaching Performance

In this research, the meaning of student-teacher is the pre-service teacher that takes the English Teacher Education Departement as their major of study in UIN Sunan Ampel Surabaya, especially in the C class of teaching practice class. They have the teaching practice class (*PPL 1*) in the Sixth semester of the Bachelor Degree as the teacher candidate for the future. They will perform their teaching performance individually in the class. The teaching practice that has done by the sixth semester of the pre-service teacher in the practice teaching class is called by the student-teachers teaching performance.

5. Attitudes

Attitude is a manifestation of our inner processes, such as our thoughts, views, and stances, which gives rise to the way and quality in which we do things.¹⁹ Attitudes in this research mean that the respond of student-teacher who perform in receiving the feedback from the peer.

¹⁹ Lawrence C. Whitmore, *Attitude : A New Perspective for a New Time* (The New Human Project, 2012).