

## CHAPTER II LITERATURE REVIEW

### A. TEACHING PRACTICE CLASS ( PPL 1 )

#### 1. The Definition of Teaching Practice Class

Teaching practice means, taken from Buku Pedoman Praktek Pengalaman Lapangan 2016, here teaching practice is the subject in Tarbiyah faculty for training teachers candidate, that is also called student-teachers, to do some practice in the constructive situational in the small classes that involve student-teachers as the teacher, student-teachers as students and student-teachers as the observer.<sup>20</sup> This teaching practice is held in the sixth semester of teacher education especially in the English teacher education department. It must be considered that to make this course efficient, the class will only contain 10 – 15 students in the class and it is called as Teaching practice Class.

In other words, microteaching or teaching practice class is a way to build up skills and confidence, to experience a range of lecturing/tutoring style and to learn and practice giving and also receiving feedback. In short Rames stated that the practice teaching class employs real teaching situation for developing skills and helps to get a deeper knowledge of the art of teaching.<sup>21</sup> Moreover, Ostrosky stated that Microteaching is an essential component for increasing effective teacher practices in the early childhood classroom.<sup>22</sup> As we can see from the statements, as a teacher candidate, it is important for teaching practice class to build up the student-teacher teaching skill before the student-teachers have they “real” teaching sessions with the “real” student in school. In the other hands, Hassan, stated that microteaching has been defined as a scaled down teaching encounter designed to develop new skills and refine old ones.<sup>23</sup> Generally, the microteaching practice peers teaching is done with the model, because this model is flexibly

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<sup>20</sup> Tim Tarbiyah UIN Sunan Ampel Surabaya, *Pedoman Praktik Pengalaman Lapangan II ( PPL II ) Tahun 2016*.

<sup>21</sup> Ambili Rames, “Microteaching, An Efficient Technique For Learning Effective Teaching,” *Department of Pharmacology* (2009).

<sup>22</sup> Michaelene M. Ostrosky, “Improving Teacher Practices Using Microteaching : Planful Video Recording and Constructive Feedback,” *University of Illinois at Urbana–Champaign* (2012).

<sup>23</sup> Badran A. Hassan, “The Effects of Microteaching Supervisory Feedback on EFL Student Teacher Performance” (n.d.).

implemented before performing real teaching in the classroom with real student. In the English Teacher Education Department of UIN Sunan Ampel Surabaya, the teaching practice class happens like what Ostrosky have stated, that the teaching practice class provides the peer-teaching to develop the student-teachers' teaching skill.

The other perspective coming from Aggarwal, microteaching is a training procedure aiming at simplifying the complexities of regular teaching. In a microteaching procedure, the trainee is engaged in scaled down teaching situation. It is scaled down in terms of class size since the trainee is teaching a small group of four to six pupils.<sup>24</sup>

Microteaching is also a subject designed to prepare the students to be qualified as a good teacher candidates. Moreover the student-teachers in the teaching practice class need to mastered the teaching basic skill. One of the most important things in teaching practice is the teaching performance skill that cover this area of teaching performance. Based on the handbook of *Practica & Student Teaching Experiences*, the teaching performance skill can be clustered such as: Teaches based on planned lessons, Provides for individual differences, Uses motivational strategies to promote learning for all students, Engages students actively in learning, Uses a variety of effective teaching strategies, Helps students develop thinking skills that promote learning, Monitors student learning.

## **2. The Teaching Performance Skill**

According to the handbook of *Practica & Student Teaching Experiences*, there are thirty competencies that must be mastered to be a good teacher<sup>25</sup>. As student-teacher in teaching practice class, those thirty competencies will be limited in this research as the observation forms that the student-teachers work in the teaching practice class to observe their classmates in the class. According to the observation form those theory can be broken down and specified as below:

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<sup>24</sup> M.J Lakshmi and Digumarti, *Microteaching and Prospective* (Delhi: Discovery Publishing House, 2009).

<sup>25</sup> *Handbook for Practica & Student Teaching Experiences* (School of Education The College of William & Mary, 2016).

**a. The ability to plan, organize and prepare in teaching**

Before student-teachers teach they need to prepare;

- 1) Selects appropriate instructional strategies/activities aligned to instructional goals and responsive to diverse student needs, such as:
  - a) Differentiates instructional strategies/activities for diverse student populations (e.g. language proficiencies, special needs, gifted, cultural groups, gender)
  - 2) Selects appropriate materials/resources aligned to instructional goals and that are reflective of diverse perspectives, such as:
    - a) Adapts and modifies materials as needed
    - b) Selects materials that engage students through diverse perspectives
    - c) Incorporates multimedia instructional technology

**b. Teaching skills**

Student-teacher teaching skills based on the coverage of observation form are;

- 1) Teaches based on planned lessons, such as
  - a) Communicates objectives of the lesson clearly
  - b) Explains content accurately
  - c) Provides clear directions for student activities
  - d) Modifies and improvises the lesson during instruction
- 2) Engages students actively in learning, such as;
  - a) Generates enthusiasm and/or appreciation for the lesson
  - b) Helps students understand the relevance of the lesson to them
  - c) Paces the lesson to maintain interest
  - d) Uses learner-centered activities and assignments that give students multiple opportunities to respond
  - e) Uses strategies that reflect culturally responsive pedagogy
  - f) Creates lessons within students' instructional range (e.g., zone of proximal development)
- 3) Uses a variety of effective teaching strategies, such as;
  - a) Uses cues and advanced organizers

- b) Uses questioning strategies effectively
  - c) Helps students generate and test hypotheses
  - d) Uses cooperative learning strategies effectively
  - e) Uses technology appropriately to facilitate learning
  - f) Uses strategies that reflect culturally responsive pedagogy
- 4) Monitors student learning, such as;
- a) Checks student understanding before, during, and after instruction
  - b) Provides timely and meaningful feedback to students about progress and performance
  - c) Adjusts instruction in response to student performance and progress

**c. Assessment and evaluation for learning**

Beside teaching, student-teachers need to practice how to assess students,

- 1) Implements assessments for learning, such as;
- a) Uses a variety of assessment techniques
  - b) Provides ongoing and timely feedback

**d. Classroom management knowledge and skills**

One of important skill in teaching practice is the classroom management and skills of students;

- 1) Builds positive rapport with and among students, fostering an environment that values and encourages respect for diversity, such as;
- a) Promotes positive classroom environment
  - b) Communicates enthusiasm, encouragement, and support
  - c) Models caring, fairness, courtesy, respect, and active listening
  - d) Interacts effectively with individuals to understand their social and cultural contexts
  - e) Builds an inclusive and responsive classroom community
- 2) Demonstrates use of effective routines and procedures, such as;
- a) Transitions between activities in an organized manner
  - b) Implements efficient procedures for use of materials

- c) Uses effective procedures for managing individual, small group, and whole class activities
- 3) Maintains a physically and emotionally safe learning environment for all students, such as;
  - a) Teaches appropriate behavior

Likewise, the teaching basic competence are also learned during Teaching Practice class such as the preparation before the teaching performance that included into Lesson Planning skill<sup>26</sup>. We can say that those basic skills will be delivered as the teaching performance in front of their friends in the small class with the duration around 15 – 20 minutes for each person's chance. Those teaching skill theories are limited according to the observation form that obtained in the teaching practice class. Moreover this teaching practice class is divided into three roles.

### **3. The Role of student in teaching practice**

Here the researcher divided the role of student-teachers in teaching practice class. Generally, the class will be divided into three roles as the preliminary survey in the last semester, those are:

#### **a. Student-teacher as the Teacher**

The student-teacher as the teacher means that the teacher is the student-teachers that will be assessed by the observer about their performance in conducting their teaching practice to teach their own fellows. In conducting the teaching practice performance as the teacher, they need to prepare what they need in their teaching practice such as mental, the attitude, the lesson plan that contains what activity and what materials they want to teach the students in the class. Regarding to the performance in teaching practice, the student-teachers as the teacher needs to concern about what student-teachers need to improve at their teaching practice.

#### **b. Student-teacher as the Student**

The student-teacher as the student means, the student-teacher who pretended to be the real student in the class.

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<sup>26</sup> 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."

They have to adjust their selves as the appropriate level of student in the Teacher lesson plan. If the teacher teaches the junior high school level, the students will act like the junior high school students and if the teacher teaches the senior high school, they need to act just like the senior high school students in the class.

**c. Student-teacher as the Observer**

The student-teacher as the observer means, they need to observe their own fellows performance about his / her teaching skill in front of the class. Beside the students-teacher as the observer, the lecturer also will observe as well to the student-teacher teaching performance.

As the observers, the student-teachers need to be as objective as possible to observe their own fellow. They need to give the feedback to their friend's performance spoken and also written. The spoken can be the general comment consisting of the gesture, the mime, the instruction and etc.

Those comments directed to comment about the student-teachers' teaching performance. The written comments also have the same role as the spoken comment. The written comments will be more targeted because the written comments guided by the observer form that usually each of student get to observe their peer in turn.

Of course, in one class there is a supervisor who watches in the classroom when the student-teacher performs in front of the class to show his/her competence and readiness in teaching. After the supervisor in the class sees the student-teacher performance, the supervisor or the teacher in the class will give some feedback. Giving feedback on students' work is one of teachers' important roles. Teacher feedback can be written or spoken. Teacher gives comments or responses on students' activity.<sup>27</sup> Teacher also gives suggestions in order to improve their competence.

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<sup>27</sup> Ibid.

## **B. THE NATURE OF FEEDBACK**

Feedback is the most important component as it contributes significantly to behavior modification of the student teachers.<sup>28</sup> Generally, we define the feedback as the measuring level towards what we have done before, the hence of it is the teaching performance. It is widely recognized that feedback is an important part of the learning cycle, but most of people frequently express disappointment and frustration in relation to the conduct of the feedback process.<sup>29</sup> In teaching practice, there will be two kinds of feedback that student-teacher as the performer receives. Those are the lecturers' feedback and peer-feedback.

### **1. The Lecturer Feedback or Lecturer supervisory**

The lecturer feedback is the feedback or assessment that appears after the teaching performance from the lecturer as the supervisor in teaching practice class. Ping assumes that feedback in teaching practice class is crucial for student teachers' progress.<sup>30</sup> Sari had written in her thesis entitled by "*Feedback Implementation on Teaching Practice Student Teachers at Practice Teaching Class*"<sup>31</sup> that the lecturer feedback generally plays the most important role to motivate student-teacher for improving their teaching performance in the next circle. Stated by Nugrahenny, Most of students always believe that teachers may have higher linguistic competence than students themselves, teachers are a source of knowledge, and teachers typically control students' grade.<sup>32</sup> Those students perceptions becoming the main reason why students prefer to gain feedback from a teacher rather than from the other sources, especially from their peers.

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<sup>28</sup> Chawla, "Effects of Student Feedback on Teaching Competence of Student Teachers: A Microteaching Experiment."

<sup>29</sup> Dorothy Spiller, *Assessment: Feedback to Promote Student Learning* (The University of Waikato, 2009).

<sup>30</sup> Wang Ping, "Micro-Teaching: A Powerful Tool to Embedding the English Teacher Certification Testing in the Development of English Teaching Methodologies," *International Journal of English Language and Literature Studies* Vol. 2, No. 3 (2013).

<sup>31</sup> Sari, "Feedback Implementation on Teaching Practice Student Teachers at Practice Teaching Class."

<sup>32</sup> Nugrahenny T. Zacharias, "Teacher and Student Attitudes toward Teacher Feedback," *SAGE Publications* Vol 38(1) (2007): 38-52.

## 2. Peer Evaluation or Peer Feedback

Topping 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”<sup>33</sup> feedback is focused more on practices to improve student learning. Maclellan stated that feedback had a valuable role to play, whereas students thought it was more about grading and had very little to do with improving their own learning.<sup>34</sup> Moreover, peer-feedback or peer assessment is often seen as unfair because students do not trust each other’s judgments, worry about favoritism and friendship influencing marks, feel it is the responsibility of the lecturer and so on.<sup>35</sup> That is a common thing that happens in the reality if we are dealing with peer-feedback. Especially, when dealing with performance, everyone believes if they have to do the best for their performance.

Furuya noted that although class time is limited. It is of utmost importance to give student teachers the opportunity to perform two teaching demonstrations so that they can reflect on their first performance and later revise it with reference to the peer feedback.<sup>36</sup> Based on the view opinions and statements above, in practice teaching class, the peer-feedback cannot be separated in the teaching-learning process. Because, in the teaching Practice class the students divided into three roles, and one of the roles is becoming the observer of their own peer, the peer-feedback has the special role also.

The claimed benefits of peer evaluation include support of learner autonomy by requiring students to take responsibility for monitoring and analyzing parts of their learning process and the performances of their peers.<sup>37</sup> The other benefits that stated in Proverbs’ journal are peer evaluation can provide formative feedback that teachers cannot otherwise provide <sup>38</sup>, peer

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<sup>33</sup> Praver, Rouault, and Eidswick, “Attitudes and Affect toward Peer Evaluation in EFL Reading Circles.”

<sup>34</sup> Heather Fry and Steve Ketteridge, *A Handbook for Teaching and Learning in Higher Education, 3rd Edition*. (New York: Routledge, 2009), 133.

<sup>35</sup> *Ibid.*, 141.

<sup>36</sup> Taeko Kamimura and Takeshi Takizawa, “The Effects of Peer *Feedback* on Student Teachers’ Teaching Demonstrations in an EFL Teacher-Training Course in Japan” (n.d.).

<sup>37</sup> Praver, Rouault, and Eidswick, “Attitudes and Affect toward Peer Evaluation in EFL Reading Circles.”

<sup>38</sup> *Ibid.*



evaluation are said to extend to both the evaluator and those being evaluated<sup>39</sup>, other potential benefits of peer evaluation include providing useful feedback through which students can better perform tasks and ensuring more diligent completion of tasks.<sup>40</sup>

Chawla determined several effects about the peer-feedback in microteaching experiments<sup>41</sup>, those effects are : student feedback is found to be useful for developing five selected teaching skills (Skill of Introducing the Lesson, Skill of Explanation, Skill of Probing Questioning, Skill of Stimulus Variation, and Skill of Blackboard Writing), student feedback is not really effective for developing the teaching competence through the development of five selected teaching skills, student Feedback has been found to be effective in improving the level of performance of student teachers in terms of general teaching competence, student feedback results in improving the general teaching competence of student teachers and last but not least, student feedback fails to use Cognitive-Based-Competence possessed by student teachers effectively to develop Performance-Based-Competence. From those findings, we know that there are several effects of peer-feedback, whether that positive or negative can affect in student-teachers' teaching performance.

## C. THE ATTITUDE

### 1. The Definition of Attitude

Every action that we make is an expression of attitude, such as how we dress, how we walk, our posture, how we speak and how we deal, together with every other outplay from our lives. Lawrence<sup>42</sup> in Ramadhan research<sup>43</sup> said that attitude determines how we respond to the opportunities and difficulties in life, and because of this it ultimately determines what sort of person we become. Another perspective of attitude from the health is coming from Allport<sup>44</sup> in

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<sup>39</sup> Ibid.

<sup>40</sup> Ibid.

<sup>41</sup> Chawla, "Effects of Student Feedback on Teaching Competence of Student Teachers: A Microteaching Experiment."

<sup>42</sup> Whitmore, *Attitude : A New Perspective for a New Time*.

<sup>43</sup> Ramadhan, "Students' and Teachers' Attitude towards Teachers' Corrective Feedback in Teaching Writing of English as a Foreign Language."

<sup>44</sup> Nancy Borkowski, *Organizational Behavior in Health Care* (London, UK: Jones and Bartlett, 2005).

the *Organizational Behavior in Health Care* books. He defined an attitude as a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related. Garder states that an individual's attitude is an evaluating reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinion about the referent.<sup>45</sup>

Generally, we used to define the attitude and mention the attitude as same as the behaviorism. Garder also said that, attitude is embodied into the behavior. Individual will frequently behave based on the belief and the response to the object. In Cambridge Advance Learners Dictionary, attitude is "a feeling or opinion about something or someone, or way behaving that is caused by this"

Dawes and Mar'at<sup>46</sup> display the resume of explanations about attitude according to Alport's writing<sup>47</sup>: Attitude obtained by learning; attitude is not obtained genetically. Suhardi<sup>48</sup> stated that attitude is obtained from social intercourse, whether behavior or verbal communication.

- a. Attitude is tied to the attitude object which is concrete or abstract.
- b. Attitude has affective nature, for example attitude includes feeling which can express through choosing the option of attitude object(positive, neutral, or negative)
- c. Attitude has substance of time dimension, for example the attitude can agree with the certain time, but it can disagree with another time.
- d. Attitude has substance of time dimension, for example the attitude can agree with the certain time, but it can disagree with another time.
- e. Attitude has substance of sustainable; for example attitude will be consistent if follows the principle.

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<sup>45</sup> Nur Labibatus Sholihah, "The Language Attitude of English Education Department Students in Sunan Ampel Islamic State University in Learning English" (UIN Sunan Ampel, 2017).

<sup>46</sup> Ibid.

<sup>47</sup> Ibid.

<sup>48</sup> Basuki Suhardi, "Sikap Bahasa," *Universitas Indonesia* (1996): 18.

Suhardi<sup>49</sup> states that attitude can be known by interpretation. Krech, Allport and Campbell in Mar'at<sup>50</sup> defines attitude as follows:

- a. Attitude is a lasting system of the assessment is positive or negative, emotional feelings and the tendency to give respect to an object.
- b. Attitude is the mental readiness organized through experience, is used to determine a person's response to all objects and situations.
- c. Attitude of an individual is the steadiness act or respond to an object.

Aiken<sup>51</sup> stated that attitude is a learned predisposition to respond positively or negatively towards something. Furthermore, Lefrancois<sup>52</sup> adds that attitudes have a motivational component inside that affects the attitudes like Aiken said before. Pickens<sup>53</sup> in Ramadhans' research<sup>54</sup> stated that attitudes are complex combination of things that usually we call by personality, beliefs, values, behaviors and motivations.

Based on the definition above, it can be concluded that attitude is the tendency to act with respect towards something. Attitude is, instead of real action (overt behavior) but still closed (covert behavior). Of all the sense in the above expressions, it can be taken a sense of attitude, which is an assessment of a person's attitude toward an object, situation, concept, others and themselves due to the result of the process of learning and experience in the field who expressed a sense of love (positive response) and distaste (negative response). Surely, most of the student-teachers in the teaching practice class have those all attitude when dealing with the feedback itself. Even it is dealing with the

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<sup>49</sup> Ibid.

<sup>50</sup> Sholihah, "The Language Attitude of English Education Department Students in Sunan Ampel Islamic State University in Learning English."

<sup>51</sup> Lewis R. Aiken, *Rating Scales and Checklists: Evaluating Behavior, Personality, and Attitudes and Questionnaires and Inventories: Surveying Opinions and Accessing Personality and Tests and Examinations: Measuring Abilities and Performance* (John Wiley & Sons, 1999).

<sup>52</sup> Guy R. Lefrancois, *Theories of Human Learning: What the Professor Said (PSY 361 Learning)*, 6th Edition., 1994.

<sup>53</sup> Borkowski, *Organizational Behavior in Health Care*.

<sup>54</sup> Ramadhans, "Students' and Teachers' Attitude towards Teachers' Corrective Feedback in Teaching Writing of English as a Foreign Language."

lecturers' feedback or peer-feedback. In this research, the researcher defines the attitude as the respond towards peer-feedback in the class.

## 2. The Characteristic of Attitude

Aiken<sup>55</sup> in Ramadhan's research<sup>56</sup> also stated that, attitude includes three components; those are an affect (a feeling), cognition (a thought or belief), and behavior (an action). Additionally, Baker<sup>57</sup> identified the following characteristics of attitude as this following;

- 1) Attitudes are **cognitive** (that means attitudes are capable of being thought about) and **affective** (that means attitudes have feelings and emotions attached to them).
- 2) Attitudes are dimensional rather than bipolar. They vary in degree of favorability and vice versa.
- 3) Attitudes predispose a person to act in certain way
- 4) Attitudes are learned, not inherited or genetically endowed.
- 5) Attitudes tend to persist but they can be modified by experience.

Furthermore Eagly and Chaiken<sup>58</sup> in Ramadhan's research<sup>59</sup> refered the components of attitudes as **ABC (Affective, Behavioral and Cognitive)** of attitudes. The affective response is an emotional response that expresses an individual's degree of preference for something. The behavioral intention is an action or typical behavioral tendency from an individual. The cognitive response is a cognitive evaluation of something that constitutes an individual's belief about the object. In education, a number of factors contribute to develop students' attitudes and these can vary for each student.

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<sup>55</sup> Aiken, *Rating Scales and Checklists: Evaluating Behavior, Personality, and Attitudes and Questionnaires and Inventories: Surveying Opinions and Accessing Personality and Tests and Examinations: Measuring Abilities and Performance.*

<sup>56</sup> Ramadhan, "Students' and Teachers' Attitude towards Teachers' Corrective Feedback in Teaching Writing of English as a Foreign Language."

<sup>57</sup> Colin Baker and Sylvia Prys Jones, *Encyclopedia of Bilingualism and Bilingual Education*, 1998.

<sup>58</sup> A.H. Eagly and S. Chaiken, *The Psychology of Attitude* (Orlando: Harcourt Brace Jovanovich College, n.d.).

<sup>59</sup> Ramadhan, "Students' and Teachers' Attitude towards Teachers' Corrective Feedback in Teaching Writing of English as a Foreign Language."

Furthermore Aiken<sup>60</sup> explains more that attitudes are evaluative reactions towards something. Moreover Aiken stated that attitudes include beliefs and positive and negative feelings about attitude object. As what Pickens<sup>61</sup> have stated in Ramadhan's research<sup>62</sup>, the complex combinations of attitude are personality, belief, values, motivation, and behavior. Attitude formation is a result of learning, modeling others, and direct experiences with people and situations. Attitudes influence our decisions, guide our behavior, and affect what we selectively remember (not always the same as what we hear). Attitudes come in different strengths, and like most things that are learned or influenced through experience, they can be measured and they can be changed attitudes are a complex combination of things we tend to call personality, beliefs, values, behaviors, and motivations.

Considering the statements above, it can be stated that attitudes can be measured by considering some aspects of Cognitive, Affective and performance<sup>63</sup>. Those three aspects are considered as the **basic component of attitudes**. The cognitive components will include belief. The affective aspect will contain of emotion and motivation<sup>64</sup>. The performance aspect will be seen through the performance or behavior<sup>65</sup>. Those all aspects are used as the indicators to measure the attitude because belief, feeling (emotion), performance (behavior) and motivation have represented the three aspects of attitude.

### **3. The Indicators of Attitude's Aspect**

In a view of the explanations about the characteristic of attitudes above, it was explained that the aspect of attitude are belief,

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<sup>60</sup> Aiken, *Rating Scales and Checklists: Evaluating Behavior, Personality, and Attitudes and Questionnaires and Inventories: Surveying Opinions and Accessing Personality and Tests and Examinations: Measuring Abilities and Performance.*

<sup>61</sup> Borkowski, *Organizational Behavior in Health Care.*

<sup>62</sup> Ramadhan, "Students' and Teachers' Attitude towards Teachers' Corrective Feedback in Teaching Writing of English as a Foreign Language."

<sup>63</sup> Aiken, *Rating Scales and Checklists: Evaluating Behavior, Personality, and Attitudes and Questionnaires and Inventories: Surveying Opinions and Accessing Personality and Tests and Examinations: Measuring Abilities and Performance.*

<sup>64</sup> Baker and Jones, *Encyclopedia of Bilingualism and Bilingual Education.*

<sup>65</sup> Deci EL and Ryan RM, *Intrinsic Motivation and Self-Determination in Human Behavior* (New York, 1985).

emotions, motivation and behavior. There are some indicators of each aspect based on some theories.

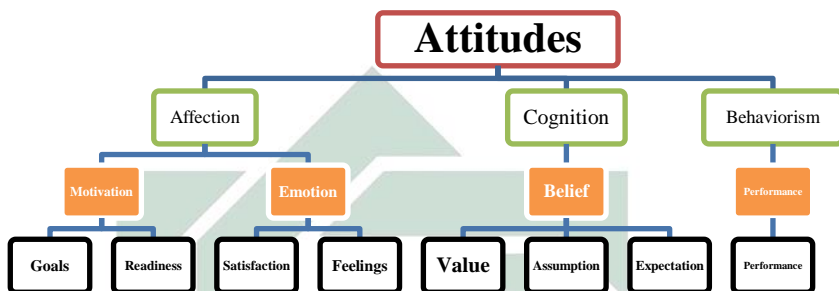


Figure 2.1 Attitudes Breakdowns based on Theories

Pickens<sup>66</sup> stated that beliefs and attitude are important concept in the way judgmental and acceptance of something and how the effects on responses to a broad range. Beliefs defined as perceptions of factual matters, of what is true or false. In fact, Aiken<sup>67</sup> stated that attitude is defined as positive or negative learned tendency towards specific things. Beliefs are more judgmental responses of something as facts or not. However, an attitude adds more general component instead of belief.

Izard<sup>68</sup> stated in Ramadhans' research<sup>69</sup> that emotion can be divided into positive emotions like joy, happiness, and love, and negative emotions like fear, anger, and sadness. Feeling is a component of the emotion. Feeling integrate the central representation of appraisal-driven response organization in emotion.

<sup>66</sup> Borkowski, *Organizational Behavior in Health Care*.

<sup>67</sup> Aiken, *Rating Scales and Checklists: Evaluating Behavior, Personality, and Attitudes and Questionnaires and Inventories: Surveying Opinions and Accessing Personality and Tests and Examinations: Measuring Abilities and Performance*.

<sup>68</sup> Carroll E Izard, *The Psychology of Emotions*, 1991.

<sup>69</sup> Ramadhan, "Students' and Teachers' Attitude towards Teachers' Corrective Feedback in Teaching Writing of English as a Foreign Language."

Furthermore, Izard<sup>70</sup> stated that emotion and motivation are distinct psychological processes that can occur independently of each other but that often converge. It is also stated that emotion can affect behavior or can act as a motivator.

Motivation here can be defined as the needs, the interest and the setting goals towards something. Harmer<sup>71</sup> stated that motivation is a cognitive interest that provokes a decision to act as a result of an ongoing intellectual and physical effort so that the person can achieve some predetermined objectives. From those we know that motivation contains interest that is connected to one goal which indicates the direction to be taken by behavior.

Deci and Ryan<sup>72</sup> in Ramadhans' research<sup>73</sup> stated that behavior is the broke down from external reward which is considered to be extrinsically motivated and intrinsically motivated. Moreover, intrinsically motivated means behavior which is derived from long-term goals or an individual's preferences. Behavior which is extrinsically motivated depends to the external conditions that support the behavior itself. Furthermore Botzin<sup>74</sup> in Ramadhans' research<sup>75</sup> stated that behavior is organized and best understood by inferring that it is guided by a purpose and that it leads to an end state, a goal or the satisfaction of some need. The property that organizes behavior and defines its end states is called a motive. Motivation can be observed by inferring from behavior since it cannot be observed directly. In this research behavior is refer to the performance done by student-teachers in the teaching practice class.

From those theories, it can be concluded that the indicators of belief are value, assumptions and expectation<sup>76</sup>. The indicators of emotion are satisfaction and feeling<sup>77</sup>. The indicators of motivation

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<sup>70</sup> Izard, *The Psychology of Emotions*.

<sup>71</sup> Jeremy Harmer, *How To Teach English*, 2nd ed. (England: Longman, 2005).

<sup>72</sup> EL and RM, *Intrinsic Motivation and Self-Determination in Human Behavior*.

<sup>73</sup> Ramadhan, "Students' and Teachers' Attitude towards Teachers' Corrective Feedback in Teaching Writing of English as a Foreign Language."

<sup>74</sup> R Botzin, *Theoretical Issues in Behavior Analysis* (New York: Academic Press, 1985).

<sup>75</sup> Ramadhan, "Students' and Teachers' Attitude towards Teachers' Corrective Feedback in Teaching Writing of English as a Foreign Language."

<sup>76</sup> Borkowski, *Organizational Behavior in Health Care*.

<sup>77</sup> Izard, *The Psychology of Emotions*.

are goal and readiness<sup>78</sup>. The indicators of behavior is the performance that student-teachers done in teaching practice class<sup>79</sup>.

#### **4. Factors that Influence Attitude**

Based on the research done by Abidin<sup>80</sup>, these are the factors that can influence attitude, those are;

##### **a. Individual Experience**

It can be the basic formation of attitudes; individual experiences should leave a strong impression. Therefore, the attitude will be more easily formed when individual experience occurs in situations involving emotional factors.

##### **b. Surrounding People that Considered Important**

In general, people tend to have a conformist attitude or direction of the attitude of people who are considered to be important. This tends among motivated by the desire for affiliation and the desire to avoid conflict with the people who are considered to be important.

##### **c. Culture**

Unconsciously, steering line culture has instilled our attitude towards various issues. Culture has colored the attitude of members of the community, because the pattern is culture that gives individual experience public care.

##### **d. Media (Printed, Social Networking etc.)**

In newspapers and healthcare radio or other communications media, which supposedly factual news delivered objective likely to be influenced by the attitude of the author, consequently affect the attitudes of consumers.

##### **e. Institute of Education and Religious Institution**

Moral concepts and teachings of educational institutions and religious institutions determine the belief system; and it is not surprising that in turn affects the attitude concept.

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<sup>78</sup> Harmer, *How To Teach English*.

<sup>79</sup> Botzin, *Theoretical Issues in Behavior Analysis*.

<sup>80</sup> Zainol Abidin, Pour-Mohammadi, and Alzwari, "EFL Students' Attitudes towards Learning English Language" (n.d.): 122.



**f. Emotional Factors**

Sometimes, a form of attitude is a statement that is based on emotion which serves as a sort of channeling frustration or alienation of the ego defense mechanisms.

**5. The Scope of the Study of Attitude**

The concept of attitude is very popular in the realm of social psychology, because the purpose of psychology is to explain and predict human behavior, and attitudes can affect behavior are considered. Thus, social attitudes serve as an indicator or tool to predict the behavior.

As explained before that the attitudes can be formed into positive or even a negative toward something, especially feedbacks from other. The objective of this research is to find out how the student-teachers respond the feedback given by their classmates in the teaching Practice class. In this context the attitudes are the influential factors given by the subject of this research, student-teacher. Collins in Labibah's<sup>81</sup> research stated that, attitudes can be the result of learning itself. This research may have other findings that still discuss about the attitude that influence to the student-teacher in the following performance of teaching in the teaching Practice.

**D. PREVIOUS STUDY REVIEW**

There are several numbers of studies that talking about the similar topic with the researcher. There are four number of studies which talking about the feedback that given in the teaching practice class, two of them are the researcher's senior studies that have done in the same place, those are Alice by the title "An Analysis of Feedback on Student's Lesson Planning at Microteaching Class of English Teacher Education Department" and Risna by the title "Feedback Implementation on Teaching Practice by Student Teachers at Practice Teaching Class". Both Alice and Risna used the qualitative research as approaches techniques in did their thesis, and both of them talking about the feedback that given by the lecturer in the teaching practice class. The difference between those two researcher is the scope of the research, even though those two researcher did their research in the feedback field but they have the difference object, if Alice with the feedback from the

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<sup>81</sup> Sholihah, "The Language Attitude of English Education Department Students in Sunan Ampel Islamic State University in Learning English."

lecturer which given to the student-teachers' lesson plan, in contrast to Risna who is researching on feedback given by lecturer to the student-teachers' performance.

Alice in her research was talking about the teachers' feedback to the student-teachers' lesson plan. Alice has three major of problems that solved in her research, those are feedbacks that provided by the teachers to the students in teaching practice class to develop their Lesson Planning skill (RQ1), the characteristics of feedback provided by the teacher in teaching practice class to develop student-teachers' lesson planning skill (RQ2) and how the student-teachers address the feedback in developing their Lesson Planning skill (RQ3).

Alice used three kinds of data collection technique; those are interview, classroom observation and documentation. In case Alice has three research questions in her research, she divides her data collection technique into her research questions. Alice used class observation and interview in gaining the data for RQ1 and RQ2 in her research. For the third research question she used the interview and documentation, here the documentation means she collected and did evaluation in student-teachers' lesson plan after the feedback that given by the lecturer in the teaching practice class. Alice found that all of the feedbacks provided in teaching practice class were focused on the student-teachers' lesson plan error, there are eight kinds of feedback that addressed to student-teachers' lesson plan those are Task Feedback (Feedback for goal, Feedback for indicator, Feedback for material, Feedback for timing, Feedback for assessment); Process of Task Feedback (Feedback for procedure/staging, Feedback for opening, Feedback for media Feedback for timing); Criterion reference feedback; Norm reference feedback; Descriptive feedback; Judgmental feedback; Positive feedback and Negative feedback, furthermore she also found most of the students were obtaining the descriptive feedback from the teacher, in other hand 9% the judgmental feedback is provided during the microteaching process. Positive feedback is delivered more than 91% during the leaning process, while the negative feedback is about 8%. It means that positive feedback was delivered intensively as the dominant feedback during the class program, those result are the conclusion of the Alice's first research questions. For the second research question dealing with the characteristic of feedback in the teaching practice class, there are six characteristics found in her study, in detail are, specific, clear and detail, descriptive, present commitment to grow, well-timed and usable

and doable, those kinds of effective feedback characteristic are provided in the teaching practice class of English Teacher Education Department.<sup>82</sup>

Risna has different perspective from Alice. In her research, Risna also discussed about feedback that given by lecturers in the teaching practice class, but not addressed to student-teachers' lesson plan, those feedbacks are addressed to the student-teachers' performance dealing with their skill in teaching at teaching practice class. Risna limited her research in knowing what feedback given by the lecturer to student-teachers at teaching practice class, to identify which feedback that student teachers have applied and have not applied yet, and to find out the factors affecting student teachers to use the feedback given by the lecturer, particularly feedback dealing with 5 selected teaching skills for their second cycle of teaching practice. Those selected 5 skill are skill of introducing a lesson, probing question, explaining, illustrating with examples, and using teaching aids. Risna used the descriptive qualitative method to do her research in teaching practice class. Risna used three kinds of technique in collecting the data, those are the Observation checklist, Documentation of student-teachers feedback given by their lecturer in teaching practice class and the last but not least was the interview technique to knowing what are the factors that may influence to the student-teacher performance.

The result of Risna's research found that, there were 8 student teachers receiving 5 up to 12 feedback, and there were 4 student teachers gaining only 1 up to 3 lecturer's feedback relating with those five selected teaching skills. Furthermore, several student teachers gained feedback focusing on the same topic and some of them received dissimilar topic in the component covered on five selected teaching skills. It probably happened since lecturer knew more on which parts that should be given feedback after observing student-teachers' performances. Risna also found that not all the 5 selected skill were revealed in lecturers feedback to the student-teachers' teaching performance. In conclusion, there were several components gaining more attention from the lecturer rather than the other components in five selected teaching skills. Risna also found that all student teachers actually had tried to implement lecturer's feedback although some of

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<sup>82</sup> 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."

them could not implemented it well as what the lecturer had suggested and although sometime there were still feedback that they missed to implement. There were only 5 main factors that potentially influence them before applying the feedback. Those factors are student teachers' motivation, the quality of feedback given, understandable feedback, the usefulness of feedback given and time allocation for practicing to teach, more detailed of percentage are 100% student teachers were enthusiastic to implement positive feedback, 69% student teachers used lecturer's feedback if it was qualified, 77% student teachers applied lecturer's feedback if it was easy to understand, 92% student teachers implemented lecturer's feedback if they thought it was useful, 77% student teachers felt that time allocation for practicing to teach influenced them whether they would implement lecturer's feedback or not.<sup>83</sup>

The other two researchers talked about the feedback given in teaching practice class are Vibha Chawla by the title "Effects of Student Feedback on Teaching Competence of Student Teachers: A Teaching Practice Experiment" and Taeko Kamimura by the title "The Effects of Peer Feedback on Student Teacher's Teaching Demonstrations in an EFL Teacher-training Course in Japan".

In his study, Chawla found that the feedback given by students, or in another word it can be said as peer feedback, on student-teachers teaching performance can be effective for increasing their level of performance, especially in general teaching competence. Furthermore, he also found that students' feedback potentially develops student teachers' teaching skill, especially the five skills selected by like what have done by Risna in her reserach, as explained above. Chawla study is an attempt to evaluate the effects of student feedback in developing teaching competence among student teachers. The study was conducted on ten student-teachers of one of the reputed colleges of Panjab University using single-group pretest-posttest design. The efficiency of employing all the selected skills has been calculated by using observation schedule cum rating scale for each skill. The efficiency has been found to be greater than 83% in case of all the student-teachers trained through student feedback. The coefficient of correlation between Efficiency of Using Five Selected Teaching Skills

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<sup>83</sup> Sari, "Feedback Implementation on Teaching Practice Student Teachers at Practice Teaching Class."

and Posttest Baroda General Teaching Competence Scale Score has been found to be 0.260. Also, 10% of the student-teachers move from average to high performance category on Stanine scale. In brief, student feedback has been found to be effective in improving the general teaching competence of student-teachers.<sup>84</sup>

The research by Chawla also proven that the peer-feedback is effective in improving student-teachers' performance in teaching, it is proved in Kamimura research that peer-feedback followed by microteaching can give some impact on developing Japanese students' teaching skills in EFL; the student-teachers found peer-feedback to be helpful to develop their teaching skills in EFL; the amount of peer-feedback correlated with the degree of improvement in the students' teaching demonstrations; the peer-feedback was helpful; however, some of the peer comments tended to be general in content and failed to provide specific suggestions for revision; and the student-teachers successfully incorporated some of the comments they received from their peers into their teaching demonstrations, and this led to marked improvements in their second performances.<sup>85</sup>

As this researcher also discusses about the attitude, the following researcher that will be explored below are the previous studies about the attitude in language teaching. There are three studies talking about the attitude, those are from Max Prayer by the title of "Attitudes and Affect toward Peer Evaluation in EFL Reading Circles", From Rizki Ramadhan thesis by the title of "Students' and Teachers' Attitudes towards Teacher's Corrective Feedback in Teaching Writing of English as a Foreign Language" and the last but not least from Nur Labibatus Sholihah by the title of "The Language Attitude of English Education Department Students at UIN Sunan Ampel Surabaya in Learning English".

Max Prayer at Kwansei Gakuin University in Japan talked about the Attitudes towards peer evaluation in EFL Reading Class. This research compares about the NSO (Numerical Evaluation Only) and NWC (Numerical Evaluation with Written comment) feedback given by fellow in the reading class. Based on the four components (Ease, Nervousness, Embarrassment, and Usefulness) Max Prayer show that NWC was

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<sup>84</sup> Chawla, "Effects of Student Feedback on Teaching Competence of Student Teachers: A Microteaching Experiment."

<sup>85</sup> Kamimura and Takizawa, "The Effects of Peer Feedback on Student Teachers' Teaching Demonstrations in an EFL Teacher-Training Course in Japan."

Easier and Useful in giving comments without making students feel like being insulted in front of the class. The study shows that NWC can reduce the feeling of public humiliation by other. In Pravers's research his study has the problem of teachers often use peer evaluation as a way to increase opportunities for constructive feedback. His study examined preferences among Japanese university students (N = 86) in an intensive English language program (intermediate proficiency) toward peer evaluation for the components of ease, nervousness, embarrassment, and usefulness, when using a numerical scale only (NSO) and a numerical scale together with written comments (NWC). As subcategories, the gender and academic majors of the participants were explored. Descriptive statistics indicated that, although students generally experienced nervousness and embarrassment when engaging in evaluation with NWC and perceived that NSO was easier than NWC, most students felt that NWC was more useful than NSO. Additionally, two-way contingency table analyses showed significant effects for gender and academic major. Possible interpretations of the results are discussed, and suggestions are offered for future research and classroom use of peer evaluation.<sup>86</sup>

Another research that discussed about the Attitudes towards the feedback is coming from Rizky Ramadhan with the title "Students' and Teachers' Attitudes towards Teacher's Corrective Feedback in Teaching Writing of English as A Foreign Language", he find out that most of the respondents have positive attitudes towards the teachers' corrective feedback and the different levels of proficiency does not affect their attitudes. Secondly, the teachers also have positive attitudes towards the corrective feedback given, then there is a mismatch occurred between the implementation of corrective feedback given by the teachers and the students' needs, the last but not least attitudes significantly affect the students' achievement in writing English.<sup>87</sup>

The next study is coming from Nur Labibatus Sholihah, the type of her research is descriptive statistic. The researcher used survey research. Survey research (also called descriptive research) uses instrument such as questionnaire to gather information, the data are

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<sup>86</sup> Praver, Rouault, and Eidswick, "Attitudes and Affect toward Peer Evaluation in EFL Reading Circles."

<sup>87</sup> Rizki Ramadhan, "Students' And Teachers' Attitudes Towards Teacher's Corrective Feedback In Teaching Writing Of English As A Foreign Language."

obtained through five point Likert scale survey. The respondents are students of English teacher education department at UINSA. They are selected randomly from classes 2013, 2014, and 2015 the total of respondents are 150 students. They are investigated about what are their language attitudes toward learning English by answering the questionnaire. The result that found, based in three aspects are, based on the behavior aspects students' feel worried when they have to speak English in the classroom or university environment, it concludes that behavioral aspect of students English teacher department at UINSA is negative, then for the cognitive aspect, she found that students' opinion studying English helped most of students to get new information which can link to their previous knowledge. Then they were also able to think and analyze the content of English subject. Besides, they believed that people who were able to speak more than one language were very knowledgeable. Although those facts show that the students have the right attitude in cognitive aspect, the last but not least, Labibatus also found in the emotional aspect that students are interested in studying English. For students, studying foreign language like English is enjoyable. It can be proved by their enjoyment in doing English activities and do not get anxious when they have to answer a question in their English class. It shows that they have right attitude in this emotional aspect.<sup>88</sup>

Most of the researchers that analyze about peer-feedback or peer assessment that the author found as her source here is in the different field or research. Most of the attitudes toward peer-feedback researches are commonly conducted in the reading and writing skill in educational research. Here, the researcher has different perspective of peer-feedback; this researcher wants to conduct her own previous subject in teaching practice class performance. This research is aimed to find out about the attitude of student-teacher towards the peer-feedback itself, whether that those attitudes can be positive or negative as well. After knowing those attitudes, the researcher would like to find out about the improvement around the correlation of attitude in the first teaching practice performance with the second teaching performance in the teaching practice class. Here the researcher describes whether the peer-feedback well implemented or not and also this researcher would like to

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<sup>88</sup> Sholihah, "The Language Attitude of English Education Department Students in Sunan Ampel Islamic State University in Learning English."

see how far the peer-feedback affected in student-teachers' following teaching practice performances. As explained in the theories and the previous studies which talking about the same fields like the present studies, the student-teachers only concern in the teacher feedback more than the peer-feedback in the teaching practice class as explained in Risna's study. This study uses the Qualitative descriptive methods to describe the topic in this research.

