STUDENTS’ ATTITUDES TOWARD TEACHER FEEDBACK
ON MICROTEACHING CLASS

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

FIRSTA PUSPITA SARI
112012030

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
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STUDENTS’ ATTITUDES TOWARD TEACHER FEEDBACK ON MICROTEACHING CLASS

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Student’s Attitudes toward Teacher Feedback on Microteaching Class

Firsta Puspita Sari

ABSTRACT

Teacher feedback has a great influence on the students’ performance on Microteaching class. The teacher feedback helps the students in improving and showing the students’ progress for example, when the students did teaching and making lesson plan (Doughney, 2014). In this context, the teacher feedback has an important part in delivering improvement and progress of the students on Microteaching class. This study is aimed to find students’ attitude toward teacher feedback on Microteaching class since the class is regarded as a jumpingstone in order to face Teaching Practicum. This research used qualitative study since the writer used interview section in gathering data. From the data that the writer had gathered, there are some important findings which are teacher feedback is firstly, helpful for the students, the students need a further consultation in clarifying the teaching and lesson plan, the next one is the student reacts to the teacher feedback by gaining examples of lesson plan resources through internet, and the last one is oral teacher feedback is more preferred rather than the written one, however, most of the students respond the feedback only by improving their lesson plans.

KEYWORD: teacher feedback, Microteaching class

INTRODUCTION

In order to become good teachers, the teachers need to have the knowledge and skills how to teach. They have to fulfill some competencies when they want to make this activity as their job in the next time. In order to achieve these competencies, the teachers should be given training how to be a good teacher (Sisman & Acat, 2003, p. 77) as cited in Kilic (2010). Nowadays, Microteaching is one of the ways to train the students in gaining knowledge of pedagogic skills. Microteaching is regarded as the most useful tools in delivering theory and practice (YOK, 1998; Nielsen, 2004, p. 79) as cited in Kilic (2010).
Microteaching is able to make effective tools in developing and sharing other
teaching skills and remove some mistakes.

As a student of English Language Education Department, the writer had
to take Microteaching course before doing Teaching Practicum. In the
Microteaching class, the students would learn about teaching and practice to
teach. When taking the course, the writer ever made some mistakes when doing
teaching practice in Microteaching class, for example, the writer still felt nervous
and had a problem with teaching aids which sometimes got errors. The writer
could know all the mistakes from feedback which was given by the lecturer and
peers. The feedback was very useful for the writer in order to improve the
mistakes which the writer had ever done. The students did not always get
compliments or good things when the students did teaching and made the lesson
plan, but also the students received critics and suggestions which would help them
in order to improve and evaluate their performance in Microteaching class. The
feedback was also motivating the writer to do better performance in
Microteaching class.

The aim of this study is to investigate about students’ attitude toward
teacher feedback in Microteaching class since feedback is an essential part of the
teaching practice and it will be used by the students who are going to do the real
teaching or teaching practicum. The writer chose the topic students’ attitudes
toward teacher feedback in Microteaching class because the writer had already
taken Microteaching class. The writer also got experience in receiving teacher
feedbacks, therefore, the writer used her experiences of teacher feedback that the
writer had in Microteaching class as her topic for her thesis. And the writer hoped that it can be helpful for the writer to perform the best effort in the Teaching Practicum. The result of this study could be useful for the students in order to know how important the feedbacks from the teacher. Therefore, the writer wished to seek answers to the following question: What are English Language Education Department students’ attitudes toward teacher feedback in Microteaching class.

LITERATURE REVIEW

In this literature review, the writer will explain two subheadings deal with Microteaching and feedback.

Microteaching

Microteaching was introduced in the 1960s at the Stanford Teacher Education Program at Stanford University to prepare students for their internships (Cruickshank, et al., 1996, p. 1) as cited in Ismail (2011). Therefore, Microteaching is still applied in education major to prepare the students in facing a real teaching situation. Microteaching is regarded as one of the most effective tools in bridging the gap between theory and practice. It means that Microteaching helps the students to apply the theory from the lecture about how to teach and make lesson plans and then the students are asked to apply the theory by practicing the theory and the lesson plan through doing mini teaching.
Manis (1973, p. 1) as cited in Dweikat (2009) also believed that Microteaching is a condensed and simplified teaching situation and provides teacher candidates with opportunities to systematically study and practice specific teaching behaviors in a simulated environment. He also added that there are four basic stages in Microteaching class:

1. The students learned about a specific teaching skill
2. The students tried to use the skill in a five to ten-minute lesson and the students taught a group of students about three to seven students
3. The students received feedback from the lecturer about the quality of the students’ performance, the materials which were taught to the students, the use of audio or video recording of the materials or the use of source combination.
4. The students applied the feedback to improve and evaluate their previous teaching and lesson plan.

In addition, Ismail (2011, p. 105) stated that Microteaching is more beneficial for pre-service teachers concerning on feedback to evaluate their skills and performance. Microteaching helps in encouraging self-evaluation and testing their pedagogical skills, beliefs, attitude and feedback in assimilated context. The kinds of feedback are informal verbal feedback from peers, formal written feedback and videotape (Liderman and GessNewsome, 1989, p. 106) as cited in Ghanaguru, Nair, & Yong (2013).
Feedback is useful tool increasing the students’ mini teaching performance

Feedback is very essential for improvement and progress on the students’ skill and performance. The teacher may provide feedback after the event, during the event, or both (Race, n.d.). Actually, there are many kinds of feedback given to the students regarding their performance. Generally, the feedback can be classified into some kinds based on the subject who gives feedback are teacher feedback, peer feedback, self feedback and computer-mediated feedback (Gower, n.d.). The feedback could be in the form of written and oral feedback.

Hattie (2009, p. 342) as cited in Bergh, Ros, and Beijaard (2013) assumed that feedback is one of the most powerful tools teachers can use to enhance student learning. From the feedback, the students are able to know their strengths and weaknesses performances in the mini teaching. Feedback is also useful to improve and increase what should the students do for the next teaching.

Feedback shows progress or improvement of performance or skill

Winne and Butler (1994, p. 1112) as cited in Petchprasert (2012) assumed that feedback is an information that can be memorized by the learner related to their performance or understanding. Littlewood (n.d.) also added his opinion about feedback, he commented that feedback is a means which is telling the learners related to their progress and errors in order to guide them in improving their mistakes.
RESEARCH DESIGN

Context of the study

This study was qualitative research since the data was gained from interview. This research was conducted in the study of English Language and Education Department of SatyaWacana Christian University. In this department, the students will learn the art of teaching with different level of students, how to develop curriculum and materials for the students’ teaching, and also will learn how to make use of technology and different kinds of medias in order to help you in teaching and preparing the students’ lesson. In this department, the students can become a more creative English teacher. The reason why the writer chose Microteaching class in this faculty was because Microteaching as a means for the students before doing teaching practicum. Microteaching in English Language and Education Department of SatyaWacana Christian University becomes the subject of the research.

Participants

The participants of the study were 12 of 118 students of English Language Education Program who took Microteaching class on Semester II 2016/2107. Thus, the participants had experienced in receiving the teacher feedback in Microteaching class. In order to get data, the writer used random sampling from seven classes. The participants were all females and from different batches, eight participants were 2012 batch, three participants were from batch of
2013, and the last was from 2011 batch. The reason why the writer used random sampling because the writer wanted to enrich the data about teacher feedback from each Microteaching class.

**Data Collection Instrument**

The writer conducted semi-structured interview to gather data. By conducting semi-structured interview, the writer could explore students’ attitudes toward teacher feedback in Microteaching class that they have experienced before.

The writer wanted to find their attitudes after the participants received the teacher feedback. The writer also needed to find what kind of teacher feedback that they received by providing six questions were:

1. What do you think about teacher feedback on Microteaching class?
2. What kind of feedback that you received from the lecturer?
3. If you have not received the written feedback from your lecturer, so what did you do in order to remember the teacher feedback?
4. Which feedback do you prefer between teacher feedback and peer feedback?
5. How is your feeling after receiving the teacher feedback?
6. What will you do after receiving the teacher feedback?
7. How do the teacher feedback influence toward your performance and progress in Microteaching class?
From those questions, the writer could gather and compare responses from one participant to others, thus it could help the writer in making conclusion the responses.

Data Collection Procedure

In the piloting process, the writer chose one male and a female student from English Education Program of 2012 batch who were taking Microteaching class in that semester. The length of the piloting interview was about 13 minutes for both interviews. At the beginning of the piloting process, the writer conveyed the purpose of the writer’s research and showed the interview questions which would be asked in order to get the participants’ readiness and familiarity with the writer’s research topic. In order to keep the interview process, the writer recorded the interview using the writer’s smartphones’ voice recorder. During the piloting interview, the writer used Indonesian to make the participants easier in expressing their opinions. The writer asked 5 questions the writer have already created were:

1. What do you think about teacher feedback on Microteaching class?
2. What kind of feedback that you received from the lecturer?
3. How do you feel after receiving the feedback?
4. What will you do after getting the feedback?
5. How can teacher feedback influence toward your performance and progress on Microteaching class?
After conducting the piloting process, the writer gained some interesting information that the writer had never expected before. The writer collected this information and later inserting it into the question the writer would ask in the real interview part. From the main 5 questions, the writer thought that all the interview questions have supported in the writer’s research. Thus, the writer decided not to change those questions and the writer added two questions were:

1. If you have not received the written feedback from your lecturer, so what thing did you do in order to remember the teacher feedback?
2. Is there any other aspect did the teacher feedback give besides mini teaching and lesson plan?

In gathering the data, the writer still used Indonesian in interviewing the participants. Finally, the interview questions would consist 7 questions.

After conducting the piloting and evaluating the interview questions, the writer did the data collection by interviewing 12 students from English Education Program batches 2012, 2013, and 2011 who were taking Microteaching class this semester from different classes. The writer asked 10 interview questions along with some follow up questions for exploring the answers that the writer thought the answer were very unclear. The lengths of the interview sections were approximately 12 to 27 minutes.

Before the writer started to do the interview sections, the writer explained the purpose of the research topic. The writer also showed the list of the interview questions which would be asked to the participants in order to make the
participants were comfortable or familiar with the topic that would be asked and could prepare their answers.

During the interview sections, the writer recorded it using a voice recorder. In order to remember the things that would be asked by the writer later, the writer also took note to clarify or ask some points that may contain unclear explanation as follow up questions while conducting the interview sections. The writer kept using Indonesian during the interview sections because to make the participants felt comfortable. Below was the detail of participants information about interview sections:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Gender</th>
<th>Batch</th>
<th>The lengths of the interview</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>Female</td>
<td>2012</td>
<td>27.02’</td>
</tr>
<tr>
<td>B</td>
<td>Female</td>
<td>2012</td>
<td>20.32’</td>
</tr>
<tr>
<td>C</td>
<td>Female</td>
<td>2013</td>
<td>15.49’</td>
</tr>
<tr>
<td>D</td>
<td>Female</td>
<td>2012</td>
<td>13.33’</td>
</tr>
<tr>
<td>E</td>
<td>Female</td>
<td>2012</td>
<td>15.33’</td>
</tr>
<tr>
<td>F</td>
<td>Female</td>
<td>2012</td>
<td>16.02’</td>
</tr>
<tr>
<td>G</td>
<td>Female</td>
<td>2012</td>
<td>13.51’</td>
</tr>
<tr>
<td>H</td>
<td>Female</td>
<td>2012</td>
<td>21.10’</td>
</tr>
<tr>
<td>I</td>
<td>Female</td>
<td>2011</td>
<td>12.14’</td>
</tr>
<tr>
<td>J</td>
<td>Female</td>
<td>2013</td>
<td>15.06’</td>
</tr>
<tr>
<td>K</td>
<td>Female</td>
<td>2012</td>
<td>23.29’</td>
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<tr>
<td>L</td>
<td>Female</td>
<td>2013</td>
<td>13.52’</td>
</tr>
</tbody>
</table>
Data Analysis Procedure

After gaining the data, the writer transcribed the data using clean transcription in order to get only the content of the interview. Then, the writer categorized the responses based on the initial theme that the writer had made. Finally, the writer analyzed and summarized those responses to find out the research question.

FINDINGS AND DISCUSSIONS

The discussion will be divided into 4 sections which are the students’ attitudes toward teacher feedback.

Teacher feedback is helpful feedback

Regarding their opinions toward teacher feedback in Microteaching class, the results showed that all participants believe that teacher feedback is helpful for the students in Microteaching class. The feedback is very useful for them such as training them how to teach well and make a good lesson plan and motivating the students’ to improve their performance and progress on Microteaching class. Teacher feedback helps them to learn how to teach well and make a good lesson plan. For instance, participant A stated that:

... Teacher feedback menurut saya sangat membantu dalam aktivitas di kelas yang saya lakukan aktivitas di luar kelas dan aktivitas di dalam kelas. Aktivitas
di luarkelassepertimembuat lesson plan membuat reflective journal danjuga kalo di dalamkelasitubespon waktu mini lesson dan pada saat mini lesson.

... I think teacher feedback could help me to do inside and outside class activity like making lesson plan and reflective journal of teaching and for outside class activity such as performing mini lesson and giving responses for those who are teaching. (Participant A, my translation)

Participant A argued that teacher feedback is useful for her in doing two kinds of activity. Teacher feedback helps her to prepare the lesson plan and write reflective journal. For inside class activity, teacher feedback is useful while the students are teaching and giving response toward friends teaching. The feedback is actually beneficial for the students not only while the students are teaching and giving response to friends teaching, but also before and after they did teaching. Before teaching, they can prepare the lesson plan for the next teaching and after teaching, they can make reflective journals when the students finished mini teaching.

The participant B also has the same opinion toward teacher feedback on Microteaching class which is helpful for the students in this class.

... Menurut saya teacher feedback di microteaching itu kalosayabilangsih kayak berguna banget untuk kita yang untuk calon guru itu kan kayak keterampilan kita yang harus kita asah apa yang harus kita perbaiki dan bagaimana antingajar kemurid muridnya akalo feedback itu se pertib erisi saran dari yang sangat membantu untuk paracalon guru.

... Teacher feedback is very useful because it tells about student’s teacher mistakes in previous teaching to improve the mistakes for the next teaching. I thought that from the feedback, the student’s teacher is able to know their mistakes and teach well for the next mini lesson. (Participant B, my translation)
Like what Participant A has said before, not only helpful for both activity in Microteaching class, Participant B also assumed that the teacher feedback is helpful for the performance and progress for the students on Microteaching class. Teacher feedback shows their mistakes when doing mini teaching so that they can improve the previous teaching to do better teaching in the next performance. In other words, the teacher feedback also beneficial for the students to write reflective journal after the students did teaching.

The teacher feedback is also as motivation for improving the students’ performances in Microteaching class. The teacher feedback motivates and encourages them to evaluate what they should increase from the previous mini teaching and what they should improve for the next mini teaching. For instance, participant B and participant F argued that:

"... Kegunaandari teacher feedback ituselainmemberikankita saran mungkinitugimanayangomongnyayasepertikaloselainmemberikan sar teacher feedback itujugaseperti kayak memberikanpemotivasi, kita sebagai guru bahwa kalokitainginmenjadi guru baik, teacher feedback dari teacher kita bisa memberikanmanfaatjadiskapembangkit. ... The use of teacher feedback beside to give us suggestion, it also gives the student teachers a motivation we as a teacher if we wanted to be a good teacher and ask the student to study well so teacher feedback can give us useful thing like giving motivation. (Participant B, my translation)"
... Most of teacher feedback that I have received beside correcting and helping student teachers to make lesson plan is that giving motivation to the student teachers in order to let’s make better lesson plan. It is okay, it is not as difficult as you think. It is true that making lesson plan is confusing but if you were used to make the lesson plan, you would be able to make it. (Participant F, my translation)

The participant B and the participant F assumed that teacher feedback provides them motivation to do better task. These matters are related to the findings acquired by Black and William (1998) argued that the feedback is able to motivate the students to continue their best effort and keep on doing improvement for the next task.

Moreover, teacher feedback is not only about giving explanation how we make a good lesson plan and reflective teaching journal, but also the teacher feedback is helpful for the students about what things they should do when teaching, such as, how to deliver materials well, how to manage the classroom management, how to build good interaction in a class. Additionally, most of the participants assumed that teacher feedback encourage them to do better the mini teaching and make a well-prepared lesson plan. These matters are interrelated with the findings acquired by Weiner (1990, p. 1113) as cited in Petchprasert (2012) that feedback can bear the students’ learning and performance. Consequently, the student teacher are more encouraged and feel glad when they receive the teacher feedback in order to prepare their mini teaching and lesson plan in the next performance.
Based on the interview findings, it can be concluded that the teacher feedback is very useful means to tell the students’ errors and progress (Littlewood, n.d). Not only telling students’ errors, but also facilitating and motivating the students master the way to teach well, make good lesson plans, enhance their performance on Microteaching class. Most of the students, after receiving and knowing their strengths and weaknesses, the students became more aware toward things that they should improve in the next teaching and lesson plan.

**Students need a further consultation to discuss teachers’ feedback**

Some of the participants thought that teacher feedback has positive influence to their progress and performance on Microteaching class. However, the participants still need a further consultation before the students perform mini teaching. In the consultation, the students can discuss the teachers’ feedback that they received after class. The students can consult about the lesson plan before the students execute into mini teaching. The students think that the consultation is very useful when the students want to question and clarify the feedback since sometimes the students do not understand what the teacher means. Like what participant B assumed that:

...
Participant D argued that providing consultation is very helpful and gives guidances for the students how they should do when they are going to teach and make lesson plan. Because doing consultation or not really influence for the next teaching.

Participant D thought that consultation is essential for them to get advice and suggestion from the teacher. By providing consultation, the teacher can explain and give real and complete examples to the students. Participant D assumed that consultation is really needed to make us more understood what the teacher expect to us and keep focusing on teaching the students.

Based on the above findings about providing consultation, it can be concluded that the teacher should provide a further consultation for the students in
order to discuss teachers’ feedback that they had received after class. From the consultation, the students can directly ask their questions or misunderstanding about teaching and lesson plan and the students can discuss together with the teacher. Blair and McGinty (2013, p. 466) as cited in Chokwe (2015, p. 41) believed that the students wanted a consultation by meeting face to face between the student and the teacher. By doing that, the teacher can give his/her suggestions or comments to the student teachers before they teach and make the students are more ready to perform their best.

**The student reacts to teacher feedback by searching examples of lesson plan using internet after receiving the feedback**

Although most of the students respond the teacher feedback only by improving their lesson plans, there is a participant wants to improve and find examples of good lesson plans by searching in internet after she received the feedback. In other words, the student responded to the feedback by gaining related information through using internet. It happened when the writer did the interview section that the writer had done before. The participant did the thing because she wants to make better lesson plans and evaluate the previous lesson plan. For example, Participant I argued that:

... Biasanya sih selain nyari2 contoh di internet selain itu nanti kita juga akan konsultasi langsung ke dosennya gitu sih cocok atau gak gitu sih.
... I usually find examples of lesson plan in the internet besides that I also consult the lesson plan to the lecturer to make sure whether it has been appropriate or not. (Participant I, my translation)

Participant I assumed that in order to improve the lesson plan, she usually used internet to help her making a good lesson plan. Based on the interview finding, nowadays, the internet takes an important role in obtaining science news and information. According to Horrigan (2006), the use of internet can be showed that there are 40 million Americans depend on the internet as their primary source for news and information about science. In other words, not only the teachers who usually use internet as their main sources, but also the students who use internet to gather information that they need.

**Oral teacher feedback is more preferred than the written one**

Most of the students prefer using teacher feedback rather than peer feedback, however there is a student who choose peer feedback. Since she thinks that her teacher has subjective thought in giving assessment.

Oral teacher feedback is more preferred than the written one. Getting two kinds of teacher feedback, oral feedback and written feedback, the students prefer oral feedback to the written one. It happened because the students think that oral feedbacks are easier to understand. The feedback also provides more real and complete examples of each point that has been given by the teacher. Thus, oral feedback can help the students to evaluate their performance in Microteaching class.
...I usually prefer receiving oral feedback rather than the written one, because for the written feedback, the teacher only write the main point so the teacher do not give each example of his/her points. However, the oral feedback is clearer and easier to understand because the teacher can directly give the examples of each point completely. (Participant D, my translation)

Mostly, there are two kinds of teacher feedback in Microteaching are written feedback and oral feedback. However, there are some Microteaching class which only provides one of the feedback, it can be oral or written only. The first interviewee argued that oral feedback is better than the written one. She thought that oral feedback is easier to understand and does not cause misunderstand between teacher and students. The teacher can give the feedback including giving examples of the feedback.

... Maybe she gives feedback orally is easier to understand because the written feedback is difficult to understand. Because when we think we have done teaching and lesson plan correctly but it does mean that you are right for the teacher. You seem that you misunderstand what the teacher is saying. So it will be better if the teacher give feedback orally to the students. (Participant B, my translation).
Participant B thought that oral feedback was better and more preferred than the written one. In oral feedback, the teacher could explain and give real and complete examples to the students. And vice versa, the written feedback often gave uncomplete explanation of each points so that it made the students teachers were hard to understand in applying the feedback. That arguments were also supported by Fiona Hyland and Ken Hayland (2001) as cited in Thorsteinsen (2010)argued that many students did not understand feedback that only contained judgments without providing any explanation toward the things that should be improved. In other words, it is essential for the teacher gives explanations are complete, clear, and real examples to clarify the teacher feedback that the students had received toward the things that need improvements. Other researchers, like Mitchell and Myles (2004:181) as cited in Thorsteinsen (2010) assumed that the teachers need to interact with the students in order to make the students are more understand about corrections in the written feedback.

CONCLUSION

To conclude, the purpose of the current study was to find out students’ attitude toward teacher feedback in Microteaching class.

The result of this analysis showed that the majority of the participants strongly believed that the teacher feedback is really helpful to enhance students’ learning in Microteaching class. It occurs since the teacher feedback helps the students in preparing the lesson plan and reflective journal, performing the mini teaching and giving responses toward friends teaching. Furthermore, the
participants assumed that the teacher oral feedback is more preferred rather than the teacher written feedback. It happens since the teacher oral feedback is easier to understand rather than the written one. By using oral feedback, the teacher can give real and complete examples to the students and also for avoiding misunderstanding between the teacher and the students toward the things that the teacher means. Then, some of the participants wanted the teacher to provide a consultation for the students. The participants think that consultation is essential in order to consult their work before the students performed mini teaching and lesson plan. The last one is that there was one participant who reacted to the feedback by collecting related sources through internet after she received the feedback from the lecturer. However, most of the students respond the feedback only by improving their lesson plans.

The current study, however, creates several valuable contributions to the students. The result of this study enhance the students understanding and awareness toward teacher feedback in Microteaching class. Moreover, it also helps the students to make use the teacher feedback for the students’ learning and performance on Microteaching class.

This study is a contextual study. Therefore, it can not be generalized. The result is only applicable to this particular context. For future research, the writer hope the researcher does not only investigate students’ attitude toward teacher feedback on Microteaching class in English Language and Education Department, but also the writer can explore students’ attitude toward teacher feedback on Microteaching class in other faculty for instance, on Microteaching in Faculty of
Teaching and Education in Satya Wacana Christian University. Besides exploring students’ attitudes, the writer can also investigate teachers’ attitudes toward teacher feedback on Microteaching so the writer can compare the responses between students and teachers attitudes toward teacher feedback on Microteaching in order to enrich the data.
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