

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is devoted to present the results and findings of the study and their discussion. It is divided into two main sections. The first section is about the finding of the research. The second section is the discussion which explains about the researcher's response towards the findings and relate in with the theories. The account presented in this chapter is in line with the two research questions presented in Chapter I.

A. Student-teachers attitude toward peer-feedback in teaching practice.

1. Research Findings Student-teachers' Attitude

The data displayed by the researcher based on the interview guidelines questions. To make the reader simple in read the result, researcher writes "ST" as student-teachers. The "Number of Question" explained according the questions from Instruments, This table below will show the brief result of interview with the subjects;

Table 4.1 Attitude Result

Question Number	Student-teachers (ST) Responses																							
	ST1		ST2		ST3		ST4		ST5		ST6		ST7		ST8		ST9		ST10		ST11		ST12	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	√		√		√		√		√		√		√		√		√		√		√		√	
2	√		√		√		√		√		√		√		√		√		√		√		√	
3	√		√		√		√		√		√		√		√		√		√		√		√	
4	√		√		√		√		√		√		√		√		√		√		√		√	
5	√		√		√		√		√		√		√		√		√		√		√		√	
6	Open Ended Questions-answers (See the Chart)																							
7		√		√		√		√		√		√		√		√		√		√		√		√
8	√		√		√		√		√		√		√		√		√		√		√		√	
9		√		√		√		√		√		√		√		√		√		√		√		√
10	√		√		√		√		√		√		√		√		√		√		√		√	
11		√		√		√		√		√		√		√		√		√		√		√		√
12		√		√		√		√		√		√		√		√		√		√		√		√
13	Open Ended Questions-answers (See the Chart)																							

This following explanation will help the reader to understand Table 4.1,

1) Do you think that feedback is important in teaching practice class?

From 12 student-teachers that became the respondents, all of them agree that feedback is very important in teaching practice class (See Table 4.1). Most of them have the same arguments and reasons why the feedback become so necessary for teaching practice performance. They all said that the feedback in teaching practice class important because they believe that when they did something or work, they cannot see their own mistakes, only other people that can see what are the mistakes that they have done. ST3 and ST6 said the same way:

"It is Important, because with feedback, we know where did we get wrong" (Interviewee ST3)

"It is important; feedback is needed to see how good our work and we used it as the self-correction to our work." (Interviewee ST6)

From those explanations above, we know that, all of the respondents for this question believe that the feedback is very important in teaching practice class. In case of the kind of feedback in teaching practice class are two (Teachers' feedback and peer-feedback), it drive the researcher to the following questions, since the research talk about peer-feedback instead of the teachers' feedback.

2) Does the peer-feedback needed in teaching practice class?

All of the respondents had positive attitude towards the peer-feedback (See Table 4.1), but there were 2 respondents that had different reasons that can be seen that they actually only concerned to teachers' feedback and self-reflection in teaching practice class, rather than the peer-feedback,

"Actually it's needed, but for me the most important feedback that I ever got is coming from lecturer, feedback from my classmates in the class only for supporting feedback from my lecturer." (Interviewee ST3)

Different with ST3, ST11 had his own reasons that he actually more believe into self-correction rather than peer-feedback,

“It is necessary but we need to reconsider about our own self-reflections, because for me feedback that given by my classmates is only for supporting thing in my teaching practice.”(Interviewee ST11)

Thus reasons above can be grouped into the positive attitude but it has the negative attitude in reasons. ST3 and ST11 actually believe the peer-feedback is important but they also did believe in teachers' feedback and self-reflections.

It stated before that all of the respondents agreed that peer-feedback is important in teaching practice class. Even though, there were two of student-teachers had different perspective dealing with the peer-feedback. The rest of respondents actually had the same reasons why they had positive attitude towards the peer-feedback. Ten of respondents believe that feedback from their classmates was more detail than teachers did in the class. Ten of them also believe that feedback that came from their classmates was credible because their own classmate took a role as the students in teaching practice class. They believe that, their classmates knew well and felt how the teaching practice runs. As stated by ST5 and ST8 below,

“It is necessary, because what I have said before, feedback from lecturer is coming from the master person, but from our own classmates is the feedback that coming from our own students even only roleplay student in the class, so our classmates know how we teach.” (Interviewee ST5)

“It is needed because my classmates take a role as my students in teaching practice class, so they sure know how the way I teach, is it good or not for them.”(Interviewee ST8)

This question has correlation to the next questions below dealing with the peer-feedback in teaching practice class. Since the researcher concerned more to the peer-feedback, thus questions below dug more about the student-teachers attitude toward the peer-feedback.

3) Do you believe to the feedback given by your classmates about your teaching performances ?

According to the Table 4.1 above, from 12 respondents, 11 of them stated that they believe to the peer-feedback in teaching practice class. Only one of them had negative attitude towards the peer-feedback in teaching practice class. ST12 did not believe to the peer-feedback because this reasons;

"I do not really trust the feedback given by my classmates, because for me not all of feedback that come from my friends are valid, sometimes I felt the feedback from my classmates were not suitable to what I did in my teaching practice."
(Interviewee ST12)

Beside ST12 that the only one person who had negative attitude towards this questions, we can see on the table above (Table 4.1) that the rest of respondents had positive attitude. There were 11 student-teachers that believe to the peer-feedback in the teaching practice class with the same reason to support their arguments. In line with previous questions answers, they believe that peer-feedback is more detail than teachers' feedback in teaching practice class. As stated by ST4 and ST10 below,

"I do believe to my friends' feedback, because they saw all what I have done in teaching practice class." (Interviewee ST4)

"I believe to peer-feedback, because peer-feedback is more detail than what given by my lecturer in the class."
(Interviewee ST10)

11 of respondents of student-teachers believed to the feedback that given by their classmates in the class. Moreover, to see more how the way they believe peer-feedback in teaching practice class, the next questions' result will show it.

4) Do you think that the feedback from your classmates effective towards you teaching performance ?

We can see from the table of attitude findings above (See Table 4.1), from 12 respondents that were interviewed, they agreed that peer-feedbacks in teaching practice class are effective. The researcher found that there was one respondent said the peer-feedback is effective but sometimes it is not because of the limited time in the class, as ST1 said;

"I said that the peer-feedback is effective, but sometimes it is not, because the limited time in the class." (Interviewee ST1)

It can be assumed that in teaching practice class, there was only limited time after doing the teaching performance. This thing strengthens by the other reasons that stated this peer-feedback is effective towards student-teachers teaching performance. Stated by two respondents in the interview result (See Appendix 1), ST4 and ST10 stated that feedback which came from their classmates were based on observation form or we can say as written peer-feedback. As the following statements below;

"Peer-feedback is effective, because it based on the observation that given to us before the teaching practice class began." (Interviewee ST4)

"Effective, because when we consulted with our classmates will be very flexible, coupled with written feedback from friends." (Interviewee ST10)

Another finding for this question was coming from ST5, ST7 and ST9. They argued that the peer-feedback can be very effective if it supported with the self-reflections, as mentioned bellows;

"Effective, if it supported by self-reflection" (Interviewee ST5 and ST8)

"It depends on the feedback, it can be effective if it supported with the self-reflections." (Interviewee ST7)

Thus findings above show us that there are several factors that influence the effectiveness of peer-feedback in teaching practice class. As mentioned above, researcher found there are two factors that influence the effectiveness of peer-feedback, those are the limited time in the class and student-teachers' self-reflections.

In case of all of respondents had positive attitude towards the peer-feedback in the class, this following questions' result will support the findings above.

5) Do you think that the feedback from your classmates improve your teaching performance ?

According to the table above (See Table 4.1 Attitudes Finding), there are 11 respondents that have positive attitudes towards peer-feedback in improving teaching performance in teaching practice class. ST5 stated that her teaching performance improve after read written peer-feedback from her classmates in the class.

Another argument stated by ST6, ST8 and ST10, they had the same arguments about the improvements of teaching performance after the peer-feedback. As stated by ST10 below;

"I think that peer-feedback can improve my teaching performance, like what I have said before that the peer-feedback is effective. Teacher sometimes forgot to give detail feedback towards our teaching performance, the previous mistakes done by other students sometimes did not explain again." (Interviewee ST10)

In line with ST10, ST6 and ST8 have the same reasons why they had positive attitude toward this question. They think that feedback which given by classmates in teaching practice class is more detail than lecturers' feedback. The rest of respondents that have positive attitude stated that peer-feedback can improve their teaching performance but they did not consider the significant improvement in their teaching practice.

There was only one person who had negative attitude towards the effectiveness in improving teaching performance. ST12 stated that he tends to be more consider his mistakes and improvements into teachers' feedback in teaching practice class,

"Not really effective, for me the most effective feedback is coming from teachers, I prefer to improve my teaching performance based on what teacher suggested." (Interviewee ST12)

The researcher found that, peer-feedback in teaching practice class can be very effective to improve student-teachers teaching performance, if the feedback that given by classmates can be

more detail. Moreover, researcher found that there was a tendency that the student-teachers concerned more to the teachers' feedback rather than peer-feedback.

6) What do you expect from your classmates' feedback?

This question is one of two open-ended questions. The purpose of this question in interview is to know the majority mistakes and feedbacks that given by student-teachers in the class. There are four kinds expectation to the peer-feedback that found by researcher, as we can see in the figure below,

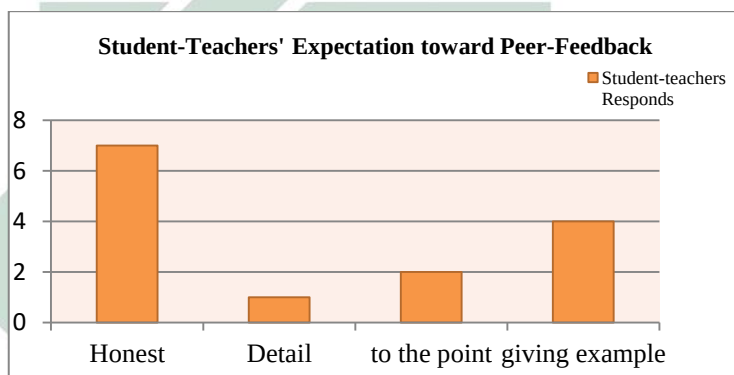


Figure 4.3 Student-teachers' Expectations

Those four expectations toward the peer-feedback are honest, detail, to the point and giving example. Actually the totals of answers in the figure above are 14 answers. It is not because there were 14 respondents who answered the interview question, this was because of there were some of them mention more than one expectations.

The highest expectation goes to the honesty of student-teachers in providing feedback. There were 7 respondents who expecting the honesty feedback from classmates. They are ST1, ST4, ST8, ST9, ST10, ST11 and ST12 who expecting the honest feedback from their friends.

The second highest expectation goes to the giving example. This means that rather than giving only feedback instead, student-teachers would like to accept the example in doing the feedback from classmates. There are 4 numbers of student-

teachers who expecting this thing. They are ST1, ST2, ST3 and ST10.

As we can see on the figure, there were two numbers of respondents who stated they need to the point feedback. Those are ST5 and ST8. They expect to accept more to the point feedback that directly mention the mistakes to the teaching performance from classmates.

The last expectation but not least, ST6 said that she needs more detail feedback from their friends in the class. What she means in detail here she want to consult more and accept more feedback about what she needs to improve in her teaching performance. As we can see in the previous result of other questions, in teaching practice class, there is only limited time of class meeting. She expected that she can consult more to her friends outside the class meeting so she can get more detail feedback from her classmates.

Different with all respondents that have mentioned above, ST7 did not have any expectation from her classmates. She stated that she did not expect more in feedback from her classmates, she prefer accept all kind of feedback from her peers rather than expecting.

7) Do you satisfied with the feedback from you classmates towards you teaching performance?

According to the Table 4.1 above there are 9 respondents had positive attitude toward this question. They stated that they were quite satisfied with the peer-feedback that given by classmates so far. Stated by ST10 that she satisfied enough, because she can consult outside the class meeting, it makes the peer-feedback more flexible to provide.

Different with ST3, she stated that she was satisfied but not 100%. She tends to listened teachers' feedback rather than peer-feedback. In line with ST7, she stated that she satisfied enough but she argued that the satisfying was depending from the reality in field. ST7 added that she tends to concern more in self-reflections in case of satisfying.

Since there were 9 respondents had positive attitude toward the satisfying of peer-feedback, there were 3 respondents had negative attitude towards it. They are ST1, ST9 and ST12. They

stated that they did not satisfy of feedback given by their classmates. ST1 said;

"I'm not satisfied, because I think that all of the peer-feedbacks that given are the same in every class meeting, and it's not detail." (Interviewee ST1)

In line with ST12 that had negative attitude towards the satisfying, he thought that the feedback from his classmates is not detail enough. ST9 had different opinion why did he do not satisfied enough with the peer-feedback in teaching practice class. He stated that most of his classmates still had tendency to feel hesitate to provide the feedbacks in the class, he meant here is dishonest feedback.

In case of the staisfying things, the researcher dug more about student-teachers' feeling in accepting peer-feedback. This following question streghthen the result of 7th question.

8) Are you happy with the feedback from your classmates?

As we can see on the Table 4.1 above, from 12 respondents, all of them stated that they were happy in receiving feedback from their classmates. It proved that even they did not satisfy from peer-feedback; actually all of student-teachers in the class were very happy to get more feedback.

All of student-teachers stated the similar reasons in responding this question. Like what ST2 stated below,

"I'm happy, because the feedbacks come from my friends; it makes me enjoyed the feedback session from them." (Interviewee ST2)

Student-teachers tend to be very happy to receive more feedback from their classmates. The same thing stated by ST7, she said that she happy to get feedback from fellows, but it would be very happy if her classmates provide the feedbacks with good words.

Researcher found one thing that influences the attitude from student-teachers in accepting peer-feedback. As stated by ST7 above, good words here mean, when providing feedback, student-teachers need to be more polite and choose the good diction to make others more comfortable in receiving feedback from classmates.

As we can see from the result above, all of student-teachers had positive attitude in feeling happy of receiving feedback from classmates. This made researcher need to asked more about their feeling in receiving peer-feedback. This following question is the proven that they did happy in receive feedback.

9) Did you feel burdened by the feedback from your classmates?

Based on the table above (*See Table 4.1*) all of respondents said they did not feel burdened in receiving peer-feedback in teaching practice class. Some of them stated that feedbacks from their classmates were more make them happy than feel burdened. ST9 and ST10 stated the same reasons why they did not feel burdened in receiving the peer-feedback in teaching practice class. ST9 and ST10 stated that they feel more helpful rather than burdened.

Other words stated by ST5, ST6, ST7 and ST8. They stated that they did not feel burdened from peer-feedback. They had tendency to feel more burdened when dealing with the feedback from lecturers in the class. From result, we know that peer-feedback does not make student-teachers feel burdened, they tend to feel more enjoy in receiving it. They feel burdened more into teachers' feedback in the class.

10) Do you think that the feedback from your classmates can be your guide lines to re-improve your teaching performance?

From 12 respondents, the researcher found that 10 student-teachers had positive attitude (*See Table 4.1*), which means that they agreed that the peer-feedback can be their guidelines to improve their teaching performance. ST2 stated that she read the written feedback from her classmates after teaching performance and evaluate her-self using the written feedback.

This thing proved that there is written feedback that used by student-teachers as observer in teaching practice class. The written feedback that used is based on the observation form which all the student-teachers get in teaching practice class. ST3, ST4, ST5, ST6, ST7 and ST8 stated that they made the peer-feedback as guidelines because the feedback that came from their

classmates is reliable. They added more that the feedback always based on the observation form, that is why the peer-feedback can be guidelines in improving student-teachers' teaching performance.

Contrasts with opinions above, there were 2 student-teachers did not use the peer-feedback as guidelines. It means that they had negative attitude towards this question. They are ST11 and ST12. Both two had different arguments also towards this question. As we can see below,

"I do not make the peer-feedback as guidelines, because for me peer-feedback is only supporting things towards my performance." (Interviewee ST11)

"I don't think that peer-feedback can be my guidelines, I prefer to apply what my lecturer suggests toward my performance." (Interviewee ST12)

ST11 thought that the peer-feedback only supporting things in his teaching performance, whereas ST12 was more concerned in teachers' feedback than peer-feedback.

11) Do you think that the feedback from your classmates can increase your confidence for your following teaching performance ?

There were 8 positive attitudes that rose from 12 respondents (See Table 4.1). 5 of them stated that, they already had they self-confidence, they are ST5, ST8, ST10, ST11 and ST12. So we know that peer-feedback for them did not have important role in increasing their confidence.

Different with other 3 student-teachers that had positive attitude, ST4, ST6 and ST7 stated that they confidences well improved after peer-feedback. ST4 felt that peer-feedback support her confidence. ST6 and ST7 said the similar things in line with ST4.

Whereas even there were 8 respondents that had positive attitudes toward the confidence improvement, from 12 respondents, there were 4 of them had negative attitudes. This thing stated clearly by ST1, ST2, ST3 and ST9. ST1 and ST9 did not influenced enough because they do not really have own self-confidence, they said that they tends to feel nervous in presenting or perform their teaching practice.

Different from ST3, she stated that she felt more confidence when she gets teachers' feedback rather than peer-feedback in the class. ST2 had her own reason, she just felt ordinary, did not have significant increasing of confidence after feedback.

From the result above, researcher found that peer-feedback only increase several confidences of student-teachers in the class. It is all depending to individual self-confidence and mind set.

12)Are you ready if your classmates suggest you to re-improve your teaching performance ?

This question aimed to see the readiness of student-teachers dealing with the peer-feedback in teaching practice class. All 12 respondents said ready except ST1. ST1 stated that she is not well prepared person, so when she asked about her readiness, she told the researcher no.

Different with others 11 respondents that said ready, they stated that they ready to improve and they said that they will prove it by changing their teaching performance better. Researcher found a tendency from ST3 that she prefer to listen more into teachers' feedback than peer-feedback, she stated that;

"I will be ready, if the teacher say so, similar with my friends' suggestions. If the teacher says I don't have to change so I won't" (Interviewee ST3)

In line with ST3, ST11 stated that he would be ready if there was something from his performances needs to be change. What different from ST3 is, ST11 tends to be more concerned into self-reflections rather than peer-feedback in teaching practice class.

13)What are the feedback that your classmates state to your teaching performance?

This question actually aimed to find out the feedback that usually student-teachers rose according the teaching performance, this following figure will show you what are the teaching skill that commonly risen in the peer-feedback.

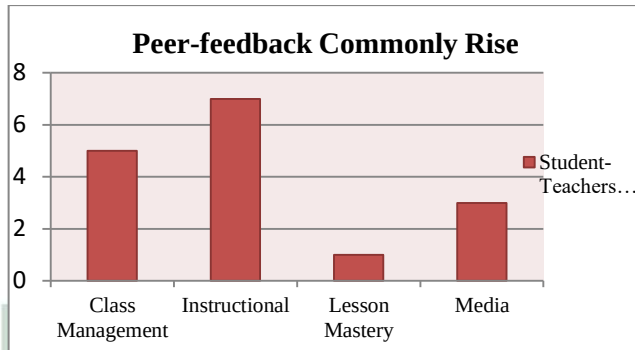


Figure 4.4 Peer-feedback commonly Rise

From figure above we know that there were 16 totals of responds. This was not because the totals of respondents were 16 student-teachers, but it is caused by one respondents mention more than one feedbacks. As we can see in the figure above, there are four teaching skill that usually student-teachers paid attention on it. Those are class management, instructional skill, media and lesson mastery.

The most usual comments that rose from peer-feedback is the instructional skill. There are 7 respondents said that they always get comment in their instructional skill, they are ST2, ST3, ST4, ST5, ST9, ST10 and ST11. They have the same problems dealing with the instructional skill.

ST1, ST4, ST8, ST10 and ST12 stated that they need to improve more their class management in teaching practice performance. As we can see on figure above (See Figure 4.2), there are 5 numbers of student-teachers stated that they usually got comments in their class management.

Media in teaching also got the third place that usually got comments from peer-feedback. There were 3 respondents stated that they need to use more media in their teaching performance, they are ST7, ST8 and ST12.

The last but not the least, ST6 stated that she needs to improve her lesson mastery according to the peer-feedback that ever she got before. This result is very helpful for the researcher to answer the second research questions which talking about the

effect of peer-feedback towards student-teachers' teaching performances.

2. Discussions Student-teachers' Attitude

In this discussion, the researcher correlated the findings and grouped into the attitude aspect. There are 4 builder attitude aspect based on Ramadhan¹⁰², those are Belief, Emotions or Feelings, Motivation and Performance. In this first research question discussion, the researcher did not dig more about student-teachers' performance. Actually the performance aspect is dealing with the second research question, since it is the aspect of attitude the researcher decided to discuss a little about the performance aspect in the first research question.

a. Student-teachers' beliefs about peer-feedback.

Belief is considered as the first aspect which can reveal the student-teachers attitudes towards peer-feedback in teaching practice class. This aspect is elaborated into some indicators, such as the importance of peer-feedback, the assumption of the peer-feedback, and the expectation of student-teachers towards the peer-feedback.

1) The importance of peer-feedback in teaching practice class.

According to the interview the result, found that all of the respondents agree that peer-feedback is important in teaching practice class. This section discovered that all of the respondents had positive attitudes towards the importance of peer-feedback in teaching practice class.

Furthermore, there were some different reasons mentioned by respondents in terms of the importance of peer-feedback. Ten student-teachers had similar beliefs toward peer-feedback in teaching practice class. Ten student-teachers believe that peer-feedback has the value to dig more the mistakes and weaknesses in student-teachers' teaching performance. The common reason mentioned by student-teachers was about the use of peer-feedback as a means to recognize their weaknesses in

¹⁰² Rizki Ramadhan, "Students' And Teachers' Attitudes Towards Teacher's Corrective Feedback In Teaching Writing Of English As A Foreign Language."

mastering the teaching skill in teaching performance session. Student-teachers realized that their teaching performance was far from perfection so that the given peer-feedback could help them to learn. Student-teachers believe that peer-feedback could lead them to concern on a certain aspect of teaching skill which was indicated as the errors. In addition to that, the given peer-feedback could also help to re-improve their performance in teaching practice class.

As we can see from the result above there are ten student-teachers believing the feedback given by their classmates. This thing proved that student-teachers see the values of the importance of peer-feedback in the class; even some of them had different reasons about the values of peer-feedback in the class. ST3 in the findings had tendency to see the values of teacher's feedback rather than peer feedback in the class. This thing can be caused the dominance of teachers in the class that considered as the best feedback giver in the class.

Different with ST11, he stated that he believed the importance of peer-feedback in the class but ST11 tend to believed more in his self-reflections. ST11 argued that even student-teachers got feedback from everywhere and did not evaluate their self, the feedback will be useless. This idea from ST11 can be right since the peer-feedback was given to evaluate student-teachers' teaching performance. The improvements of student-teachers depended of how they apply the feedback.

2) Student-teachers' assumption of peer-feedback in teaching practice class.

The results of the findings on this section were used in order to reveal the respondents' assumptions on accepting feedback in teaching practice class. The questions were about the effectiveness of giving peer-feedback in teaching practice class and whether it could ease student-teachers to re-improve student-teachers performance in teaching practice.

According to the result of interview from 12 student-teachers who became this research respondents all of them believe that the peer-feedback given by their classmates is true based on the observation form that spread by the lecturers in the class. Need to be known that the observation form contains of many aspect that used to observe whether the student-teachers had reach the goals of teaching performance or not. One of 12 respondents confessed that peer-feedback did not improve much through his teaching performance.

Based on result of findings, there was one student-teacher that had negative attitude toward this aspect. ST12 seemed to be more believe to lecturer feedback rather than his own classmates' feedback toward his performance. It can be said so because ST12's did not believe enough to the feedback from classmates. ST12 assumed that peer-feedback was not credible and not all valid. ST12 stated that sometimes student-teachers' comment toward ST12's performance was not suitable with the reality that he had been done. Only ST12 that has bad assumption towards the peer-feedback, we can say that ST12 had negative attitude.

In case of the effectiveness of the peer-feedback in the class, 12 student-teachers believed that peer-feedback is effective. 4 of 12 student-teachers assumed that the peer-feedback could be very effective towards their teaching performance, if they supported the peer-feedback with self-reflection. In line with ST11 that stated that self-reflection is also played the important role in the teaching performance, it stated by ST5, ST7, ST8, and

ST11. Whereas the rest of 12 respondents, believed that peer-feedback effective because it was more detail than teachers' feedback. ST1, ST2, ST3, ST4, ST6, ST9, ST10 and ST12 assumed that peer-feedback effective towards their teaching performance improvements.

3) Student-teachers expectation to the peer-feedback in teaching practice class.

This section explored about the expectation of the students towards the given peer-feedback in teaching practice class. The questions answered by the respondents were about their expectation towards peer-feedback and whether it could improve their achievement and their teaching skill or not. The questions were designed to be the open ended question so all of the respondents could state and expressed their expectation freely. This answer might be the answer of what student-teachers need in teaching practice. As we can see on the result of interview for number 6th (See Figure 4.1). Researcher found that there are 4 big expectations that stated by student-teachers. Those are honesty, detail feedback, giving example and to the point to the mistakes.

In term of individual improvement expectations, there are 11 of 12 respondents had positive attitude. They had the good expectations to the peer-feedback, 11 student-teachers argued that they read the peer-feedback and understanding the feedback before teaching performance. Only ST12 that had negative attitude toward peer-feedback. Once again ST12 showed tendency to be more concerned into teachers' feedback.

b. Student-teachers' emotions

The hereinafter aspect of indicator was talking about student-teachers' emotion. This indicator was specified into two. The first was about the student-teachers' satisfaction in accepting the teacher's feedback. The second was about the student-teachers' feeling when their performances were given feedback by their classmates.

1) Student-teachers' satisfaction of peer-feedback

The findings revealed how the student-teachers' satisfaction towards the given peer-feedback in teaching practice class. Dealing with this, there were some respondents mentioned that they were not satisfied with the peer-feedback. From 12 respondents that involved in the interview there were 3 respondents did not satisfied enough to the peer-feedback. ST1 and ST12 had the same statement towards the satisfaction of peer-feedback, they did not feel satisfied because of the feedback that given by their classmates, too broad and do not detail.

Since what student-teachers' need had been mention in term of expectations, the reason of why the unsatisfied answer was found. Compared by student-teachers need, ST1, ST9 and ST11 felt unsatisfied because what they need and what they want unfulfilled. One case, why the peer-feedback could not be detail as detail as given by the lectures in the class, it caused by of the limited time during the teaching practice class. There were nine respondents that did satisfy with the peer-feedback that given in the teaching practice class by their peers. It can be assume that 9 student-teachers' needs and expectation had been fulfilled enough.

2) Student-teachers' feeling toward peer-feedback

The finding of this indicator revealed how student-teachers' feel when they got peer-feedback on their performances. This section discovered whether peer-feedback would burden student-teachers when re-improve their performance or not, and what they felt when they knew that their performances were going to be changed based on the suggestion that given by their own classmates.

All of the respondents stated that they were happy in given feedback from their peers in the class towards the performance. Those all respondents had the same opinion and reason that can be linked to their belief in feedback given by their own classmates

Since the respondents felt happy to accept the feedback from their classmates, they had no any burdened feeling in the peer-feedback given. They felt happy because most of them belief that those peer-feedback given to re-improve their teaching performance in the following chance, even that the feedback that provided by their classmates were addressed in their weaknesses or in their excess. Student-teachers stated that they would be much burdened into teachers' feedback rather than feedback form classmates.

c. Student-teachers' motivations

This aspect of indicator was specified into two, which were student-teachers' goal and readiness towards the feedback given by their peers. The data of the two indicators were collected in order to discover the motivation of the students towards the peer-feedback in teaching practice class.

1) Student-teachers Goals

This indicator discovered the goal of the student-teachers when they were setting their goal after feedback based on the peer-feedback. It seemed that from 12 respondents that provided their statements in the interview, there were two respondents did not set their goals using the peer-feedback.

What stated by ST11 and ST12 had the same opinion which can be considered that they concerned more to the lecturers feedback than their own classmates feedbacks. They felt that the peer-feedback only for supporting things which did not affect through their performance. The rest of respondent did agree that the peer-feedback could be the goal setting to re-improve their teaching performance, there were 8 student-teachers stated that they set their goal setting from the peer-feedback.

As an attitude builder, this indicator help the researcher to know whether student-teachers set the goal of teaching performance based on the peer-feedback. Based on the result most of student-teachers in C class had more positive attitudes dealing with peer-feedback as setting goals.

2) Student-teachers Readiness

The finding of this indicator explained about the readiness of the student-teachers in the teaching practice class after the peer-feedback and also discovered how the student-teachers showed their readiness to change after the peer-feedback.

From 12 respondents that interviewed by the researcher, 8 of them stated that they felt more confidence after given peer-feedback in the teaching practice class.

8 respondents' confession were quite same with what ST7 stated above. The rest of them stated that they did not increase their confidence after feedback because of their own personality.

d. Student-teachers' performances in teaching practice

This indicator was used to interview the respondents which is means to discover what are the feedbacks the student-teachers mostly got in the teaching performance. The result of the interview can be seen on the figure 4.2.

This indicator also used in the second research questions as supporting data to build up the field note to see how the peer-feedback affect in student-teachers' following teaching performance. This term will be discussed more in the second research questions discussion dealing with the teaching practice and teaching skill improvements.

B. The Extents of the Peer-feedback Affected Student-Teachers' Teaching Performance.

1. Research Findings of Peer-feedback Affect

The result of this second research question was coming from the result of the interview for 13th questions the written peer-feedback, first, student-teacher teaching performance video compared with student-teachers' second teaching performance. To make it easier, the researcher limits the analysis object based on the result of the interview. This following table will show you the brief result that researcher found,

Table 4.2 Observation Video Result

Student-Teachers	Matching Data			Second teaching Practice Improvements
	interview number 13	written peer-feedback	First Teaching Practice Video	
ST1	Class Management	Unmatch	Good Class management and Good confidence	Do Not Show Improvement
ST2	Instructional Skill	Match	Weak in Giving good voice to instruct her student.	Show improvements
ST3	Instructional Skill	Match	No ilustrational of instruction to her students.	Show improvements
ST4	Instructional Skill, Class Management	Match	The instruction does not clear enough and she has no self-control that make her can not manage the class well	Do Not Show Improvement
ST5	Instructional Skill	Match	She looks nervous that is why she needs to repeat the instructions for many times	Show improvements
ST6	Lesson Mastery	Match	The hesitation look from ST6 in discribing the material	Do Not Show Improvement
ST7	Media in Teaching	Match	The media that used by ST7 is just an ordinary media, less attractive media for students.	Show improvements
ST8	Class Management, Media in Teaching	Unmatch	The weakness is in the teacher centre learning style.	Show improvements
ST9	Instructional Skill	Match	The nervousness of ST9 made him can not give clear instructions and manage the class well	Show improvements
ST10	Instructional Skill, Class Management	Unmatch	The Class management and Instructional Skill is Quite good, the weakness is only coming from her instructional skill that did not used illustrations and example	Do Not Show Improvement
ST11	Instructional Skill	Match	She still used bahasa to instruct students in the class.	Do Not Show Improvement
ST12	Class Management, Media in Teaching	Unmatch	He had good time and class management. The activities that he made is variative.	Do Not Show Improvement

There are several findings that found by researcher for this research question. Those are the common mistakes, student-teachers own self-reflection and the improvement of student-teachers' teaching performance after peer-feedback in teaching practice class.

a. The common mistakes

The researcher found student-teachers common mistakes in teaching practice class. From the result of the interview, student-teachers stated that the most commented mistakes in teaching practice class are an Instructional skill. This proven by, from 12 respondent in the C class that interviewed by the researcher, there were 6 student-teachers stated that they always get a comment in the instructional skill in their teaching practice class. This also proven in the first teaching practice video, some of the student-teachers had a tendency to not support the instructions with example and illustration. In some case, there was one of them still using *Bahasa* to give instruction in student-teachers' teaching performance. The biggest factor that found by the researcher was the nervousness that influenced student-teachers' teaching performance in the class.

A second finding in the common mistakes made by student-teachers in the class was the media in teaching. From the interview result, one from 12 student-teachers in the class stated that she needs to improve her media used in her teaching practice performance. This proven by the written peer-feedback which saying the same like ST7 did in interview answer. It was also proven in teaching practice video, the media that she used is just an ordinary media which it was less attractive to the student even the student in the class still her classmates.

Class management was also found by the researcher as the common mistakes in the teaching practice class. This is proven by the result of the interview that stated by 5 student-teachers that they need to re-improve their class management in teaching practice class. Even 4 of 5 student-teachers did not match with the written and the first teaching practice video.

The last but not the least, only one of student-teachers realized and understand her own weaknesses and mistakes in

the teaching practice performance. The researcher found that lesson mastery still became the problem that needs to be improved well by student-teachers in the teaching practice class.

b. Student-teachers own self-reflections

One of the findings that rose up for this research question is the student-teachers had own self reflections. This proven by the compatibility of the interview result, written peer-feedback and the proven of the first teaching practice video.

From 12 student-teachers in teaching practice class, 8 of them own the self-reflections. They understand well what needs to be improved and they remembered what feedback that given by their classmates after the teaching performance.

c. Improvement after feedback

One of the most important findings for this research question is the proven that the peer-feedback affected student-teachers' teaching performance. Only 6 of 12 student-teachers in the teaching practice class improved well after feedback given by their classmates. Some of them who show progress in teaching are those who get commented on instructional skill. Student-teachers got comment of their instruction, they understand well their mistakes and their weaknesses in teaching practice, then after the feedback given by classmates, they improve even though the improvements were not much. It means that the peer-feedback can improve student-teachers' teaching performance if the student-teachers want to reconsider and concern more to the peer-feedback. Student-teachers also need to implement every feedback that needed in their teaching performance.

2. Discussions of Peer-feedback Affect

Considering the findings of the research, it can be seen that the implementation of feedback given by classmate in teaching practice class does meet with the result in the second teaching practice done by Student-teachers. Most of the student-teachers seemed to be well improving in the second teaching practice; even there was no significant improvement that happens in the second teaching performance.

Abiddin stated that the feedback will be effective if the person that given feedback had improvement in another occasion.¹⁰³ It seems that the affection of peer-feedback could not be seeing in the second teaching performance for several student-teachers that had been providing in the findings above. Most of them that had significant improvement tend to have positive attitudes towards the peer-feedback rather than the student-teachers who had negative attitudes towards it. Ramadhan proved that in his research that for the most student that had no significant improvements towards the result of writing had the negative attitude rather than the student who had the positive attitude towards the corrective feedback from lecturers.¹⁰⁴

Based on the *Handbook of Practica & Student Teaching Experiences*, the findings from this research rose up only several of thirty teaching skill¹⁰⁵ that must be mastered well by student-teachers. Those are Instructional skill, class management, using media and lesson mastery. Those result above mentioned are the common mistakes that actually need to improve and mastered well in the student-teachers' teaching performance.

The most crucial thing in the teaching performance is the instructional skill that leads into class management problem. It is proven by the result of finding that several of student-teachers had coupled problems, instructional skill coupled with class management. It means that, if student-teachers did not have a good instructional skill, student-teachers would have a problem in manage

¹⁰³ Abidin, Pour-Mohammadi, and Alzwari, "EFL Students" Attitudes towards Learning English Language."

¹⁰⁴ Rizki Ramadhan, "Students' And Teachers' Attitudes Towards Teacher's Corrective Feedback In Teaching Writing Of English As A Foreign Language."

¹⁰⁵ Fry and Ketteridge, *A Handbook for Teaching and Learning in Higher Education*, 3rd Edition.

the entire class. The book stated that the instructional skill can be adjusted to make the student understand what the teachers said. As the peer-feedback suggested the instruction should be followed by modeling the instruction, just like give the direct example or gesture to make student easily understand what teachers' mean. If the instructions have already well, the class management will follow the rest.

From the result, we know that the student-teachers' class management still less concerned even some of them had well in managing the class. There are several factors that rose up which made the student-teachers could not manage the class well; those are the nervousness, unconfident and bad self-control. Teachers must be confident in doing the class. Due to make students in the class comfort and respect the teachers in the class. Nervousness will lead teachers to have no self-control in the class. Whereas the teaching skill that must be mastered well by student-teachers is self-control. What happened to the ST4 can be an example of the case that student-teachers must have the self-control. As teachers, we need to be smiled a lot due to make students comfortable, make a joke due to make students enjoy the class. But not with the bad attitude, it leads teachers will be not respected enough in the class during the lesson. The book listed the teaching skill that related with teaching good behavior to students, it means that before we teach, as a teacher, we need to have the self-control to teach at good attitude.

The findings of this second research question also show that student-teachers had less in using media in teaching practice class. Based on the handbook the use of media in teaching performance had mentioned to make teachers easier in teach the students in the class. Media also can be used as the example or illustration that can support the Instructional skill. Student-teachers should concern more about the use of media in teaching practice class, even though that the teaching practice class only a simulator class before experiencing the real teaching with the real student in the school. They should to get used to make the media that can attract students' interest, because the good media can be a good interest thing to students. For example, teachers can use colorful pictures, cue card or posters to attract students' attentions during the class.

Another problem that found is the lesson mastery. As the teacher we know that teachers always considered as the smartest in the class. The problem of the lesson mastery will lead into bad influence to the students if as the student-teachers we could not measure what material that will provide. Teaching in hesitations is not good to the student because as the teachers we could not measure what we teach, whether it is correct or not.

The discussions to the teaching skill are quite enough covered by the theory of teaching skill based on *Handbook of Practica & Student Teaching Experiences*. Now we know that the coverage of the peer-feedback is quite enough to be implemented by student-teachers to re-improve their teaching performance. But what happened in the field is, only some of the student-teachers in the class did not realized that the peer-feedback coverage is more complex than teachers' feedback in the class. It is proven by several student-teachers that had no significant improvement in second teaching performance video. Several student-teachers did not implement well the written peer-feedback that given to them and it makes student-teachers repeat their previous mistakes in teaching practice class.

Peer-feedback can affect in student-teachers teaching performance, it was proven from the result that 6 student-teachers in teaching practice class can understand their mistakes in teaching practice and they can implement the peer-feedback well even they did not do significant improvement in their second teaching practice performance. At least they read, understand and apply the feedback, it is enough to proving that the peer-feedback is affecting the student-teachers' teaching performance.

The effectiveness of peer-feedback to improve student-teachers teaching performance also supported by teachers' feedback and student-teachers own self-reflections. Student-teachers can see what they have in the teaching performance based on what their friends see. Because of the finding in first the research question found that most of student-teachers stated that they believe feedback can be measurement whether that they have doing something right or not. Meanwhile, the student-teachers still have tendency to be concern more into teachers' feedback than peer-feedback. In fact, the peer-feedback can cover more than teachers' feedback can do in teaching practice class.

Student-teachers should change their mindset about the peer-feedback that is only supporting teachers' feedback for their teaching performance. In reality, both feedbacks which come from teacher and classmates are important. Sometimes student-teachers do not consider that peer-feedback had bigger coverage of teaching skill rather than teachers' feedback. So we know that, peer-feedback have important role to improve student-teachers' teaching performance.

