The Lecturer's Attitude in Written Feedback Towards Students' Teaching Performance on Microteaching Course: An Appraisal Analysis

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ABSTRACT

This study examines how a lecturer at a university in Yogyakarta provides written feedback to student teachers in microteaching courses and the underlying ideology behind it. The language used by the lecturer is analyzed using appraisal theory to understand their views on the course and the student teachers. Descriptive qualitative research methodology is used in this study and data was obtained from a lecturer who taught microteaching courses. The data consists of feedback provided to 16 students, revealing 196 attitudes in the written feedback. The dominant attitudes are positive judgment, followed by negative judgment, positive appreciation, negative affect, negative appreciation, and positive affect. The study finds that the lecturer's ideology aligns with a pedagogical perspective emphasizing positive character traits and the reinforcement of these traits in teaching and learning. The lecturer's approach prioritizes positive reinforcement, constructive guidance, and recognition of achievements. The study provides insights into the lecturer's attitudes in giving written feedback, offers guidance for teachers in providing proper feedback to students, and gives an innovation regarding exploring the data used for learning an appraisal theory for future research.

Keywords: Appraisal, Attitude, Feedback, Microteaching
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ABSTRAK

Penelitian ini mengkaji bagaimana seorang dosen di sebuah universitas di Yogyakarta memberikan umpan balik tertulis kepada mahasiswa guru dalam mata kuliah microteaching dan ideologi yang mendasarinya. Bahasa yang digunakan dosen dianalisis menggunakan teori penilaian untuk memahami pandangan mereka terhadap mata kuliah dan mahasiswa guru. Metodologi penelitian kualitatif deskriptif digunakan dalam penelitian ini dan data diperoleh dari seorang dosen yang mengampu mata kuliah microteaching. Data tersebut terdiri dari umpan balik yang diberikan kepada 16 siswa, mengungkapkan 196 sikap dalam umpan balik tertulis. Sikap yang dominan adalah penilaian positif, diikuti penilaian negatif, apresiasi positif, afek negatif, apresiasi negatif, dan afek positif. Studi ini menemukan bahwa ideologi dosen selaras dengan perspektif pedagogi yang menekankan sifat-sifat karakter positif dan penguatan sifat-sifat tersebut dalam proses belajar mengajar. Pendekatan dosen mengutamakan penguatan positif, bimbingan konstruktif, dan pengakuan prestasi. Penelitian ini memberikan gambaran tentang sikap dosen dalam memberikan feedback secara tertulis, memberikan bimbingan bagi guru dalam memberikan feedback yang tepat kepada mahasiswa, dan memberikan inovasi dalam menggali data yang digunakan untuk pembelajaran teori penilaian untuk penelitian selanjutnya.

***Kata Kunci:** Penilaian, Sikap, Umpan Balik, Microteaching*

INTRODUCTION

A recent innovation in teacher education for giving the student teachers teaching experience is microteaching. As stated by Simamora (2023), Micro teaching is one of the current teaching strategies utilized in the classroom to hone the student teachers' teaching skills. These micro-teaching programs are used as professional development strategies in pre-teacher or in-service teacher training programs. It is a valuable teaching practice that allows aspiring teachers to boost their teaching skills and receive feedback from experienced teachers and peers. It also helps student teachers to get a better understanding of the teaching and learning process and provides opportunities to learn teaching skills. In microteaching courses, each student teacher performs how they deliver the material in the class, what approach is used in class, and also how student teachers manage the class so that it remains conducive. After doing the microteaching performance, each student teacher will be given written feedback from the lecturer. Microteaching for pre-service teacher instruction has traditionally been face-to-face as these teachers are prepared to teach in secondary schools (Rakhmanina, et al : 2022)

Hattie and Timperley (2007) said feedback is information, direction, or assessment given to people or groups on their performance or behavior. It functions as a communication and learning system, with the goal of promoting improvement, growth, and development. Feedback may be delivered in a variety of circumstances, including educational, professional, and interpersonal settings, and it is critical in encouraging self-reflection, goal setting, and skill growth. Someone providing feedback is not doing so meaningless or as a formality. This feedback, however, is thought to be an indicator for the feedback recipients themselves. Feedback itself can be separated into two types; they are written and oral feedback. In this microteaching course, feedback is given in writing due to limited course time. Therefore, this study focused on analyzing written feedback. As stated by Hyland (2013), Teacher-written feedback can have a powerful influence on learning and success in college. It is often appreciated by students and gives teachers an opportunity to demonstrate individualized attention that is rarely afforded in classroom settings. This written feedback in this study was later analyzed using Appraisal theory.

In Systemic Functional Linguistics (SFL), we learn to explain how language functions as a system for communication and meaning production in social contexts. Based on functional aspects, it provides a scientific and methodical approach to language analysis. According to Halliday and Matthiessen (2013), SFL focuses on text analysis while considering its relationship to the context of society in which it occurs. SFL studies the meaning of language in its conceptual, interpersonal, and literary forms. The framework for assessment provides us with a set of language abilities to convey our sentiments since it focuses on interpersonal relevance. Appraisal theory is one of the theories included in the Systemic Functional Linguistics (SFL) field. This study used appraisal theory to analyze the existing data because the existing data is in text form *(written feedback)*. The concept of appraisal based on Martin and White (2005) is one of the three main discourse semantic resources used to interpret interpersonal meaning. (in addition to participation and bargaining). The appraisal itself is separated into three interrelated domains: "graduation," "engagement," and "attitude."

This study only analyzed one domain of the appraisal which is attitude because this study wants to focus on revealing the lecturer's attitude in written feedback towards student teachers' microteaching performance. According to Martin and White (2005), attitude itself has to do with our emotions, which include our assessments of objects, behavioral judgments, and emotional responses. Beyond emotion, the concept of attitude addresses feelings in a broader sense, encompassing affect, judgment, and appreciation. Affect registers both positive and negative emotions and works with resources for interpreting emotional replies. In addition to resources for evaluating behavior following different normative standards, the judgment also deals with attitudes toward behavior that we either laud or condemn, or like or criticize. Thus,

judgment can have both positive and negative effects, similar to affect. Appreciation examines sources for determining an object's worth, such as semiosis (as a process or a product) and natural events. We can distinguish between favorable and unfavorable assessment aspects we value alongside those we do not just as we do with affect and judgment.

Besides analyzing the attitude of the lecturer in writing feedback for the microteaching course student, this study also found the ideology brought by the lecturer in writing feedback. An ideology is a distinct and recognizable collection of political ideals and ideas that are roughly coherent. Views about human nature and the social structures that now exist (what sorts of people and groups they are formed of, and how they interact with each other) are typically included. (Duncan, 1987). In the context of education and pedagogy, the beliefs and values inherent in an educator's ideology can influence how they teach, interact with students, and assess learning outcomes. In this instance, the study's goal is to identify the ideological stance present in the written feedback that the lecturer in a microteaching course provided to each student-teacher.

Several studies have been carried out aimed at analyzing appraisals by Martin and White in 2005 and 2007. There are 2 studies that used social media to collect their research data, the study was carried out by Ross and Cadwell (2019), they used Twitter to collect data Zhafarina and Multasih (2022) took data from one smartphone review on YouTube. Apart from that, there are 3 studies that use news texts/newspapers as data, these studies were conducted by Thahara et al. (2019), Daniarsa and Multasih (2020), also Puspita and Pranoto (2021). Meanwhile, A study by Simanjuntak (2022) used speech texts as the data analyzed.

From the previous studies review, it can be seen that investigating appraisal in the classroom setting and finding the ideology behind it is still uncommon, so that makes this study distinguishable from the previous studies. There is a gap, performing this study is valuable to conduct. This research investigates how one of the lectures at one of the universities in Yogyakarta delivered written feedback for student teachers in microteaching classes and what ideology was brought behind it. This study uses appraisal theory, notably the Attitude. The language used by the lecturer in providing feedback is carefully investigated using appraisal theory to establish lecturers' views toward the course and the student's teachers. The practical benefits of this study are adding knowledge about appraisal theory, giving further information about the attitudes of the lecturer in giving written feedback, and also giving an innovation regarding exploring the data used for learning an appraisal theory for future research.

METHODOLOGY

The authors study the types of attitudes and the ideology brought by the lecturer in giving written feedback to microteaching course students using descriptive qualitative methods. According to Creswell (2009), the Qualitative method is a research methodology that employs non-numerical data to investigate and comprehend the complexities of human experience, meaning, and social phenomena. Collecting and analyzing textual or picture data to obtain insight into participants' viewpoints, subjective experiences, and social context is one of these ways. Qualitative research instruments gather data by looking through papers, observing behavior, or conducting interviews with participants.

In discussion, this study not only listed the attitudes of the lecturer in writing feedback for the students but also described the ideology brought by the lecturer in giving written feedback to microteaching course students. Descriptive qualitative methods enable researchers to investigate and comprehend the subjective character of assessments by evaluating how people express their attitudes, views, and judgments in different circumstances. The technique used in this study is to analyze the attitudes of the lecturer in writing feedback for the students after microteaching performance and to find out the ideology brought by the lecturer in giving written feedback to microteaching course students based on the appraisal theory.

The data was collected from a lecturer in one of the universities in Yogyakarta who is teaching a microteaching course. The major source of this research is a compilation document containing feedback from the lecturer provided to the 16 students. The study data is a Word document that comprises the lecturer's attitudes toward writing feedback for each student after microteaching performance. Furthermore, the feedback compilation document is utilized to aid in the analysis of attitudes. This study concentrates on attitudes in lecturer feedback from data sources. As the data, the lecturer's attitudes are investigated by concentrating on the categories of Attitudes based on Appraisal theory.

The method of collecting data in this study is the documentary technique. According to (Krippendorf, 2019), the Documentary technique is a research approach that entails the methodical investigation and interpretation of different types of documents in order to acquire insights about social, cultural, historical, or organizational phenomena. It enables academics to examine existing texts, records, or artifacts to reveal hidden patterns, themes, and meanings. This strategy can comprise written texts, official records, diaries, letters, newspaper articles, policy papers, or internet information. In this study, a collection of feedback from a lecture at one of Yogyakarta's universities served as the document that was examined utilizing Martin and White's appraisal theory. After exploring the sorts of lecture Attitudes that were found in the document, The data result was used to find out the ideology brought by the lecturer in giving written feedback for each micro-teaching student.

After collecting data, the data was analyzed by ethnographic analysis by Spradley (1980). The objective of the ethnographic model is to methodically describe the deeper cultural features of individuals or groups within their own time and location through a qualitative investigation of the self. Domain analysis, taxonomic analysis, componential analysis, and cultural theme analysis are the three types of ethnographic qualitative research data analysis that are used to seek cultural themes (Wijaya, 2018).

FINDINGS AND DISCUSSION

Findings

After analyzing the data, this study found all the types of attitudes there are: affect, judgment, and appreciation in the lecturer's written feedback given to 16 student teachers. The findings can be seen in Table 1.

Table 1. Attitude is Found in Written Feedback Given by the Lecturer to the Student Teachers.

Attitude		Frequency	Percentage
Affect	Positive	6	3.06%
	Negative	12	6.122%
Judgment	Positive	93	47.44%
	Negative	38	19.38%
Appreciation	Positive	37	18.87%
	Negative	10	5%
Total		196	

As seen from Table 1, the total attitude system that this study found is 196 data. The table reveals that the positive judgment element dominated the findings compared to the affect and appreciation elements. Besides the lowest frequency of attitude elements in this data is a positive effect, that is only 6 positive effects were found in this data.

Affect in written feedback given by the lecturer to the student teachers

There are two categories of affect: positive and negative affect. The examples in this case are:

Positive

Excerpt 1

"I was **glad** to know you asked what's the English of banjir. But make sure that the students get a lesson on how to pronounce it correctly."

Excerpt 1 tells us the lecturer's feelings about the student teacher's microteaching performance. The underlined word "glad" describes the lecturer's feeling of satisfaction towards the student teacher's microteaching performance. Moreover, the lecturer also gives suggestions to the student teacher to give more explanation on how to pronounce "banjir" in English correctly.

Excerpt 2

"That's good to see you walk around the classroom and **I see you grow up** to be more confident."

Excerpt 2 shows an example of positive affect because it expresses an observation from the lecturer of the positive progress of the student teacher. The lecturer used the pronoun "I" to indicate that she noticed positive changes in the student teacher's behavior and confidence over them.

Negative

Excerpt 3

"I'm **afraid** that the fonts won't be read by the students if the classroom has lots of sunray."

Excerpt 3 shows the feeling of the lecturer towards the PPT slides used by the student teacher while doing microteaching. The lecturer feels afraid that the audience can't read the PPT clearly because the font is too small.

Excerpt 4

"I'm lil bit **distracted** with the slide of the Definition of Giving Opinion because there are some lines in the template."

Similar to excerpt 3, this excerpt describes the lecturer's feelings towards the PPT slides used by the student teacher while doing microteaching. The underlined word "distracted" implies difficulty in maintaining focus or concentration on the PPT slides made by the student teacher, so it can be a challenge for the audience to be focused on what the student teacher teaches.

Judgment in Written Feedback Given by The Lecturer to The Student Teachers

There are two different kinds of judgment: positive judgment and negative judgment. The examples are:

Positive

Excerpt 5

"Your English is also **improved.**"

The word "improved" in excerpt 5 is considered a positive judgment. Align with the appraisal theory by Martin and White (2005), when you give a positive judgment, you can focus to the "person" who is making the progress. The pronoun "Your English" continued by "

is also improved" phrases signify the progress of the student teacher microteaching performance. The lecturer comparing the current state with the previous one and implying that there has been a positive change in the student teacher. it also implies that the student teacher has put effort into enhancing their language abilities, leading to a favorable outcome.

Excerpt 6
"Good to see you not say No or Wrong when the students are
guessing your questions incorrectly."

Same as in excerpt 5, excerpt 6 identified positive judgment because it aligns with the appraisal theory by Martin and White (2005). When you give a positive judgment, you can focus on the "person" who is making the progress. The phrase " Good to see you" refers to the student teacher's progress in their teaching performance that not directly pointing out the "audience" mistake by saying "no" or "wrong" which can be discouraging. it shows that the lecturer is seeing the good progress of the student teacher.

Negative

Excerpt 7
"Your voice is **too soft**."

The phrase "too soft" is considered a negative judgment in the sense that communicates a criticism or suggestion for improvement of the student-teacher voice. By using the term "too," the lecturer is subtly providing constructive feedback by implying that the current loudness is not up to par (not everyone can hear it well). The student teacher should talk louder during the next microteaching.

Excerpt 8
"You **seem not in a full energy.**"

In excerpt 8, is interpreted as a negative assessment by the lecturer, who believes that the student teacher's performance during microteaching is subpar due to a lack of energy. But rather than being a reflection of the student teacher as a person, the negative assessment is more of a projection of their actions (lack of enthusiasm in doing the microteaching performance).

Appreciation in Written Feedback Given by The Lecturer to The Student Teachers

Appreciation is divided into two types: negative and positive appreciation. The examples are:
Positive

Excerpt 9
"**Good building knowledge** and pre-teaching activity to attract the
student's attention to the new lesson materials."

The phrase "good building knowledge" identifies as positive appreciation because the lecturer acknowledges and praises the effectiveness of the teaching approach used by the student teacher. It also shows that the lecturer also appreciates the student teacher's effort in preparing the best microteaching performance.

Excerpt 10
"Interesting activities for the joint construction."

In excerpt 10. The lecturer uses the word "interesting" to convey a positive appreciation because it implies that the lecturer sees value in the activities and believes that they can support the overall learning process.

Negative

Excerpt 11

"In the beginning, it looks **quite flat** until you ask questions to your students, the teaching and learning activities be livelier".

The phrase "quite flat" used by the lecturer is intended to emphasize the potential for improvement or increased engagement through active participation and questioning. From the lecturer's perspective, microteaching performance by students and teachers may be "quite flat" at first. However, it serves as the basis for positive changes that can occur through interactive teaching methods. the lecturer also sees another good side of the student teacher microteaching performance that can make the class livelier by questioning the "audience".

Excerpt 12

"Make neat your PowerPoint slides. Don't do like in the example of "I wake up…." **It's messy."**

In this context, "It's messy" is used to express a negative appreciation because it indicates that the example sentence "I wake up..." is not well-organized. The lecturer wants to point out to the student teacher that this particular example is not a good model to follow when creating PPT slides.

Discussion

As can be seen from the analysis of written feedback given by the lecturer for the 16 student teachers, the lecturer applied all of the attitude elements in her written feedback for each student teacher in the micro-teaching course. However, there are differences in the number of attitude systems found. The results of an attitude analysis from written feedback given by a lecturer to 16 student teachers in a microteaching course at one of the universities in Yogyakarta are dominated by the positive judgment of as many as 93 pieces of data. Besides, the second highest data is dominated by negative judgment which is 38 data. The third position is positive appreciation which is 37 data, the fourth position is negative affect which is 12 data, the fifth negative appreciation is 10 data, and the last is positive affect 6 data.

From the data that has been analyzed, we found the top 3 most frequently found data, there are positive judgment, negative judgment, and positive appreciation. Keep in mind that feedback not only looks for mistakes from student teachers but also looks for something positive. Based on Hyland and Hyland (2001), feedback works better when it contains both positive and negative comments because the former will make the latter more likely to be accepted by the students. The results show that the lecturer has applied the great principles of feedback for the student teachers because not only judges, but she also emphasizes the value of the student teacher in their microteaching performance by giving quite a lot of positive appreciation that aligns with Hyland's theory. Even though this lecturer gave a lot of negative judgment to her student teachers, she also balanced it with the positive appreciation given. From that perspective, the lecturer's feedback strategy is also clearly in line with the ideas put out by Weaver (2006), who emphasizes the significance of not just providing critical feedback but also identifying and valuing the positive parts of the student teachers' performances. This method of giving fair criticism is essential for creating a positive learning atmosphere where students are inspired to get better and feel supported. Appreciation and constructive criticism are essential for increasing student teachers' self-confidence. Furthermore, according to Weaver (2006), even modest praise can make a big difference in a student teacher's life and foster a supportive environment. The lecturer can encourage student teachers to have a growth-oriented mindset by giving a balance between constructive criticism and positive feedback.

Besides, there were also negative appreciations found; there were 10 pieces of data. As lecturers/teaching staff, they also have to be honest in giving feedback no matter whether it brings positive or negative things/messages. As mentioned by White (2008), to inspire students to be the greatest versions of themselves and to make it obvious how they can improve

their practice, a lecturer must provide honest, frank feedback, and hold student teachers to a high standard. However, inconsistent feedback and conflicting messages might make it difficult for the students to improve their teaching performance. Hence, the feedback given should be clear, which ones to be appreciated positively or negatively, or judged positively or negatively. Thus, the students also will know which parts they should improve, and which ones they should maintain in a good way.

In terms of effect, it turns out that there were more negative effects than positive effects. Negative affect was found in 12 data while positive affect was found in 6 data. This means that there is worry or fear that will happen to the student teacher. There are several words used by the lecturer to show negative affect, including: "afraid", "confused", "shocked", and others that the lecturer feels when paying attention to the performance of the student teachers. The good thing is, between positive and negative affect, both found a smaller amount of data when compared to appreciation and judgment. It means the lecturer does not involve too much of her personal feelings in writing the feedback for the student teacher. In writing feedback, we must be specific and clear, convey objectively, and highlight the positive aspects of the performance rather than the individual. (Mandhane et al., 2015) Based on the results, The way the lecturer wrote the student teachers' feedback demonstrates that rather than attempting to convey her personal opinions, she provided feedback based on the facts regarding the student teachers' performance and the phenomenon that was occurring at the time.

Additionally, depending on the results, we can figure out the ideology brought by the lecturer in writing feedback for the student teachers in microteaching courses. According to Duncan (1987), An ideology is a more or less coherent set of political beliefs and values that takes a clear and identifiable form. They usually include views about human nature, about existing social structures (what kinds of individuals and groups they are made of, and how they relate to each other). The ideology brought by the lecturer to give student teachers written feedback contains a lot of positive judgment, negative judgments, and positive appreciation, although there are negative appreciation, negative effects, and positive effects too. As a lecturer, a lecturer should uphold the academic standards of the universities. To uphold that, the lecturer tries to give constructing written feedback to foster the improvement of the student teachers' teaching skills. As mentioned by Nicol and Macfarlane (2004), giving students constructive written feedback is crucial to promoting deep learning and assisting in achieving the desired outcomes. When the lecturer writes feedback, the goal is not just to point out the student teacher's shortcomings but also to evaluate the good things from their attitude and performance. Pit and Norton (2016) said, when student teachers get praise, it can increase their drive. Some student teachers also found that receiving favorable feedback made them feel less negatively about their skills. As the lecturer, we also can offer helpful advice that will let the student teachers reflect on how well each of them performed in microteaching. This leads us to the conclusion that the lecturer has already provided each student teacher with helpful feedback and also set a commendable example for other teachers or lecturers in writing feedback for their students later on.

CONCLUSION

In conclusion, the lecturer already used all of the attitude systems including affect, judgment, and appreciation in writing feedback for the student teacher microteaching performance. The dominant data found are positive and negative judgments. From that we can know the lecturer's ideology, as manifested in the feedback, aligns with a pedagogical perspective rooted in educational theories emphasizing the reinforcement of positive character traits. The focus on how to write good feedback is providing direction and suggestions for improvement, aligning with the overarching goal of enhancing teaching skills and classroom management. By doing so, the lecturer not only reinforces positive behaviors but also

contributes to the cultivation of a culture that values and recognizes achievements within the educational context.

By emphasizing all of the attitude systems dominated by positive and negative judgment, the lecturer strives to inspire continuous improvement, encouraging student teachers to reflect on their learning process and, ultimately, contribute to the development of skilled and dedicated educators for the future. This study has given further information about the attitudes of the lecturer in giving written feedback, giving instruction for the teacher in writing the proper feedback for the student, and giving an innovation regarding exploring the data used for learning an appraisal theory for future research.

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