

Students' Attitudes in Writing Reflection on Microteaching Course: An Appraisal Analysis

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Abstract. This research aimed to determine the students' attitudes and ideology in writing reflections on microteaching courses at a university in Yogyakarta majoring in English language education. The students' reflection writing was analyzed using Martin & White (2005) appraisal theory. Two written reflections of students who took the microteaching course were used as research data. The methodology used in this research was descriptive qualitative to investigate and understand character subjectively by evaluating how individuals or groups express attitudes, views or evaluation of existing situations. Student A data consisted of 199 attitudes in reflective writing and were dominated by positive evaluation. Based on each attitude system, it was dominated by positive satisfaction, positive capacity, and positive valuation. This study found that student A brought an optimistic ideology and self-efficacy to written reflections. Student B consists of 27 data and is dominated by negative evaluation. Each attitude system is dominated by negative security, negative capacity, and positive reaction. Based on student B study of ideology, the written reflection is progressive. This research contributed to the future teacher's professional development, especially in seeing them through their language use in their reflection.

Keywords: *Appraisal, Attitude, Reflection, Microteaching*

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INTRODUCTION

Developing quality in education, especially in learning and teaching, is the primary focus, especially in English language education, so there needs to be an approach to that. Microteaching is an essential approach in teacher education, especially English language education. It allows prospective teachers to develop teaching knowledge and skills through practical activities. Coskun (2016) states that microteaching is one of the essential components for training pre-service English teacher education programs. Through this approach, prospective teachers can choose teaching techniques in a controlled environment that focuses on specific aspects such as classroom management, effective communication, student needs, and application of methods or approaches that suit student needs. This means that this approach provides opportunities for prospective teacher students to practice teaching, obtain feedback, and improve pedagogical knowledge and skills. This aligns with Arsal (2014) that microteaching is a fun training tool that provides reinforcement, confidence, and feedback to allow prospective teachers to pursue. Microteaching activities have several steps to help develop skills, namely preparing a lesson plan, choosing objectives, doing practice, asking questions and reflecting. The series of teaching and learning processes in microteaching will become a forum for each student to evaluate new knowledge and experiences. This evaluation can be carried out in the form of reflection.

Reflection is a process for prospective teachers to analyze, evaluate areas that need improvement, and identify strengths and weaknesses. According to Korkko et al. (2016), reflection for prospective teachers is observing, evaluating experiences, and conceptualizing to increase awareness of beliefs, feelings and assumptions to understand various critical points of view. In short, reflection is a process that does not only focus on physical actions but also involves internal understanding (beliefs, feelings and assumptions) to analyze experiences more objectively. Kolb (1984) states that reflection plays a vital role in learning by facilitating the connection between experience and theoretical conceptualization. Ultimately, reflection is a means of observing attitudes towards learning and teaching.

Based on this background, researchers want to know the types of attitudes in students writing reflections in microteaching course. Analyzing and identifying attitudes is expected to support success in teaching and learning, such as persistence, self-confidence, insecurity, incompetence, and strengths or weaknesses in knowledge and teaching skills. It can also provide views on how to develop attitudes supporting teaching and learning and how to respond to challenges faced during teaching activities. Knowing the types of attitudes, researchers use appraisal theory. Appraisal is part of Systemic Functional Linguistics (SFL), which is used to analyze language. Based on Halliday & Matthiessen (2013), SFL focuses on text analysis and considers its relationship to the social context. This concept of judgment is one of three primary sources of discourse semantics used to interpret interpersonal meaning: mood and modality. In this view, SFL is used to analyze language. Find ways to interact, use language to build social relationships and recognize messages or opinions with interpersonal meaning.

Appraisal is one of the studies used to determine the expression of feelings. Based on Martin & White (2005) appraisal as a framework for mapping feelings interpreted in English texts involving ethics, emotions and aesthetics, this system of

meaning is called attitude. Appraisal theory proposes a taxonomy that includes engagement, attitude, and graduation. This research will focus on one appraisal system, namely attitude. Attitude tends to spread and colour the discourse phase with expressions of affect, judgment and appreciation, which, in this case, refer to the positive or negative feelings of the reader towards the writer and the speaker towards the listener. According to Martin & White (2005), the effect is related to recording positive or negative feelings, judgment is related to attitudes towards praised or criticised behaviour, and appreciation involves evaluating semantic and natural phenomena about being valued or not in a particular field.

Apart from analyzing students attitudes when writing about microteaching, the research also found the ideology students carry when writing reflections on microteaching courses. Ideology is a way of viewing the world, a complex set of ideas, types of social practices and representations that tend to be accepted and normal (McLaren, 2017). Ideology functions as a basis for guidelines and practices that can influence ways of seeing and implementing them in everyday life and reflect overall values and goals.

Several studies have been carried out to analyze appraisal using the theory of Martin & White (2005). Lestari et al. (2023), Susanto and Bimo (2021), and Asad et al. (2021) use news to collect data. Magfiroh et al. (2021) used student textbooks to collect data. Apart from that, Thahara et al. (2024) used articles to collect data, and Putra et al. (2024) used novels to collect data.

From previous research, Lesmana and Hartati research (2023) is almost similar to this research. Although similar, this research takes data using lecturer feedback and analyzes lecturer feedback evaluation of student performance on the microteaching course, focusing on one system: attitude. The result is that the lecturer used the entire attitude system, including effect, judgment, and appreciation, in writing feedback on microteaching student performance, and the dominant data found in this research is positive. In addition, this research proves that the lecturer ideology aligns with the pedagogical perspective, which emphasizes character and positive reinforcement in the teaching and learning process.

A review of previous studies shows that research using appraisal theory has been conducted, but research in the classroom is rarely conducted. Therefore, this study is worth undertaking. This study investigates what attitudes are indicated in students' reflection writing on microteaching course at a university in Yogyakarta and what ideologies students bring to their writing reflection. This study uses Martin & White (2005) appraisal theory, especially attitudes. Students' reflection writings attentively use appraisal theory to examine students' reflection writings more deeply on assessing learning experiences through self-evaluation, situations, and teaching. The findings of this study can provide valuable theoretical and practical insights. The theoretical benefits of this study are that it will develop appraisal theory in the world of education and improve understanding of student reflection. On the other hand, the benefits of practitioners conducting this study are improving the quality of reflection, learning and teaching, and learning process.

RESEARCH METHOD

Researchers studied the types of attitudes and found ideologies that students brought to written reflections in microteaching courses using qualitative descriptive methods. According to Creswell (2009), qualitative methods use non-numerical data to investigate the complexity of human experience, social phenomena, and meaning. They explore and understand the meaning of each individual or group ascribed to humanitarian problems, where investigations in qualitative methods support an inductive way of looking at research with a focus on the meaning and complexity of a situation. The qualitative method analyzes data by presenting, interpreting, validating and showing potential research results, namely by presenting them in tabulated data and then describing them with a narrative. Qualitative research instruments collect data by looking through papers or documents, observing behavior, or conducting participant interviews.

In its discussion, this study records students' attitudes toward writing reflection in microteaching courses and explores the ideology that students bring to reflective writing. Descriptive qualitative methods allow researchers to explore and understand the subjective character of assessments of how students express their views, attitudes, and assessments.

The researcher studied the types of attitudes but also discovered the ideologies brought by students in written reflections in microteaching course using descriptive quantitative methods to investigate and understand character subjectively by evaluating how individuals or groups express attitudes, views evaluation of existing situations. The technique used in this research is analyzing students' attitudes in writing reflection on the microteaching course and finding the ideology brought by students based on Martin & White (2005) appraisal theory.

Data was collected from two English education students at Mercu Buana University Yogyakarta who took a microteaching course. The two students were selected to provide an opportunity to see how personal experiences, ideologies, and perspectives can influence the way they assess and reflect on the teaching experience and allow researchers to explore variations in the use of attitudes and provide deeper insight into how these evaluations relate to differences in background and views in each student. This study does not represent a broader perspective or view based on the limitations of the data collected, two student reflection writings. On the other hand, students' experiences and ideologies can impact the assessment of the microteaching process, thus creating tendencies about how students reflect on experiences, such as the relationship between teachers and students, which can affect openness in writing reflection due to teacher assessment. Therefore, this study does not introduce new techniques or innovative adaptations of existing methods that can differentiate this study from previous studies. The research data are in Word documents containing student reflections on the microteaching course. This study focuses on the attitude system, which is analyzed using Martin & White's (2005) appraisal theory.

Documentary data collection method. According to Dana (2021), this method is used for a more comprehensive review of all documents, sequentially involving empirical reading, evaluation and interpretation. This method finds document patterns and themes by identifying, analyzing and reporting data. This method can take the form of personal notes such as reflections or diaries. In this research, a

collection of students' writing reflections at a university in Yogyakarta was used as a document using Martin & White (2005) appraisal theory. After exploring the types of attitudes, the data was used to determine the ideology of students' writing reflections on the microteaching course.

RESULT AND DISCUSSION

After analyzing the data, this research found and described types of attitudes: affect, judgment, and appreciation. The results can be seen in Table 1.

Table 1. Attitude found in students A writing reflection

No	Types of Attitudes	Positive & Negative	Amount	%
1	Affect a) Inclination	Positive	16	17.02
		Negative	4	4.25
	b) Happiness	Positive	12	12.76
		Negative	7	7.44
	c) Security	Positive	15	15.95
		Negative	11	11.70
	d) Satisfaction	Positive	18	19.14
		Negative	11	11.70
2	Judgment a) Normality	Positive	3	6.52
		Negative	1	2.17
	b) Capacity	Positive	21	45.65
		Negative	2	4.34
	c) Tenacity	Positive	11	23.91
		Negative	1	2.17
	d) Veracity	Positive	2	4.34
		Negative	1	2.17
	e) Propriety	Positive	3	6.52
		Negative	1	2.17
3	Appreciation a) Reaction	Positive	10	16.94
		Negative	10	16.94
	b) Compositio	Positive	5	8.47
		Negative	2	3.38

	c) Valuation	Positive	26	44.06
		Negative	6	10.16

Based on Table 1, the total attitude system of student A that this study found is 199 data. The table shows that positive elements dominate compared to negative elements. The affect element consists of 94 data and is dominated by positive satisfaction with 18 data, while the lowest frequency is a negative inclination with 4 data. The judgment element consists of 46 data and is dominated by positive capacity with 21 data, while the lowest frequency is negative normality, veracity, and propriety with the same data. The appreciation element consists of 59 data and is dominated by positive valuation, while the lowest frequency is a negative composition with 2 data.

Affect in Writing Reflection by Student A

There are two categories of affect: positive and negative inclination. Examples in this case are:

Positive

Excerpt 1

“I **realized** that I could increase the relevance of this topic by having students create formal invitations in digital form using a platform like Canva.”

Excerpt 1 tells about student A feelings in creating learning topics. In line with Martin & White (2005) appraisal theory, the tendency refers to the views or attitudes of the author or speaker towards assessment in certain situations. "Realized" shows that students have realized or achieved a goal that is considered positive. Student A becomes more enthusiastic because the topic created is relevant, making him want to optimize the learning process interestingly and effectively.

Negative

Excerpt 2

“I **recognize** my weaknesses in encouraging critical thinking and debate among students.”

Excerpt 2 tells about student A feelings in creating an atmosphere in the classroom. Negative feelings of dissatisfaction and worry due to weaknesses or personal limitations in performance, especially managing the class so that it feels alive.

There are two categories of affect: positive and negative happiness. Examples in this case are:

Positive

Excerpt 3

“One of my strengths is my enthusiasm when teaching, especially when I see student excited and actively makes me **feel happy and motivated.**”

Excerpt 3 tells about student A feelings about teaching. Reflects personal satisfaction in teaching when students respond positively, showing enthusiasm and active involvement in the learning process, thereby increasing student A enthusiasm and

interest in teaching practice. "fell happy and motivated" is a positive feeling that results from successfully achieving goals.

Negative

Excerpt 4

"However, I **realized** that the homework I gave was less interesting."

Excerpt 4 tells about student a feelings about homework. Based on Martin & White (2005) appraisal theory, negative happiness is a type of evaluation when someone feels something disappointing or dissatisfied. Student A realizes that the homework given is less interesting and less motivating. In this case, "realizing" indicates regret or disappointment because the task is impractical. Disappointment or regret is negative happiness.

There are two categories of affect: positive and negative security. Examples in this case are:

Positive

Excerpt 5

"I am **confident** I can overcome these challenges and become a more effective educator at all levels."

Excerpt 5 tells about student A confidence in becoming a future educator. "Confidence" is related to emotional stability, namely a sense of security and self-confidence. This feeling supports positive development and self-confidence, which helps student A overcome these challenges and become an effective educator at all levels.

Negative

Excerpt 6

"Standing in front of the class for the first time made me **feel very uncomfortable.**"

Excerpt 6 tells about students feelings when teaching and showing feelings of discomfort and anxiety when facing new experiences that are included in negative security. In line with Martin & White (2005) appraisal theory, security refers to a person feeling of security or insecurity in a particular situation. In general, this feeling occurs because of fear of making mistakes.

There are two categories of affect: positive and negative satisfaction. Examples in this case are:

Positive

Excerpt 7

"Entering SMA level, I started to **feel positive changes.**"

Excerpt 7 tells about student A feelings about teaching experiences at all levels. According to Martin and White (2005) appraisal theory, satisfaction relates to our feelings about achieving the activities. "Feel positive change" is part of positive satisfaction because it aligns with Martin Anda White (2005) theory, which describes satisfaction, pleasure, and happiness from pleasant experiences so that student A occasionally experiences positive changes.

Negative

Excerpt 8

"I feel that the topic "Formal Invitation Cards" is not optimal related to student real lives."

Excerpt 8 tells about student A feelings towards the choice of topic. This expression shows a feeling of dissatisfaction with the desire to prepare learning topics. Student A felt that the topic of "formal invitation cards" was too far away or not in line with real life, so it did not have a meaningful or profound impact.

Judgment in Writing Reflection by Student A

There are two categories of judgment: positive and negative normality. Examples in this case are:

Positive

Excerpt 9

*"My **strengths** in teaching at SMP, SMA, and Juniors of College levels **can be seen from my consistency in applying the BKOF, MOT and ICOT methods, as well as the use of summative and formative assessments at each level."***

Excerpt 9 tells about the mindset or perception of student A towards teaching. "Strength" reflects a generally acceptable state because it aligns with social values or positive norms. It shows an assessment of a person's strength in teaching based on educational standards in Indonesia, including process standards, graduate competencies, and educational assessments. Student A's teaching quality is positive because it is based on quality teaching standards. In this sense, "positive normality" does not only refer to "positive assessment" but also to "something normal" or "as it should be".

Negative

Excerpt 10

*"I **should have** asked students to create live assignments the following week, which would have made the learning more interactive and relevant."*

Excerpt 10 tells about an action. Student A regretted the actions taken and considered that different actions in the past should have been taken to achieve optimal results. These actions don't meet the expected standards.

There are two categories of judgment: positive and negative capacity. Examples in this case are:

Positive

Excerpt 11

*"At the SMP level, although I **succeeded** in creating an interactive classroom atmosphere, I faced challenges in using technology."*

Excerpt 11 tells about his ability to create a classroom atmosphere. According to Martin and White (2005), capacity in the appraisal system refers to social rewards.

Reflect on Student A strength in teaching despite challenges. Demonstrates success in increasing student engagement in the learning process despite technology challenges. In this case, student A is aware of shortcomings that must be corrected to align with Martin & White theory, namely individual recognition, which is considered positive. Shows a positive attitude when facing obstacles.

Negative

Excerpt 12

“However, I recognize **my weaknesses** in encouraging critical thinking and debate among students.”

Excerpt 12 tells about teaching. Student A expressed awareness or recognition of things that had not been mastered, namely creating an interactive class involving student activity. In this case, it emphasizes the difficulty or lack of success in achieving the goal.

There are two categories of judgment: positive and negative tenacity. Examples in this case are:

Positive

Excerpt 13

“This has been a valuable lesson for me to be more **careful** in choosing and using learning media.”

Excerpt 13 tells about students A experience in teaching. Describes persistence, tenacity, commitment, and fighting spirit in facing weaknesses or challenges by learning from Experience. Student A shows a positive attitude toward improving themselves or continuously tries to ensure they get the right results. In line with Martin & White (2005) appraisal theory, tenacity is part of the judgment system that refers to a person's fortitude or perseverance in facing a situation.

Negative

Excerpt 14

“I tried to deal with the situation by remaining calm and switching to alternative assessment methods, **although I admit this made me a little nervous.**”

Excerpt 14 tells about student A facing a challenging situation. In this context, confession is negative because of feelings of nervousness, anxiety, or lack of self-confidence despite efforts to remain calm. It shows a side of perseverance that comes from feeling negative, unsure, and overwhelmed.

There are two categories of judgment: positive and negative veracity. Examples in this case are:

Positive

Excerpt 15

“This reflection shows that my feelings as a teacher developed with **experience.**”

Excerpt 15 tells of student A experience. In this case, it is almost similar to the affect system but is more of an honesty and self-awareness of his feelings as a teacher according to his experience in teaching practice. Student A shows a positive reflection on self-development. The experience is considered valid and trusted because it can be accepted confidently. In line with Martin & White (2005) appraisal theory, the type of veracity refers to a person's evaluation of an experience of truth or honesty.

Negative

Excerpt 16

“The **experience** of teaching at various levels brings mixed feelings to me.”

Excerpt 16 tells about teaching experience. Student A truth and honesty during teaching, this experience brought mixed feelings. Teaching experiences are not always positive, but there are feelings of dissatisfaction, regret, doubt, confusion, and other negative things.

There are two categories of judgment: positive and negative propriety. Examples in this case are:

Positive

Excerpt 17

“In the future, I will **focus** more on developing material that is not only by the curriculum but is also **meaningful** and **can be applied** by students at every level.”

Excerpt 17 tells about student A commitment. This context shows that student A wants to become a professional teacher by creating learning materials that follow the applicable curriculum and adhere to educational values in Indonesia. "Focus", "meaningful", and "applicable" show student A evaluation that actions, experiences, or thoughts are considered appropriate to the educational context in Indonesia. Martin & White (2005) appraisal theory refers to something that is appropriate, fulfilled, or appropriate in a particular evaluation context.

Negative

Excerpt 18

“**I should have** asked students to create live assignments the following week, which would have made the learning more interactive and relevant.”

Excerpt 18 tells about student A decision. Awareness and recognition of the wrong decision so that it shows negative propriety. The words "I should" indicate that student A should have made a different decision to make learning more interactive and relevant to the education principles. Student A actions and thoughts have not been by or fulfilled the expected goals.

Appreciation in Writing Reflection by Student A

There are two categories of appreciation: positive and negative reaction. Examples in this case are:

Positive

Excerpt 19

"Although I was concerned about my pedagogical abilities in dealing with active students, I was happy to see their **appreciation for my teaching.**"

Excerpt 19 tells about the responses of student A. Shows a positive response regarding satisfaction with teaching because students are given appreciation even though there are concerns regarding the pedagogical aspect. It means. Student A responded to the challenges faced by looking at the positive side of learning.

Negative

Excerpt 20

"Facing students who may have deep questions or critical thinking makes me feel **unprepared.**"

Excerpt 20 tells about student A challenges in teaching. When students ask critical and in-depth questions, the word "unprepared" expresses feelings student A of challenges, such as unpreparedness or anxiety. In this case, student A responded or responded to this with an adverse reaction to the challenges they faced. In line with Martin & White (2005) appraisal theory, adverse reactions evaluate an action carried out based on a response to something.

*There are two categories of appreciation: positive and negative composition.
Examples in this case are:*

Positive

Excerpt 21

"I spent more time **practicing the material before class, anticipating questions that might arise, and planning** every minute carefully."

Excerpt 21 tells about student A readiness to teach. The quote "practising the material before class, anticipating questions that might arise, and planning" shows the efforts made by student A before carrying out teaching practice, organizing open materials so that the learning process becomes better and more orderly. It shows a favourable composition because student A evaluates the quality of teaching, and the result is that student A is ready to teach.

Negative

Excerpt 22

"My biggest challenge is managing these emotions while **still providing effective and meaningful teaching.**"

Excerpt 22 tells about the difficulties faced by student A in managing emotions to maintain teaching effectiveness. In this context, it negatively reflects imbalance and irregularity in processing emotions and situations. Student A describes a negative evaluation because it shows shortcomings and weaknesses in the actions taken.

There are two categories of appreciation: positive and negative valuation. Examples in this case are:

Positive

Excerpt 23

“In implementing this lesson, I try to follow the latest *curriculum which emphasizes connecting material with contemporary issues.*”

Excerpt 23 tells about giving students an A grade in teaching. Based on Martin and White (2005), valuation is related to cognition in considering opinions. Strive to keep up with the latest developments in the educational curriculum to ensure relevant teaching materials meet educational standards. In this context, student A carries out evaluation actions to design teaching materials that can enrich student learning by linking them to problems that occur in society to align with Martin and White theory, namely understanding, processing and obtaining information to make decisions.

Negative

Excerpt 24

“I still *rely too much on materials I find on the internet*, such as texts about health, which may be less contextual to the daily lives of today's students.”

Excerpt 24 tells about the act of assessing. Student A expressed that the teaching materials were too dependent on inaccurate sources, which showed a negative assessment. Therefore, the teaching materials used were less contextual to everyday life, which showed a negative assessment of the quality of the teaching materials. “Rely too much” shows excessive actions that can harm students in the teaching and learning process.

Table 2. Attitude found in students B writing reflection

No	Types of Attitude	Positive & Negative	Amount	%	
1	Affect	a) Inclination	Positive	0	0
			Negative	0	0
	b) Happiness		Positive	2	20
			Negative	0	0
	c) Security		Positive	2	20
			Negative	5	50
	d) Satisfaction		Positive	0	0
			Negative	1	10
2	Judgment	a) Normality	Positive	0	0
			Negative	1	12.5
	b) Capacity		Positive	1	12.5
			Negative	5	62.5

	c) Tenacity	Positive	1	12.5
		Negative	0	0
	d) Veracity	Positive	0	0
		Negative	0	0
	e) Propriety	Positive	0	0
		Negative	0	0
3	Appreciation			
	a) Reaction	Positive	3	33.33
		Negative	2	22.22
	b) Compositio	Positive	0	0
		Negative	0	0
	c) Valuation	Positive	2	22.22
		Negative	2	22.22

Based on Table 2, the total attitude system of student A that this study found is 27 data. The table shows that negative elements dominate compared to positive elements. The affect element comprises 10 data and is dominated by negative security with 5 data. In contrast, the data did not find the lowest frequency, negative and positive inclination, negative happiness, and positive satisfaction. The judgment element consists of 8 data and is dominated by negative capacity with 5 data. In contrast, the data did not find positive normality, negative tenacity, positive and negative veracity, and positive and negative propriety. The appreciation element consists of 9 data and is dominated by positive reaction, while the lowest frequency is a positive and negative composition were not found in the data.

Affect in Writing Reflection by Student B

Categories of affect: positive happiness. Examples in this case is:

Positive

Excerpt 1

"My feelings when I became a teacher in front of friends and students were:
I felt happy."

Excerpt 1 tells describes student B feelings about teaching. "I feel happy" indicates positive or pleasant emotions such as satisfaction, pride, and well-being when carrying out the role of a teacher, which is in line with Martin & White (2005) appraisal theory. When you experience positive or happy feelings, it indicates a favourable assessment of your situation or experience.

There are two categories of affect: positive and negative security. Examples in this case are:

Positive

Excerpt 2

“I also feel more confident and not awkward in delivering the material.”

Excerpt 2 tells student B about delivering the material. In Martin & White (2005) appraisal theory, "more confident" is included in the positive security category. Feelings of security from the environment allow student B to deliver the material by appearing confident, developing, and interacting without shame. Self-confidence in individuals shows emotional stability and a sense of security in the environment or surrounding situation.

Negative

Excerpt 3

“In which, I had prepared for teaching, even felt steady and mature in preparing for teaching, but when teaching began ***I felt nervous and afraid***, causing everything that had been prepared and learned well before to suddenly disappear and a sense of ***insecurity***.”

Excerpt 3 tells student B about teaching. Based on Martin and White (2005) theory, security includes feelings of peace and anxiety related to the environment and the people around. "I felt nervous, afraid, and insecurity that emerged even though was prepared to teach. On the other hand, student B felt unsafe in real situations when the teaching process started, especially in front of the participants.

Categories of affect: negative satisfaction. Examples in this case is:

Negative

Excerpt 4

“When implementing teaching and learning performance, I encountered many incidents and practices that were **less enjoyable**, and ***did not meet my own expectations***.”

Excerpt 4 tells about student B teaching. Reflecting feelings of disappointment or dissatisfaction with desires or expectations, which cause negative feelings or negative satisfaction. "Less enjoyable" and "not meeting own expectations" indicate disappointment and dissatisfaction with the experience, which should have been able to provide a pleasant and expected experience.

Judgment in Writing Reflection by Student B

Categories of judgment: negative normality. Examples in this case is:

Negative

Excerpt 5

“When implementing teaching and learning performance, I encountered many incidents and practices that were less enjoyable, and ***did not meet my own expectations***.”

Excerpt 5 tells is almost the same as excerpt 4, which tells about the activities of student B reflecting feelings of frustration or dissatisfaction with desires or expectations, which cause negative feelings. Student B stated that the experience during the teaching process did not meet expectations. In this context, something that is not by thoughts or expectations means not meeting the norms that are considered to be supposed to happen. Martin & White theory (2005) of negative normality refers to assessments that do not meet standards.

There are two categories of judgment: positive and negative capacity. Examples in this case are:

Positive

Excerpt 6

"I feel embarrassed, when in front of my own students or friends. But I will learn well again, and become an **experience and lesson to be able to improve again.**"

Excerpt 6 tells about student B experience in teaching. "experience and lessons to be able to develop again" shows a positive phrase or sentence or, more precisely, a positive capacity because it emphasizes the ability to improve oneself, continue to learn and grow from experience. Describes student B ability to manage emotions, develop from experience, and commitment to improve himself. Student B shows the capacity to grow and adapt.

Negative

Excerpt 7

"because there were many **weaknesses** in delivering the material."

Excerpt 7 tells about student B delivered the material. The word "weakness" is an acknowledgement of the limited capacity to deliver the material in managing the class, teaching techniques, or interactions in the classroom between teachers and students. In Martin & White theory (2005), negative capacity is a zone where someone cannot overcome challenges, so development or achievement is limited.

Appreciation in Writing Reflection by Student B

There are two categories of appreciation: positive and negative reaction. Examples in this case are:

Positive

Excerpt 8

"I also feel more confident and **not awkward in delivering the material.**"

Quote 8 tells the story of student A in delivering the material. According to Martin & White (2005), reaction is oriented to interpersonal significance, composition to textual organization and evaluation of ideational value. Appreciation is beneficial for learning outcomes. The sentence "not awkward in delivering the material" shows a positive response or feedback from students taught about the success of delivering the material. In this context, this reaction relates to the relationship between individuals in communication, aligning with Martin and White (2005) interpersonal significance.

Negative

Excerpt 9

"When implementing teaching and learning performance, **I encountered many incidents and practices that were less enjoyable.**"

In this context, it is similar to negative satisfaction because student B feels less satisfied with his teaching performance and responds negatively to the situation

experienced. The word "less enjoyable" in the context of learning can be interpreted as things that are not appreciated.

There are two categories of appreciation: positive and negative valuation. Examples in this case are:

Positive

Excerpt 10

"Each topic is implemented using various teaching methods such as discussions, interactive exercises, individual or group projects, and constructive feedback **to ensure student engagement and a deep understanding of the material.**"

Excerpt 10 tells about student B implementing the teaching method. The sentence "to ensure engagement and a deep understanding of the material" demonstrate positive assessment actions in teaching. Using effective and constructive teaching methods is one way, starting from discussions, interactive exercises, and others. All methods will contribute to the positive goal of teaching success.

Negative

Excerpt 11

"Where in this performance, I have **weaknesses** in making materials."

This context is almost similar to negative capacity, describing dissatisfaction and awareness in student B teaching performance. Recognition or awareness of weaknesses in creating learning materials is an act of valuation. "Weaknesses" indicate unfavourable or unfavourable assessments of the experience, reducing quality.

DISCUSSION

It can be seen from the analysis of students A and B writing reflections in the microteaching course. Student A applies all attitude elements in writing reflection on the microteaching course. In contrast, student B did not apply all the attitude elements in writing in the microteaching course. The results of attitude analysis from students A and B writing reflections on the microteaching course at a university in Yogyakarta in the English education department show significant differences. Student A show positive elements dominate compared to negative elements. The affect system has 94 data and is dominated by positive satisfaction with 18 data. Apart from that, the second highest data is the positive inclination with 16 data. The third highest data is security positive with 15 data, and the fourth position is happiness positive with 12 data. The fifth and sixth positions with the same data are security and negative satisfaction with 11 data. The seventh position is negative happiness with 7 data, and the last is negative inclination with 4 data. In the judgment system, the researcher found 46 data. The highest data is capacity positive with 21 data. The second position is positive tenacity with 11 data. The third position is positive normality with 3 data. The fourth to seventh positions with the same amount of data are negative capacity, positive veracity, and positive and negative propriety with 2 data. The last positions with the same data amount are

negative normality, negative tenacity, and negative veracity with 1 data. Lastly, there is an appreciation system with a total of 59 data. The highest data is positive valuation with 26 data. The second position is positive and negative reactions with 10 data. The third position is negative valuation with 6 data, the fourth is positive composition with 5 data, and the last is negative composition with 2 data.

From the data that has been analyzed, the researcher found the top 3 data from each system that were most often found in student A in writing reflections are positive satisfaction, positive capacity, and positive valuation. Student A described that the teaching experience positively impacted capacity development, or satisfaction obtained during microteaching learning, so in this context, it leads to constructive reflection or learning through experience. According to Thanaraj (2017), constructive learning is created from actual experiences in a structured and layered manner to obtain higher cognitive levels to learn and improve professionally. Help build more profound knowledge and understanding to improve skills and competencies so they can develop. Kolb (1984) states that constructive reflection is an approach to experience that can help increase knowledge and build skills. The results show that student A deeply understands the experience to identify strengths and weaknesses and develops knowledge and skills to improve future teaching performance, aligning with Kolb.

Negative rather than positive evaluation dominated Student B research results. The affect system has 10 data. The first position is negative security with 5 data. The second and third positions with the same amount of data are positive happiness and negative security with 2 data. The fourth position is negative satisfaction with 1 data. Positive and negative inclination, negative happiness, and positive satisfaction were not found in student B writing reflection. The second system is judgment with a total of 8 data. The first position is negative capacity with 5 data. The second to fourth positions with the same amount of data are negative normality, positive capacity, and positive tenacity with 1 data. Positive normality, negative tenacity, positive and negative veracity, and positive and negative propriety were not found in student B writing reflection. The final system is appreciation with 9 data. The position with the most significant data is a positive reaction with 3 data. The second and third positions have the same data: negative reaction and positive and negative valuation with 2 data. Positive and negative compositions were not found in the analysis results.

In contrast, for student B, researchers found the top three data from each system that were most often found in reflections: negative security, negative capacity, and positive reaction. Describes that student B experience in teaching is full of challenges and difficulties but also shows growth potential. In this context, student B shows the experience as an active and reflective learning process. Chang (2019), reflection is exploring the depth of knowledge to review the learning process and recognize knowledge as a whole. Even though student B felt unsafe regarding the situation or surrounding environment and had limited abilities in teaching, the positive reaction provided direction to motivate, improve and increase knowledge and skills to comply with teaching quality standards. As mentioned by Kolb (1984), emphasizes that experience in the learning process occurs in four stages, namely

direct experience, then reflecting or reflecting on the experience to develop understanding further and try new approaches.

The findings of this research are slightly different from those conducted by Lesmana and Hartati (2023). Lecturer use a judgment system in providing written feedback to students in microteaching courses to provide direction and suggestions for continuous improvement and reflect on learning. In contrast, in this research, students tend to use the affect system in writing reflections in microteaching courses to show students' feelings or emotions, which can influence their experience and development of teaching skills. Although there are differences between the findings from previous research, these findings can increase understanding of the use of appraisal in teaching contexts.

Apart from that, we can find out the ideology that students A and B brought in their reflective writing in the microteaching course based on the analysis results. McLaren (2017) states that ideology is how we view the world, a complex collection of acceptable, natural, and reasonable ideas, social practices, representations, and rituals. This forms values for understanding reality and meaning in action. The ideology brought by student A in writing reflection on the microteaching course. Student A shows an attitude or response regarding satisfaction and self-confidence and assesses that the teaching experience provides valuable value for the future. In this context, student A shows optimism and acceptance of the experience. According to Peterson (2000), optimism refers to a good mood associated with perseverance and achievement towards the future and strengthens belief in one's ability to face challenges. Optimistic ideology creates experiences, values, and the ability to assess processes or experiences as valuable. In line with the optimistic ideology, Liu (2024) stated that students with a sense of optimism also tend to have self-efficacy and actively participate in improving their cognition from the learning process and experience. High self-efficacy can encourage individuals to influence the results of something they do. Student A applies the ideology of optimism and self-efficacy in written reflections on the microteaching course, which shows a positive view of the formation and development of self-capacity and belief in the potential to prepare oneself for the future.

Additionally, depending on the results, we can figure out the ideology brought by student B in his reflection on the microteaching course. Even though there are difficulties and pressure in teaching, student B still tries to develop by doing self-reflection. Tippett & Lee (2019) suggest that experience serves as a primary source of emergent knowledge about how learners are changed based on acquired knowledge and the way existing knowledge is changed through learner contributions is a progressive process. Learning occurs through knowledge-transforming experiences, where individuals receive information and contribute to changing how they understand the world. Meaningful learning experiences can form individuals willing to overcome difficulties or challenges in the future. Learning experiences are part of the learning process, where difficulties and challenges are part of the experience and are valuable, and self-reflection can develop knowledge and skills. Student B applies progressive ideology in written reflections on the microteaching course.

This study findings show implications for teacher education and professional development. Providing a new perspective on how students as prospective educators can reflect on microteaching experiences. Using Martin & White (2005) appraisal theory in this study shows how students critically and deeply assess learning experiences and the presence of affective and evaluative dimensions in the learning process. It can influence how teaching, education, and teacher training will be influenced by new steps in designing a curriculum that prioritizes the development of reflective skills. Thus, teacher education and professional development do not only focus on understanding or mastering theory but also on the ability to evaluate and reflect on the learning process.

CONCLUSION

The occurrence of each type of the attitude in the appraisal system did reflect the ideology of the writers in their reflective writing. As it was found that student A had more complete elements of the attitude that dominated with positive satisfaction, positive capacity, and positive valuation, it indicated that student A had a sense of optimism and self-efficacy in her writing. In contrast with student B, she employed the attitude that was dominated with negative security, negative capacity, and positive reaction. The attitude revealed that the student B owned insecurity towards herself but in another side she had a positive reaction carried out by motivating and supporting the teaching so that the ideology brought forward is progressive. Hence, this study is worth to do in the context of preparing a future teacher by viewing her reflection through the language used. This research contributes to providing in-depth insight into student attitudes, improving teaching methods or approaches, guiding teachers to understand the difficulties faced by students, and providing input for designing teacher education curriculum. Future research is expected to obtain a more in-depth picture of the development of the application of appraisal theory outside the context of higher education and explore socio-cultural aspects using appraisal theory.

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