

**STUDENTS' PERCEPTIONS TOWARD LECTURER'S
FEEDBACK DURING MICROTEACHING SESSIONS**

A THESIS

**Submitted to Partial fulfillment of the Requirements for Degree of
Sarjana Pendidikan in English Education**



By:

Erika Naviana

20522046

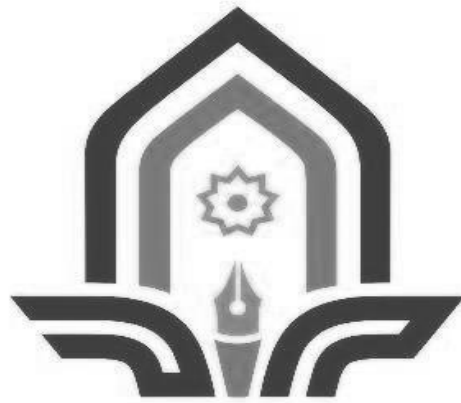
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

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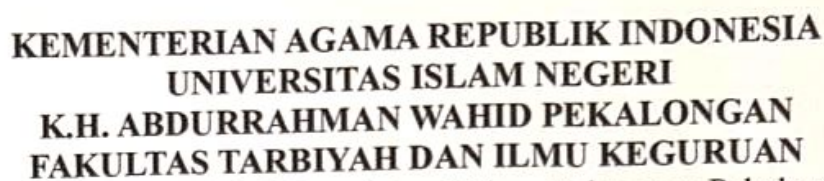
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Wassalamu'alaikum Wr.Wb.

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FEEDBACK DURING MICROTEACHING SESSIONS"**

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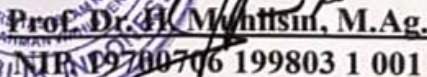
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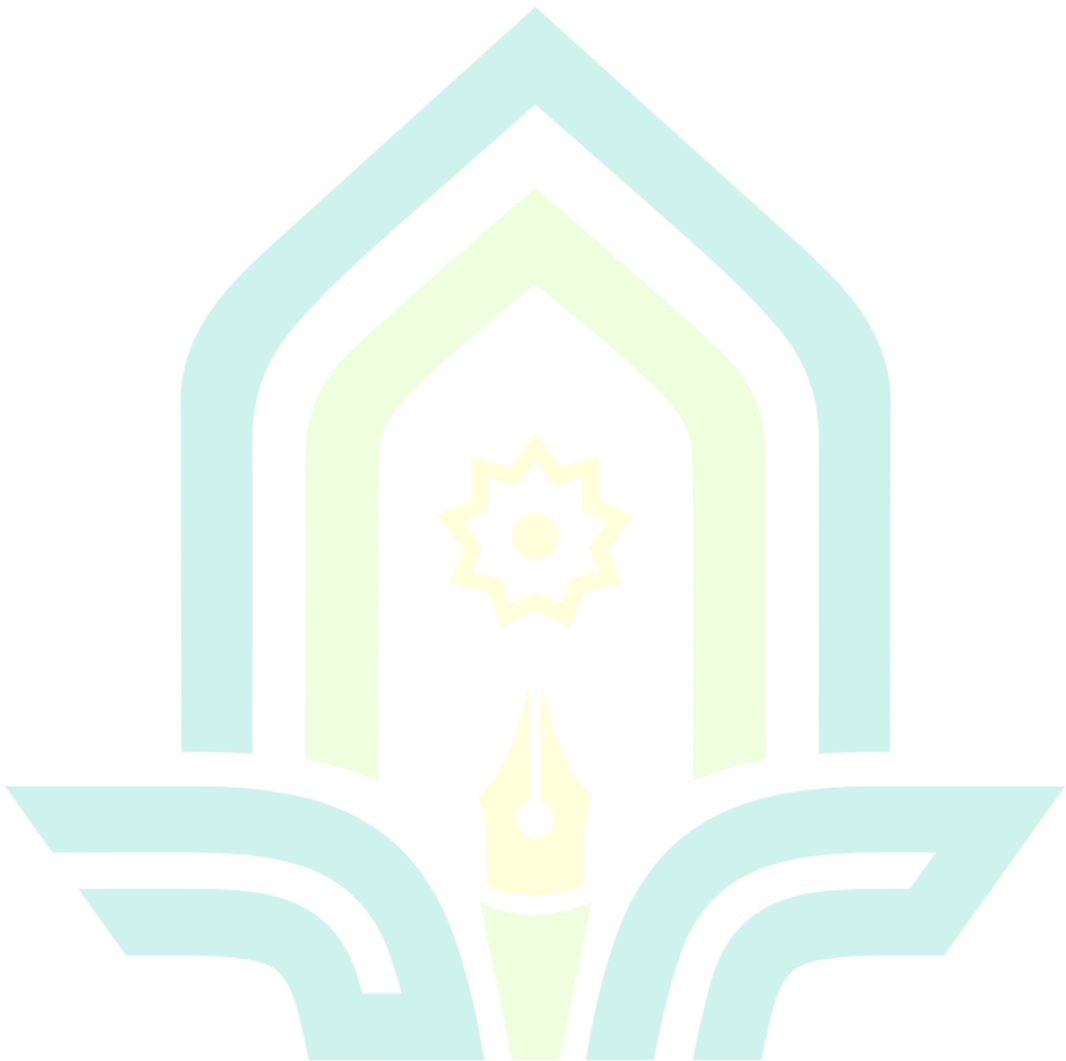
Alhamdulillahillāhi rabbil ‘ālamīn. All praise be to Allah SWT for His grace and help in completing this thesis. Peace and blessings be upon the Prophet Muhammad SAW. The author's success in completing this thesis cannot be separated from the support, prayers, and assistance of various parties who have always provided motivation and encouragement. On this occasion, the author sincerely expresses his gratitude to:

1. **Both beloved parents**, for their boundless love, sincere affection, unceasing prayers, and financial and emotional support. All their sacrifices, patience, and trust have been the main source of strength for the author in pursuing his education and completing this thesis.
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MOTTO

“Fulfilling knowledge is a long journey that must be undertaken with patience,
because behind every difficulty there is ease from Allah.”

~ Inspired by QS. Al-Insyirah: (5–6)



ABSTRAK

Naviana, Erika 2026, “*Students’ Perceptions Toward Lecturer’s Feedback During Microteaching Sessions*”. Skripsi. Tadris Bahasa Inggris. FTIK UIN K.H. Abdurrahman Wahid Pekalongan. Pembimbing Dewi Puspitasari, M. Pd.

Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa terhadap umpan balik yang diberikan oleh dosen selama praktik mikroteaching. Penelitian ini menggunakan pendekatan kualitatif dengan desain naratif. Data dikumpulkan melalui wawancara dan observasi kelas terhadap tiga mahasiswa program pendidikan yang dipilih secara purposif berdasarkan tingkat kemampuan akademik mereka (tinggi, sedang, dan rendah). Penelitian ini dilatarbelakangi oleh temuan awal bahwa beberapa mahasiswa terus mengulangi kesalahan pengajaran meskipun telah menerima umpan balik dari dosen. Analisis data menggunakan kerangka naratif oleh Clandinin dan Connelly (2000), sedangkan interpretasi temuan mengacu pada Teori Kognitif Sosial Bandura (1986). Hasil penelitian menunjukkan bahwa persepsi mahasiswa terhadap umpan balik terbentuk melalui tiga dimensi utama: kognitif, afektif, dan reflektif. Mahasiswa memandang umpan balik sebagai sumber informasi untuk memahami kesalahan mereka, menunjukkan respons emosional yang beragam terhadap umpan balik, dan terlibat dalam refleksi serta perbaikan dalam praktik pengajaran selanjutnya, meskipun beberapa kesalahan masih terulang. Penelitian ini menyimpulkan bahwa umpan balik dalam mikroteaching berfungsi sebagai sarana evaluasi dan pembelajaran yang mendukung pengembangan keterampilan mengajar pada calon guru.

Kata kunci: persepsi mahasiswa, feedback, mikroteaching, penelitian kualitatif, naratif.

ABSTRACT

Naviana, Erika 2026, “Students’ Perceptions Toward Lecturer’s Feedback During Microteaching Sessions”. *Skripsi*. English Education Departement. FTIK UIN K.H. Abdurrahman Wahid Pekalongan. Pembimbing Dewi Puspitasari, M.Pd.

This study aims to explore students’ perceptions of the feedback provided by instructors during microteaching practice. This study employs a qualitative approach with a narrative design. Data were collected through interviews and classroom observations of three education program students who were purposively selected based on their academic ability levels (high, moderate, and low). This study was motivated by preliminary findings that some students continued to repeat teaching errors despite having received feedback from lecturer. Data analysis utilized the narrative framework by Clandinin and Connelly (2000), while the interpretation of findings drew upon Bandura’s Social Cognitive Theory (1986). The results indicate that students’ perceptions of feedback are shaped through three primary dimensions: cognitive, affective, and reflective. Students view feedback as a source of information to understand their mistakes, demonstrate varied emotional responses to feedback, and engage in reflection and improvement in subsequent teaching practices, although some errors still recur. This study concludes that feedback in microteaching serves as a means of evaluation and learning that supports the development of teaching skills in prospective teachers.

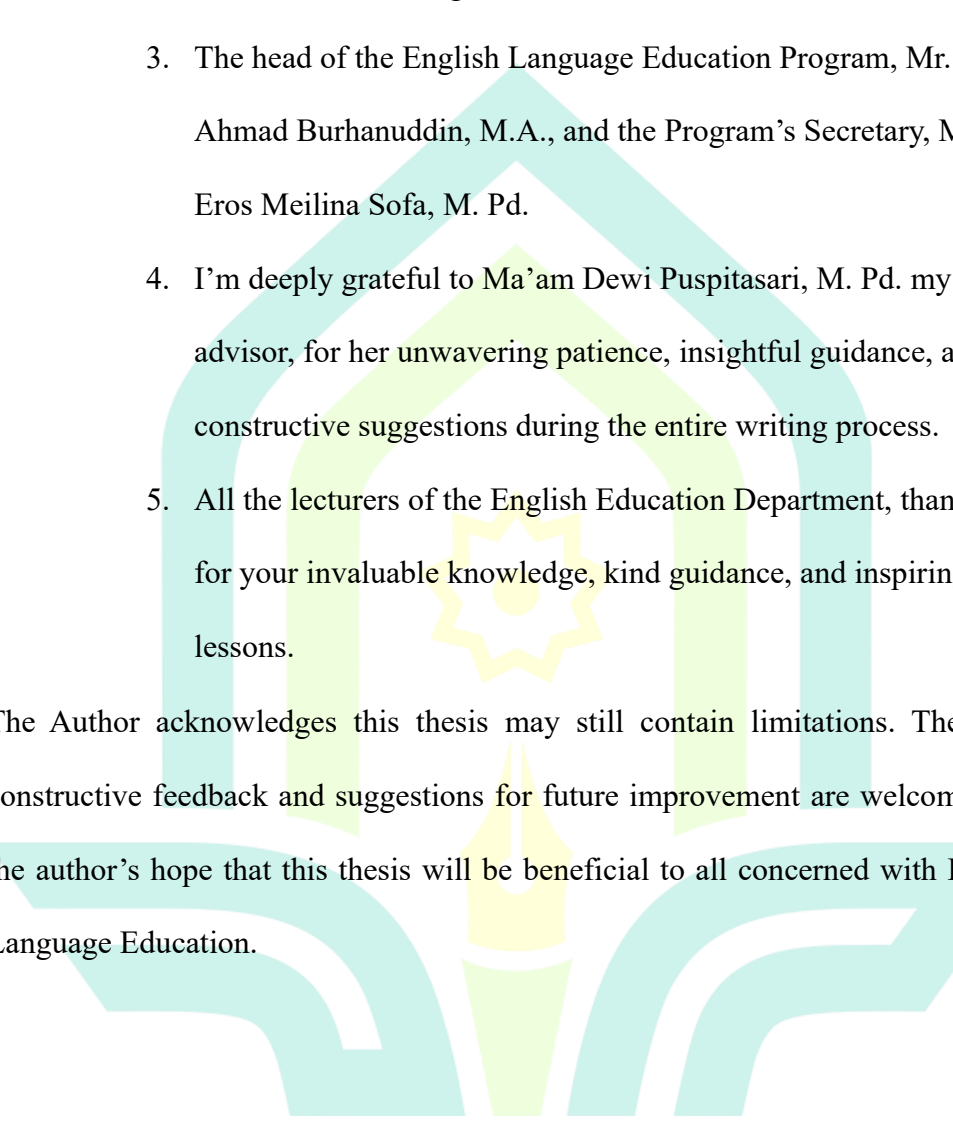
Keywords: *student perception, feedback, microteaching, qualitative research, narrative*

PREFACE

All praise be to Allah SWT for His abundant mercy, guidance, and blessings, which enabled the author to complete this thesis entitled “Students' Perceptions Toward Lecturer's Feedback During Microteaching Sessions.” This thesis was written as one of the requirements for obtaining a Bachelor of Education degree in the English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University K.H. Abdurrahman Wahid Peklongan.

This thesis was written based on the author's experience while taking microteaching courses, particularly during feedback sessions. During this process, the author observed that some of the mistakes that had been pointed out through feedback still reappeared in subsequent teaching practices. This experience prompted the author to further examine how students interpret and perceive the feedback they receive during microteaching sessions. This research focuses on students' perceptions of lecturer feedback in microteaching practice. Using a qualitative approach, this study aims to provide a deeper understanding and meaningful insights into the role of feedback in the learning process. Additionally, the results of this study are expected to provide practical implications for lecturers and students, as well as serve as a reference for future researchers in the field of English Education.

On this occasion, the author would like to express her deepest gratitude and sincere appreciation to:

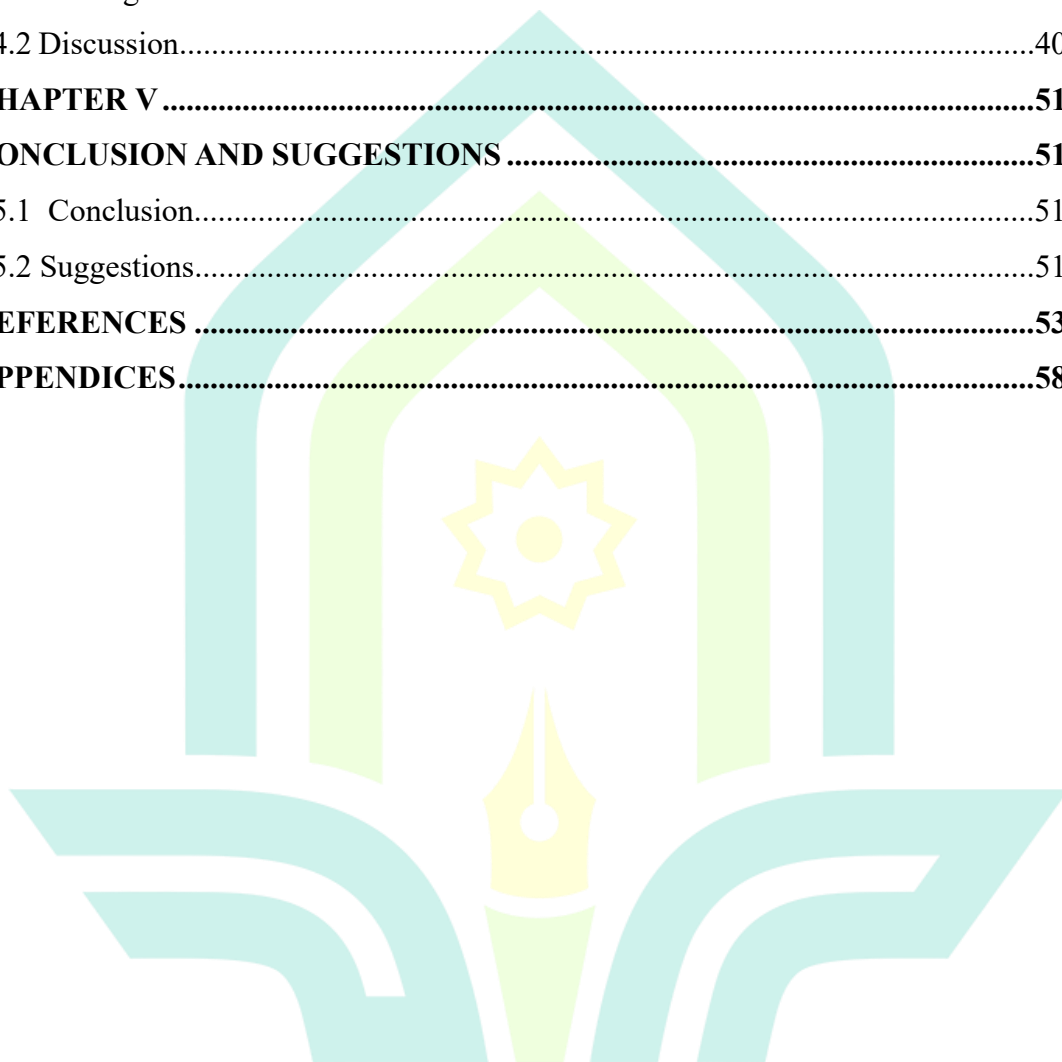
- 
1. Prof. DR. H. Zaenal Mustakim, M. Ag., is the Rector of UIN K.H Abdurrahman Wahid Pekalongan.
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The Author acknowledges this thesis may still contain limitations. Therefore, constructive feedback and suggestions for future improvement are welcome. It is the author's hope that this thesis will be beneficial to all concerned with English Language Education.

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CHAPTER I

INTRODUCTION

1.1 Research Background

In education, feedback plays an important role in supporting the learning process, especially at the university level. Feedback that is delivered well can have a significant impact. Not only does it motivate students to learn, but it also increases their understanding of the material, guides them to correct mistakes, and deepens their learning (Martinus & Emjosupa, 2022).

The relevance of feedback is particularly important in teacher education programs. In this context, students regularly participate in micro-teaching sessions, an activity specifically designed to develop their teaching competencies. During these sessions, students receive constructive feedback from their lecturers and classmates (Asregid, 2023). This feedback serves as a means to help students identify strengths in their teaching practices while recognizing areas for improvement, as explained by Hattie and Timperley (2007) that feedback helps learners understand their performance position and the next steps for improvement. Furthermore, Nicol and Dick (2006) emphasize that constructive feedback supports students' self-reflection and self-regulation development.

In spite the importance of feedback has been recognized, the quality and success rate of feedback provided is still often a topic of discussion. Students have clear expectations: they want detailed feedback that provides

deep insights and is delivered in a timely manner. These expectations are justified, as feedback that meets these criteria enables them to make immediate adjustments and improvements to their performance in a more targeted manner (Mag, 2019). Conversely, feedback that is provided too late or is too general tends to be perceived as less beneficial. This situation not only hinders the process of deep reflection among students but also risks causing confusion about the specific aspects that need improvement. Thus, the usefulness of feedback is highly dependent on the characteristics of its delivery (Kutasai, 2023).

Research also shows that different types of feedback whether from lecturer or peers have different values. Students tend to view feedback from lecturer as the primary reference for their long-term development as prospective teachers, while feedback from peers is more often used for short-term task or performance improvements (Aptoula, 2021). Collaborative feedback, where students and lecturer discuss feedback directly, has also been shown to result in more significant and meaningful improvements in teaching practices (Mandouit, 2018).

Based on preliminary research conducted by the researcher, there are interesting findings in micro-teaching practices. The researcher observed a tendency for students to repeat the same mistakes, even though these mistakes had been discussed and evaluated in previous feedback sessions. This raises profound questions about the efficacy of the feedback provided. It prompts reflection on the extent to which the feedback is truly understood,

accepted, and applied by students. In addition, this shows whether students consider the feedback useful and whether they can understand and apply it appropriately in their subsequent teaching practice.

These findings encourage researcher to further investigate how students perceive the feedback they receive in micro-teaching sessions. Students' perceptions of the clarity, relevance, and delivery of feedback are likely to affect the process of enhancing their teaching skills (Carless & Liu, 2021). Feedback that is considered useful and constructive can motivate students to continue learning and enhancing their competencies. Conversely, feedback that is not considered significant or is not well understood can result in minimal behavioral change and stagnation in the process of enhancing teaching skills (Ajzen, 2020).

Given these issues, the researcher considers it important to examine students' perceptions of feedback during microteaching sessions, as this can provide insight into how feedback is understood and responded to in their teaching practice. Therefore, this study focuses on the topic "Students' Perceptions Towards Lecturer's Feedback During Microteaching Sessions."

1.2 Formulation of the Problem

Based on the existing background, the research question is

"How do students perceive the feedback they receive from lecturer during micro-teaching sessions?"

1.3 Aims of the study

This study aimed to understand students' perception on feedback from lecture during micro-teaching sessions. The researcher explored how students interpreted each piece of feedback, including its relevance, difficulty of understanding, and their responses. The results are expected to help lecturers and institutions design better feedback strategies for the development of prospective teachers.

1.4 Operational Definitions

To prevent any misinterpretation of the terms used in this study, the researcher presents the following definitions relevant to the study:

1.4.1 Perceptions: is an individual's awareness of objects through the senses, involving a process of interpretation that produces meaning (James, 1890). In modern terms, perception is understood as an active cognitive process of interpreting sensory information, rather than simply passively receiving stimuli (Scott & Liu, 2024).

1.4.2 Feedback: is information provided by teachers, peers, or oneself about a person's performance or understanding in order to reduce the gap between current achievement and learning objectives. Feedback helps students understand the goals to be achieved (feed up), their current position (feedback), and the next steps to be taken (feed forward) (Hattie & Timperley, 2007)

1.4.3 Microteaching: is a teaching training method that simplifies the number of students, time, and material so that prospective teachers can

focus on practicing specific skills and receiving feedback (Allen, 1967). Recent studies confirm that microteaching helps develop pedagogical competence in a controlled environment (Iliasova, 2025).

1.5 Significances of the Research

1. **Theoretical:** this study extends the understanding of Bandura's Social Cognitive Theory in explaining how these perceptions shape cognitive, affective, and reflective aspects in the microteaching session, while also enriching the literature on social learning processes in teacher education students' perceptions when receiving feedback.
2. **Empirical:** This study directly describes how students understand and respond to feedback in microteaching sessions, based on their actual experiences. The results provide an in-depth description of the dynamics of interaction between students and lecturers during the feedback process.
3. **Practical:** This study helps lecturers understand how students interpret and use feedback, which can be taken into account when giving better feedback. Besides that, the results provide information for the study program about students' experiences during the microteaching session.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the research findings, it can be concluded that students generally have a positive perception of the feedback provided by lecturers during microteaching sessions. From a cognitive perspective, students are able to understand the feedback delivered because it is considered clear, detailed, and relevant to their teaching experiences. From an affective perspective, although initially some students felt nervous or anxious, the constructively delivered feedback actually fostered feelings of happiness, motivation, and increased confidence in developing their teaching abilities. Meanwhile, from a reflective perspective, students demonstrated efforts to evaluate their teaching practice by reviewing their teaching performance, identifying shortcomings, and applying the feedback in subsequent teaching practices. This finding indicates that lecturer feedback during microteaching not only helps students understand their teaching performance, but also encourages positive emotional responses and a reflective process that supports the development of teaching skills.

5.2 Suggestions

Based on the findings of this study, several suggestions can be made as follows.

1. for lecturers teaching microteaching courses, it is recommended to maintain a supportive and constructive approach to providing

feedback, as has been implemented in teaching practices. Providing feedback in polite and clear language, accompanied by concrete examples, has been proven to help students understand and interpret feedback. In addition, lecturers can also provide opportunities for clarification so that students have the chance to confirm their understanding of the feedback provided.

2. For students are advised to be more active in confirming the feedback they receive, especially when there are parts that are unclear. Students also need to realize that reflection on teaching practice is a gradual process, so that repetition of mistakes can still occur as part of the learning process. An open attitude towards feedback and a willingness to continue reflecting on teaching experiences are expected to help students interpret feedback more deeply.
3. For future researchers, it is recommended to develop research related to students' perceptions of feedback in different contexts, such as at other levels of education or in different learning models. In addition, the use of additional methods, such as longitudinal studies or reflection document analysis, can be considered to obtain a more comprehensive understanding of the process of forming perceptions of feedback.

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