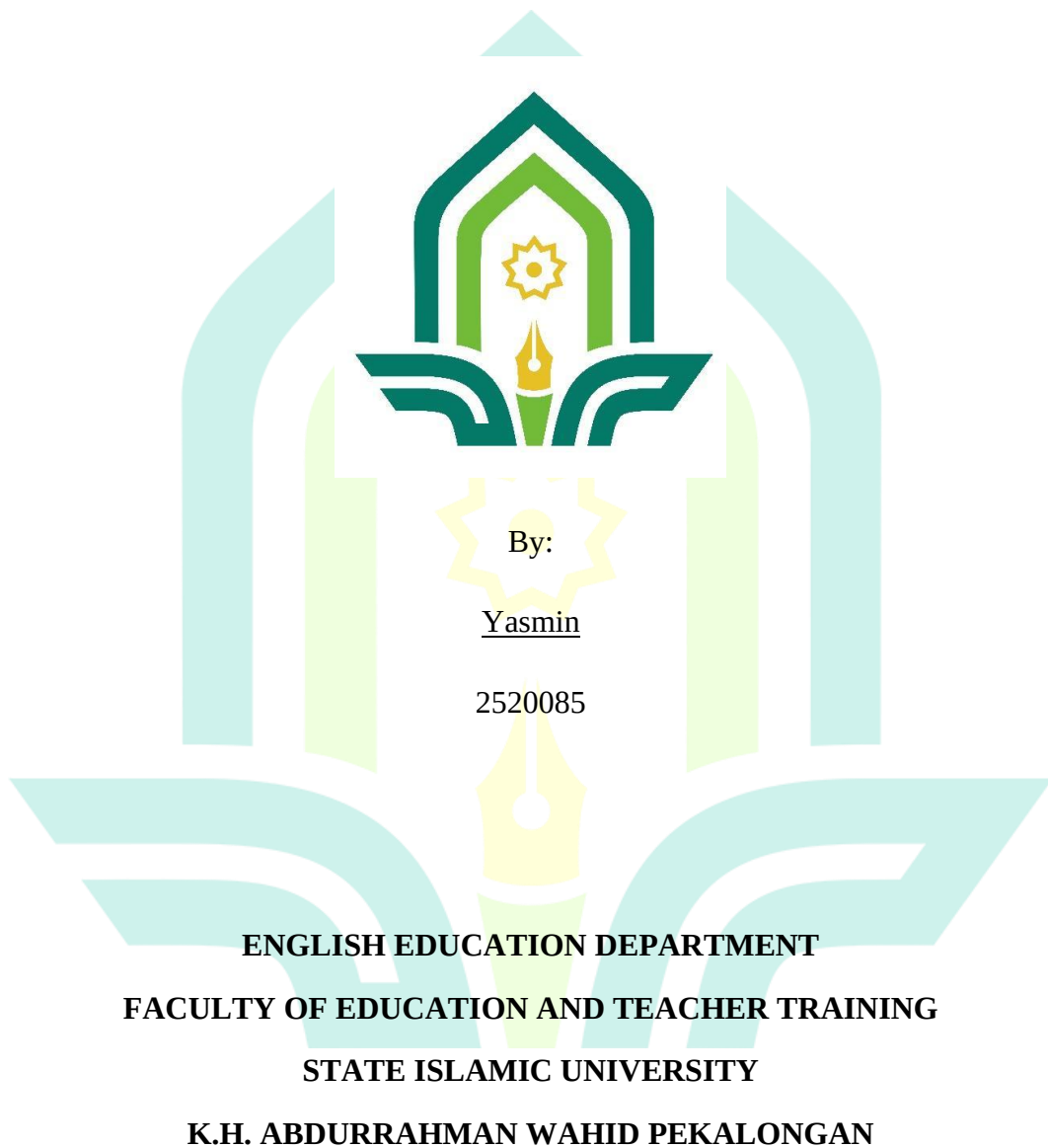


STUDENTS' PERCEPTION OF PEER FEEDBACK IN MICROTEACHING CLASS PRACTICES

A Thesis

Submitted in Partial Fulfillment of the Requirements for a Bachelors' Degree



2026

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been present through your prayers, unwavering support, and tireless efforts. Every step that has brought me to this point has been made possible by your blessings, hard work, and sincere devotion. Thank you for every sacrifice you have made and for always believing in me. May Allah (SWT) reward all of your sacrifices with endless blessings, grant you good health, and bless you with a long and fulfilling life.

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MOTTO

*“Allah tidak membebani seseorang melainkan sesuai dengan
kadar kesanggupannya”*

(QS. Al-Baqarah 2: Ayat 286)

*“Allah SWT, tidak mengatakan hidup ini mudah. Tetapi Allah SWT, berjanji
bahwa sesungguhnya bersama kesulitan ada kemudahan”*

(QS. Al-Insyirah: 5-6)

”Bukan kesulitan yang membuat kita takut, tapi ketakutan yang membuat kita
sulit”

Ali bin Abi Thalib

“Life can be heavy, especially if you try to carry it all at once. Part of growing up
and moving into new chapters of your life is about catch and release”

Taylor Swift

Selesaikan apa yang sudah kamu mulai, lewati badainya jangan ubah tujuannya

-We don't talk, we walk-

Abstrak

Umpan balik sesama mahasiswa telah menjadi komponen penting dalam mikroteaching karena memungkinkan calon guru untuk merefleksikan dan meningkatkan kinerja pengajaran mereka. Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa terhadap umpan balik sesama mahasiswa dalam praktik kelas mikroteaching serta mengidentifikasi tantangan yang mereka hadapi saat menerima umpan balik tersebut. Pendekatan studi kasus kualitatif digunakan dengan melibatkan lima mahasiswa Jurusan Pendidikan Bahasa Inggris yang telah menyelesaikan mata kuliah mikroteaching. Data dikumpulkan melalui wawancara semi-terstruktur dan dokumentasi, kemudian dianalisis. Temuan menunjukkan bahwa mahasiswa secara umum memandang umpan balik sesama mahasiswa secara positif. Mereka menghargai umpan balik sebagai sumber refleksi diri yang berharga, mengevaluasi kualitasnya secara kritis sebelum menerimanya, mengelola respons emosional terhadap kritik, dan menerapkan umpan balik tersebut untuk meningkatkan praktik pengajaran mereka selanjutnya. Namun, beberapa tantangan teridentifikasi, termasuk kurangnya kepercayaan diri dalam memberikan umpan balik, ketidakpuasan terhadap umpan balik yang tidak jelas atau subjektif, serta berkurangnya kepercayaan diri terhadap kinerja pengajaran mereka setelah menerima kritik. Untuk mengatasi tantangan ini, mahasiswa memverifikasi umpan balik melalui rekaman pengajaran, meminta klarifikasi kepada rekan-rekan, dan menggunakan saran konstruktif untuk meningkatkan pengajaran mereka. Studi ini menyimpulkan bahwa umpan balik sesama mahasiswa berkontribusi secara signifikan terhadap pengembangan kompetensi pengajaran dan literasi umpan balik dalam kelas mikroteaching.

Kata kunci: pengajaran mikro, umpan balik sesama, persepsi mahasiswa.

Abstract

Peer feedback has become an essential component of microteaching as it enables pre-service teachers to reflect on and improve their teaching performance. This study aimed to explore students' perceptions of peer feedback in microteaching class practices and identify the challenges they encountered when receiving peer feedback. A qualitative case study approach was employed involving five students of the English Education Department who had completed a microteaching course. Data were collected through semi-structured interviews and documentation and analyzed. The findings revealed that students generally perceived peer feedback positively. They appreciated feedback as a valuable source of self-reflection, critically evaluated its quality before accepting it, managed emotional responses to criticism, and applied the feedback to improve their subsequent teaching practices. However, several challenges were identified, including a lack of confidence in providing feedback, dissatisfaction with unclear or subjective feedback, and reduced confidence in their teaching performance after receiving criticism. To address these challenges, students verified feedback through teaching recordings, asked peers for clarification, and used constructive suggestions to improve their teaching. The study concludes that peer feedback contributes significantly to the development of teaching competence and feedback literacy in microteaching classes.

Keywords: microteaching, peer feedback, students' perception.

PREFACE

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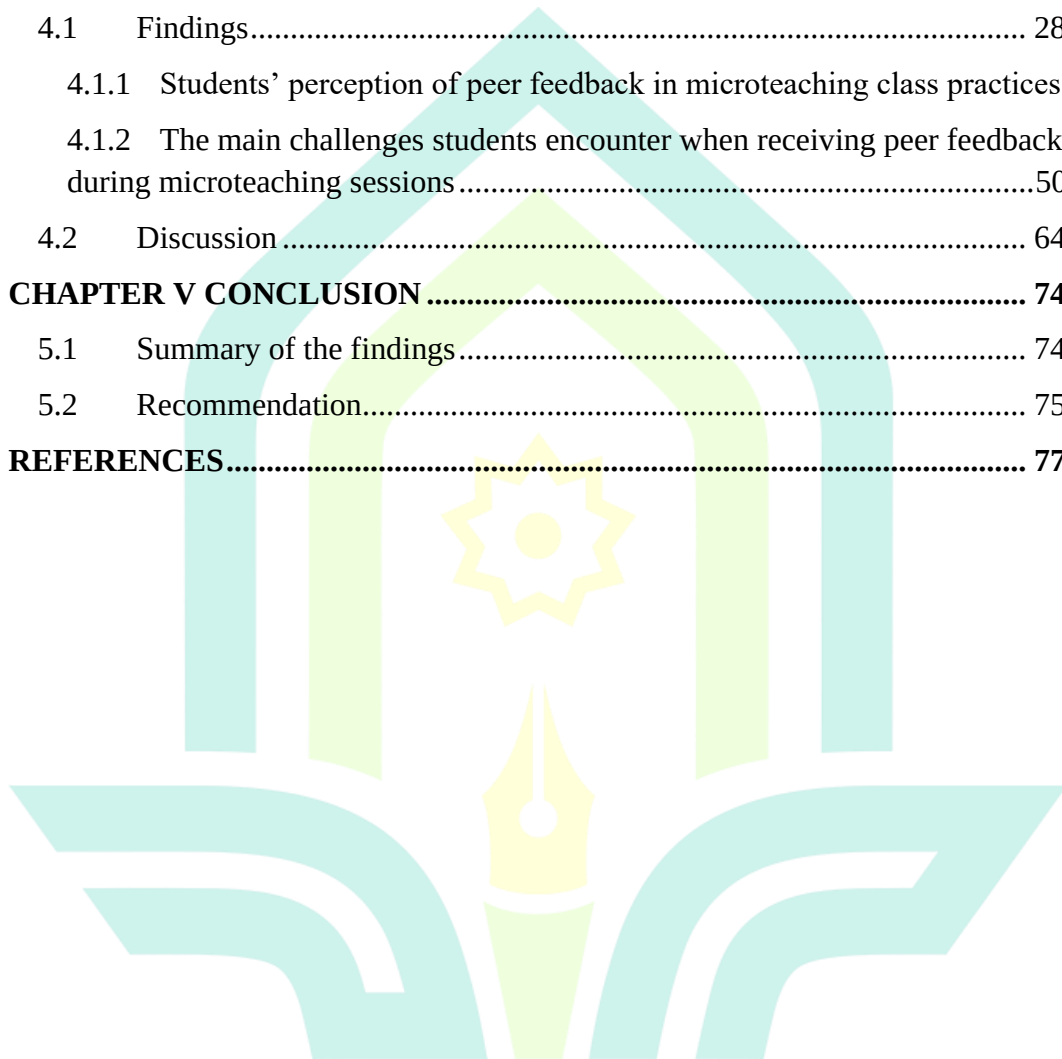


The Writer

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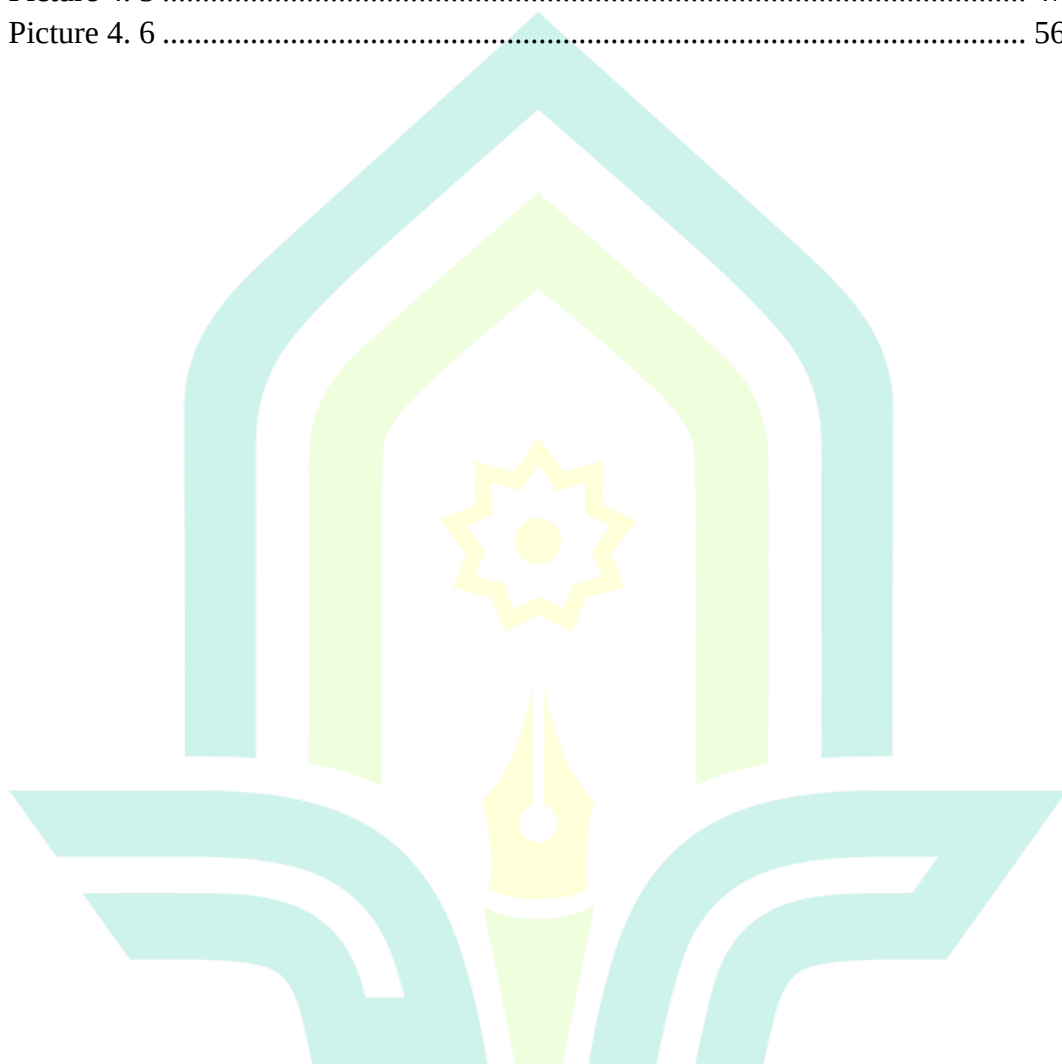
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CHAPTER I INTRODUCTION

1.1 Background of The Study

Microteaching is a mandatory course that must be taken by every student majoring in education. Usually, this course will be given in the sixth semester or before students take part in practical field experience (PPL) at school. Microteaching is the method of training students to become teachers by having them practice teaching in front of other students (Sagban et al., 2021). In this instance, one student acts as both the instructor and the learners. Practice teaching attempts to prepare students to become teachers because it is believed that this is an experience that students need to get in order to teach. According to Kurt and Çakıroğlu (2023), microteaching is based on five main principles, the first of which is that it is authentic teaching without the intricacy of traditional classroom education. It necessitates prioritizing training for the accomplishment of certain assignments, enabling improved practice control, and significantly increasing the control knowledge of outcome or feedback dimensions (Zhang et al., 2022). Related with that, Remesh (2013) said microteaching is a method of teacher preparation for acquiring instructional techniques. It uses actual classroom settings to help with skill development and to gain a deeper understanding of the teaching craft. Microteaching, a tried-and-true strategy to achieve a significant improvement in the learning experiences, is used extensively

in the majority of pre-service teacher education programs (Arsal, 2014). The main goal of a teacher should be to help students learn effectively. Microteaching techniques and skills have been adopted as an innovative method to provide educators with the tools they need to be successful. From this subject the students hoped to have teaching skills.

According to Rahman (2022) one of the key elements in the process of teaching and learning is to follow the practice teaching. We refer to it as instructional performance. According to Darsiah (2023), teaching performance refers to how a teacher carries out their responsibilities and assignments while giving students instruction that enhances their learning outcomes. In teaching practice there are several steps that can be done by a teacher. First, instructors should be well-versed in the subject matter, their pupils, and how to construct effective lessons; these are the three main areas of focus in the Professional Growth and Evaluation Handbook for Teachers (2015). Classroom procedures and physical space, fostering an atmosphere of mutual respect and learning, and behavior management are all components of the second classroom setting (Barri, 2020). Lesson delivery, student feedback, and evaluation for learning make up the final piece of teaching.

Teachers as the primary facilitator of knowledge in early teaching and learning methodologies. Pinto-Santos et al (2022) claim that a teacher must address students' mistakes and their feedback on the process in order to manage the learning process successfully. This demonstrates the

importance of feedback in the learning process. Additionally, by receiving comments, the students have power over how it should advance in the future. In an academic setting, feedback, according to Besser et al (2017), is given with the intention of helping trainees improve their performance rather than merely providing information about their performance. Numerous studies that outline different aspects of effective feedback practices have defined feedback in a more comprehensive manner. Feedback on a supervisor's performance helps with methodological skills and the research process, but it also provides encouragement and advice, which allows supervisors to make improvements to their practices and take full ownership of their development.

In the process of teaching and learning, feedback can come from both the teacher and the students themselves. However, the switch from teacher to peer feedback occurred for a variety of reasons, one of which being that the students feel under pressure and are unable to process the feedback from the teacher. Korol (2021) argues that even when students don't fully grasp instructor feedback, they may still use it because of their personal interest for it. This kind of problem also occurs in higher education, where students feel under pressure from their teachers' input, causing it to be difficult for them to understand and making them prefer using peer feedback, which is easier to understand. Several research found that peer-feedback was effective. According to Tian and Li (2019),

students encountered the opportunity to provide both oral and written feedback to their two group members to be very enjoyable. Furthermore, Chien et al (2020) reported that positive feedback rather than negative feedback enhanced students' performance when speaking English. Finally, research by Kurniawati (2022) demonstrated that students' perceptions of peer feedback as a social-affective technique were accurate: it helped them improve their recount writing skills and was valuable. While student-provided solutions and peer criticism had their benefits, they also had their drawbacks.

Thus, the researcher is intrigued by studying peer feedback in microteaching classes in light of the difficulty mentioned earlier. This issue is important to discuss because peer feedback is a part of the microteaching class, where students are prepared to become a competent teacher. Therefore, this research aims to explore students' perceptions of peer feedback in order to provide insight into the challenges students face when engaging in peer feedback. This study focused on the perception of peer feedback by students in microteaching class of the English Education department. By formulating the background of the study, the researcher conducted research about “Students’ Perception of Peer Feedback in Microteaching Class Practices”.

1.2 Identification of The Problem

Microteaching is a crucial component in teacher education programs, as it provides pre-service teachers with opportunities to practice and refine their teaching skills in a controlled and supportive environment.

One essential aspect of microteaching is feedback, particularly peer feedback, which allows students to reflect on their performance and learn from each other (Tillema, 2009). However, the success of implementing peer evaluation in practice ultimately depends on the students' own level of acceptance. Such feedback will only function optimally if it is viewed as constructive, reliable, and relevant to the improvement of their professional competencies.

In many microteaching settings, students may experience uncertainty about the quality and usefulness of the feedback they receive from their peers (Panadero, 2016). Some may view peer feedback as subjective or insufficiently critical, while others may feel uncomfortable providing honest assessments to classmates. These perceptions can affect the willingness of students to engage with peer feedback, potentially reducing its pedagogical value. Moreover, cultural, personal, and academic factors may also influence how peer feedback is received and interpreted in the context of a teacher training program (Carless, 2013).

Despite its potential benefits, there is limited understanding of how students perceive peer feedback in microteaching practice, particularly in terms of its usefulness, fairness, and impact on their learning process (Dawson et al., 2019). Without a clear picture of these perceptions, educators may struggle to design peer feedback mechanisms that are both effective and positively received by students (Carless & Boud, 2018).

Therefore, an in-depth exploration of students' perceptions of peer feedback in microteaching courses is crucial for identifying challenges, potential, and areas requiring improvement. The comprehensive understanding gained from this study is expected to help reformulate the implementation of peer feedback strategies while optimizing the development of pedagogical competencies among prospective educators.

1.3 Formulation of The Problem

This study provides two research questions, they are:

1. How do students describe their perception of peer feedback within microteaching class practices?
2. What are the main challenges students encounter when receiving peer feedback during microteaching sessions, and how do they navigate these challenges?

1.4 Operational Definition

In order to mitigate any misunderstandings, the researcher furnishes the following explanations of words pertinent to the study:

1. Peer feedback: Peer review, also known as peer feedback, this an activity in learning where peers give each other comments and input in order to excel by sharing their expertise (Sackstein, 2017).
2. Microteaching: A training or strategy given to teachers to have more professional teaching skills, which will help them to better understand the teaching and learning process both from their own teaching process and others (Reddy, 2019).

3. Perception: This includes someone opinions, understanding, knowledge, and subjective ideas on the advantages or efficacy of the things that experienced (Meece, 2012).

1.5 Aims of The Study

Based on the formulation of the problem written above, this study's purposes are as follows:

- 1) To describe students' perception of peer feedback in microteaching class practices.
- 2) To describe the main challenges of student encounter when receiving peer feedback during microteaching sessions, and how do they navigate these challenges.

1.6 Significance of the Study

1. Theoretical: This research contributed to the theory of Carless & Boud (2018) and supported theories related to student perceptions of peer feedback.
2. Empirical: Through the use of peer feedback learning techniques, this study offered empirical insight into students' perceptions.
3. Practical: Through the use of peer feedback learning techniques in microteaching classrooms, this study gives readers insight into the practices and perspectives of students.

CHAPTER V

CONCLUSION

5.1 Summary of the findings

Based on the findings and discussion, it can be concluded that students generally held positive perceptions of peer feedback in microteaching class practices. The findings revealed that all participants demonstrated the four dimensions of feedback literacy proposed by Carless and Boud (2018), namely appreciating feedback, making judgments, managing affect, and taking action. Students perceived peer feedback as a valuable learning resource that helped them identify strengths and weaknesses in their teaching performance, gain alternative perspectives from peers, and improve their teaching skills. Furthermore, students showed the ability to critically evaluate the quality and usefulness of feedback, regulate their emotional responses toward criticism, and implement suggestions for improvement in subsequent teaching practices. These findings indicate that peer feedback plays a significant role in supporting reflective practice, enhancing teaching competence, and fostering feedback literacy among pre-service teachers in microteaching classes.

Although it's benefit, the result also revealed some challenges that faced by student during peer feedback activity. The challenges identified in this study included not being confident in providing peer feedback, students not feeling satisfied and distrust with the feedback, and students not feeling confident with the result of their work (Muamaroh & Pratiwi, 2023). Students often experienced hesitation when providing criticism due

to concerns about hurting their peers' feelings or damaging interpersonal relationships.

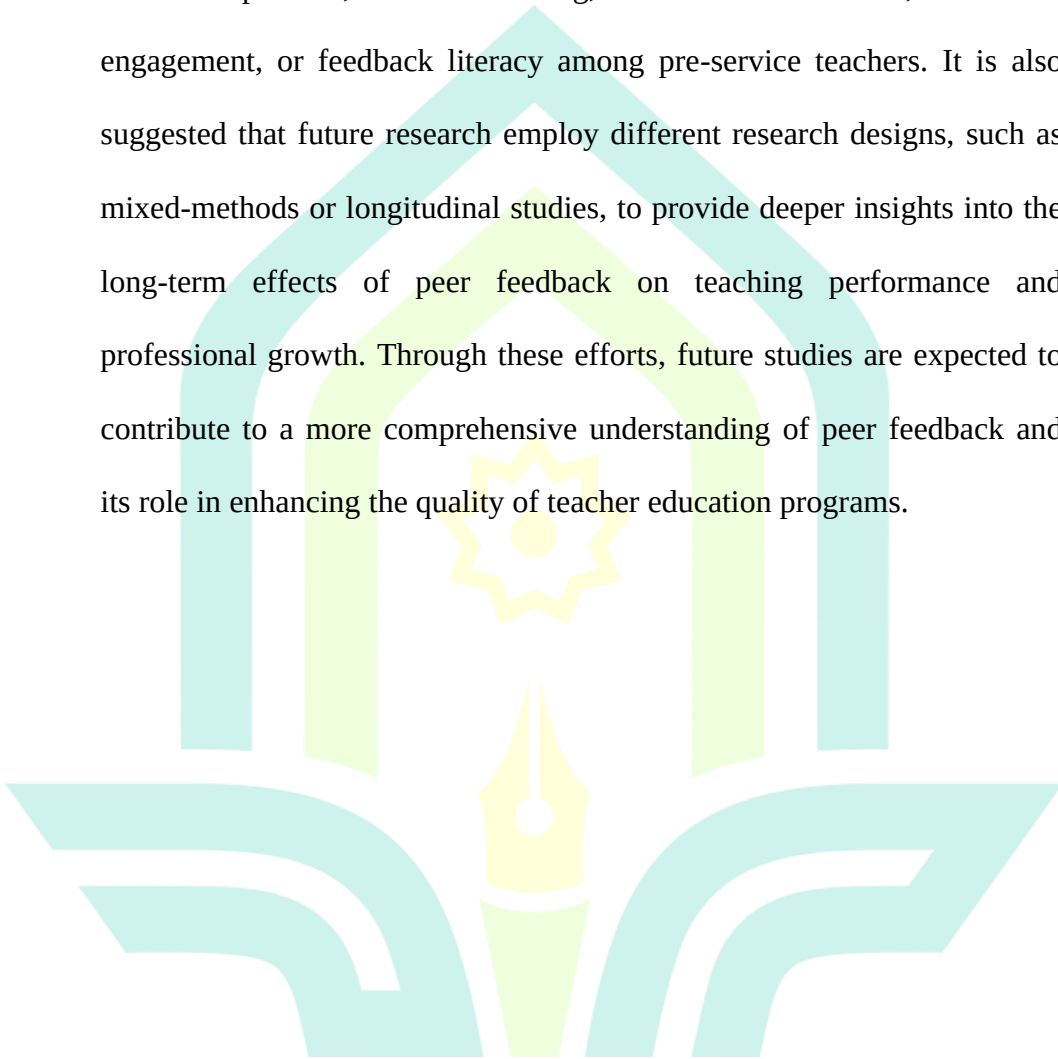
In addition, some participants questioned the credibility and usefulness of feedback when it was unclear, overly general, or inconsistent with their own perceptions. Several students also demonstrated uncertainty regarding the quality of their teaching performance and relied on peer feedback for validation and reassurance. Nevertheless, these challenges did not diminish the overall value of peer feedback. Instead, students attempted to overcome such difficulties by seeking clarification, reflecting on feedback critically, and using feedback as a basis for continuous improvement. Therefore, this study concluded that peer feedback serves not only as an evaluation tool but also as a meaningful learning process that contributes to the development of teaching skills, self-reflection, confidence, and professional growth among student teachers in microteaching classes.

5.2 Recommendation

Based on the findings of this study, future researcher are recommended to investigate peer feedback in different educational contexts, levels, or learning environments to obtain a broader understanding of how peer feedback influences students' learning experiences. Future studies may also compare peer feedback with other forms of feedback, such as teacher feedback, self-feedback, or technology-

mediated feedback, to identify their respective contributions to students' professional development.

In addition, researcher is encouraged to examine more specific aspects of peer feedback, such as its influence on teaching self-efficacy, reflective practice, critical thinking, communication skills, emotional engagement, or feedback literacy among pre-service teachers. It is also suggested that future research employ different research designs, such as mixed-methods or longitudinal studies, to provide deeper insights into the long-term effects of peer feedback on teaching performance and professional growth. Through these efforts, future studies are expected to contribute to a more comprehensive understanding of peer feedback and its role in enhancing the quality of teacher education programs.



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