

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Teaching is a complex and dynamic process that requires continuous improvement and development of teaching skills (Danielson, 2015). Teaching involves not only being able to explain materials to students but also managing the class effectively and engaging students in the learning process. Since a teacher holds an important role in influencing the process and outcome of education (Zohreh et al., 2015), it is every teacher's obligation, and a mark of true professionalism, to continuously improve the quality of their teaching.

In teacher education programs, microteaching courses are specifically structured to create controlled and supportive environments where student-teachers can develop and practice their teaching skills. Reddy (2019) stated that microteaching provides a safe space for trainee teachers to closely examine their teaching in front of a small group. This process allows them to identify areas for improvement, receive helpful feedback, and also learn by observing and providing feedback on their peers' performances. Student feedback is considered as an important tool in microteaching classes (Harrison et al., 2022). Feedback involves delivering information to the trainee teacher regarding their performance, highlighting both their strengths and areas for improvement. The purpose of feedback is to assist the trainee teacher in enhancing their skills as intended. It is essential for the feedback to be constructive and based on careful observation.

Peer observation has been widely used as an assessment tool in microteaching courses. It is a form of formative peer assessment that provides student-teachers with feedback on their teaching performance, which is expected to be invaluable input to improve their teaching competence (Yiend et al., 2014). However, the effectiveness of an assessment depends on how students perceive the assessment because it affects their engagement in learning. As stated by McMillan (2016), students are more engaged in learning when they believe assessments are crucial and useful. In the context of peer observation of teaching, it refers to activities and processes that provide students with specific feedback that they can use to improve their teaching practice. The students' perceptions of feedback, as well as their ability and motivation to use it, are important to the feedback's effectiveness (Strijbos et al., 2021). Assessment perceptions vary depending on the context, subject, and individual and thus influence assessment effectiveness (Van Der Kleij & Adie, 2020). Student perception of assessment can be important to teachers because it can impact student engagement and class performance. A positive perception of assessment fosters a growth mindset in which students see assessments as opportunities for improvement. Negative perception, on the other hand, leads to a fixed mindset and lower motivation.

Feedback is important for helping students learn (Wisniewski et al., 2020). However, teachers struggle to give timely feedback to many students because it takes a lot of time and effort. This is an even bigger problem when teachers have lots of different groups of students or teach multiple classes. To make things easier for teachers and to give students good feedback quickly, many educators are starting to use peer review instead (Wu & Schunn, 2021). Studies reveal that

peer observation has a significant effect on improving and developing teaching skills (e.g., Agustina et al., 2020; Cholifah et al., 2020; Megawati, 2018; Motallebzadeh et al., 2017). A study by Megawati (2018) shows that the role of peers in teaching practice is significant in fostering confidence and a supportive and respectful environment to achieve better teaching performance. Cholifah et al. (2020) have conducted research on teachers' perceptions of reflective peer observation in order to improve professional growth. The result shows that the teachers have a positive view of reflective practice. Reflection or reflective practice involves teachers engaging in a thoughtful and critical analysis of their teaching activities in the classroom. This includes evaluating the progress of the activities, monitoring student performance and achievement, and exploring the underlying factors that contribute to outcomes. This is in line with Agustina (2020) and Motallebzadeh et al. (2017), who stated the benefits of peer observation are that teachers can learn from others, gain some reflection, and improve the teacher's quality of teaching. (Mullin, 2016)

In contrast, Gaynor (2020) found that students perceived the process of providing feedback and reviewing as more beneficial than receiving peer feedback. They believed it enhanced their understanding of their own work. Some of the students believed they had received poor feedback more frequently than good feedback, and this perception seemed to show in their negative attitudes toward the process. It is important to highlight that while peer feedback has its benefits, it also has some weaknesses, such as inconsistency, bias, and fear of negative consequences (Tennant & Ross-Hellauer, 2020; Wu & Schunn, 2021). When it comes to inconsistency and bias, peer review can sometimes be

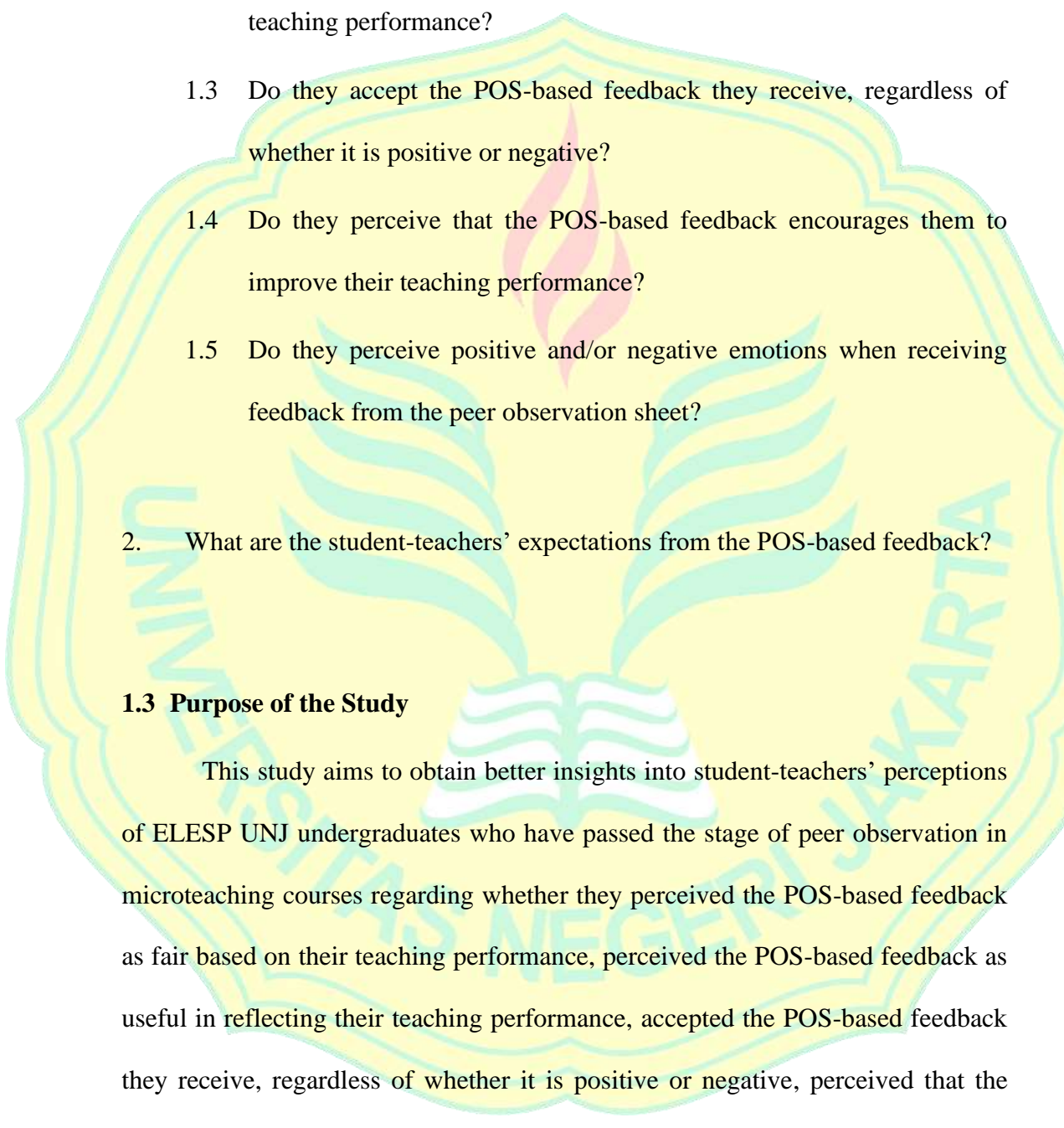
inconsistent and influenced by personal relationships between the reviewers and those being reviewed (Tennant & Ross-Hellauer, 2020). This aligns to another weakness, which is the fear of negative consequences. Students might hesitate to provide genuine feedback about their classmates, particularly if they have close friendships. They might be anxious that this could strain their relationships or create tension within the class environment (Wu & Schunn, 2021).

However, despite the invaluable findings from the previous studies, less attention has been given to exploring students' perceptions of peer observation compared to many studies on teacher perceptions of peer observation in the context of observing each other's teaching (e.g., Agustina et al., 2020; Cholifah et al., 2020; Motallebzadeh et al., 2017). It is important to know students' perceptions because the effectiveness of assessment depends on how students perceive the assessment itself. Based on the problem above, the researcher was inspired to obtain better insights into student-teachers' perceptions and expectations of the feedback provided through the peer-observation sheet (POS-Based Feedback) in a specific domain, which is in ELESP of Universitas Negeri Jakarta.

## **1.2 Research Questions**

Based on the background of the study, the main research questions of this study are as follows:

1. How do students perceive the POS-based feedback in microteaching course?

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- 1.1 Do they perceive the POS-based feedback as fair based on their teaching performance?
  - 1.2 Do they perceive the POS-based feedback as useful in reflecting their teaching performance?
  - 1.3 Do they accept the POS-based feedback they receive, regardless of whether it is positive or negative?
  - 1.4 Do they perceive that the POS-based feedback encourages them to improve their teaching performance?
  - 1.5 Do they perceive positive and/or negative emotions when receiving feedback from the peer observation sheet?
2. What are the student-teachers' expectations from the POS-based feedback?

### **1.3 Purpose of the Study**

This study aims to obtain better insights into student-teachers' perceptions of ELESP UNJ undergraduates who have passed the stage of peer observation in microteaching courses regarding whether they perceived the POS-based feedback as fair based on their teaching performance, perceived the POS-based feedback as useful in reflecting their teaching performance, accepted the POS-based feedback they receive, regardless of whether it is positive or negative, perceived that the POS-based feedback encourages them to improve their teaching performance, and perceived positive and/or negative emotions when receiving feedback from the peer observation sheet. Furthermore, this study also aims to obtain information on

the expectations of ELESP UNJ undergraduates regarding the POS-based feedback in microteaching class.

#### **1.4 Scope of the Study**

This study focuses on student-teachers' perceptions and expectations of peer feedback provided through the peer observation sheet (POS). The participants of this study are undergraduates from batch 2020 of ELESP UNJ who passed the peer observation stage in the microteaching course. The student-teacher perceptions were obtained from a questionnaire and semi-structured interview. Furthermore, the student-teachers' expectations were collected from semi-structured interviews.

This study uses an instrument adapted from the feedback perception questionnaire (FPQ) developed by Strijbos et al. (2021), which presents five scales of feedback perception: (1) fairness, which explores how fair the individual perceives the feedback to be, including the perceived objectivity and accuracy of the feedback, (2) usefulness, which explores how useful the individual perceives the feedback to be in terms of reflecting their performance, (3) acceptance, which explores the degree to which the individual accepts the feedback, including their willingness to listen to and act on the feedback, (4) willingness to improve, explores the individual's willingness to enhance their performance or make positive changes based on the feedback they receive, and (5) affect, which explores the emotional response of the individual to the feedback, including positive or negative emotions such as satisfaction or disappointment.

### 1.5 Significance of the Study

This study is expected to be useful and give a contribution to the following:

1. Microteaching lectures, especially at ELESP UNJ

This research hopefully can provide microteaching lecturers with valuable insights into how student-teachers perceive POS-based feedback in the microteaching course. This information can help lecturers enhance their feedback practices to better meet the needs and expectations of student-teachers.

2. Microteaching students

The findings of this study hopefully can help students recognize the value of engaging in peer observation and feedback.

3. Future Researchers

An additional reference for future researchers that study a similar discipline.