

## CHAPTER I

### INTRODUCTION

This chapter focuses on the study's background, research questions, purpose, scope, and significance.

#### 1.1 Background of the Study

Teacher quality, teacher characteristics, and teacher teaching experience positively influence school quality, which in turn impacts student performance (Siagian & Artha 2023). Based on the Siagian and Artha's (2023) finding, the quality of the teachers directly influences the quality of education. Many programs have been made by the government to improve the quality of education, such as the Independent Curriculum, the implementation of national assessments, and the Teacher Mobilization Program. The ministry of education also has their LPTK (Lembaga Pendidikan Tenaga Kependidikan) which is the university that required by government to organizing a teacher procurement program in early childhood education, basic education, and/or secondary education as well as to organize and develop educational science and non-educational (Kementrian Pendidikan, 2019). Universitas Negeri Jakarta is one of the LPTK (Lembaga Pendidikan Tenaga Kependidikan) that its students to be professional teachers. The Ministry of Education is also ratifying Ministerial Regulation Number 55 of the 2017 Teacher Education Standards. It mentions the teacher's mandatory competence. This mandatory competence includes pedagogic, personality, social, and professional competences (Kementrian Pendidikan, 2017).

One of the teachers' mandatory competence is pedagogy competency. Pedagogy is a crucial competency for pre-service teachers as it pertains to their capacity to implement the teaching and learning program (Merdekawati, 2022). It also relates to education and teaching qualifications, which is how the teachers can manage and run the process of teaching and learning in the classroom. This manages and runs the process in the class, which includes opening lecture skills, explaining course skills, questioning student skills, strengthening student skills, classroom management skills, variety skills, guiding discussion skills, and closing lecture skills (Merdekawati, 2022). Pedagogical skills may include the capacity to educate others (Valzado et al. 2023). It has the meaning that teachers not only master the material that is taught but also master the class.

To have teachers that have the pedagogy competency, teachers must be thought since they are in their education state as it called pre-service teachers. Pre-service teachers themselves are college students who enter the education department and undergo training during the learning process to prepare them to become professional teachers in the future (Ardiyansah, 2021). During their education, pre-service teachers are expected to be able to learn about student understanding competencies, educational learning competencies, competency in mastery of scientific fields and/or expertise, and attitude and personality competence based on the National Higher Education Standards (Kementerian Pendidikan, 2017). Apart from that, pre-service teachers must carry out practicum and work practice as intended in the regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia number 55 of 2017

concerning teacher education standards. This practicum and field practice include Microteaching Class and Teaching Skills Practice (*Praktik Keterampilan Mengajar*).

Microteaching itself is from the world micro that has meaning small and word teaching. Microteaching is a procedure in which a student teacher practices teaching with a reduced number of students in a reduced period with emphasis on a narrow and specific teaching skill (Allen, 1965). The microteaching also can be stated as the small unit of teaching with limited time and limited content. The microteaching cycle consists of teach, feedback, re-plan, re-teach, and re-feedback in line with Teacher Education Standards in Indonesia, the study program at the university provides microteaching classes and teaching internships.

Feedback as one of activity in microteaching class has an important role in improving pre-service teachers teaching skills. Feedback can be used by pre-service teachers to improve their results or performance based on the suggestions that are made. Feedback can be considered reinforcement to motivate pre-service teachers (Diasti, 2020). The feedback in class can be given by the lecturer and the other student, which is called peer feedback. Peer feedback is a comment or piece of advice given by peers, fellow pre-service teachers, or students. Peer feedback that is given by fellow pre-service teachers will help students develop their own critical thinking by observing others performance (Koc, 2011). Critical thinking is one of the skills that must be learned in the 21<sup>st</sup> century. The focus of 21st century competencies is on teamwork, communication, ICT literacy, creativity, critical thinking, problem-solving abilities, as well as social and cultural competence



(Voogt et al., 2013). The process of solving difficulties through mental organization and evaluation is known as critical thinking (Siahaan et al. 2023). Teachers can utilize this to organize the class quite effectively. In addition, everyone in the present period needs to be more knowledgeable than just a conceptual grasp of concepts to meet the expectations of a society that requires critical processing of information (Siahaan et al. 2023). For this reason, pre-service teachers must have training before they can begin instructing critical thinking (Firdaus & Mukhtar, 2020).

Many studies have been conducted related to the importance of peer feedback in microteaching classes for pre-service teachers. Diasti (2020) investigated pre-service teachers' responses towards peer spoken feedback in microteaching classes. The results showed that students have positive responses to the use of peer spoken feedback in microteaching classes. They are motivated to perform better teaching performances. Further, Hidayah and Indriani (2021) in their research about real-time feedback in English microteaching classes, found out that the teacher training showed a positive perspective on real-time feedback, which they believe contributes to their professional growth. Also, Özonur and Kamışlı (2019) in their research found that during peer reviews of microteaching practices, pre-service teachers find that their colleagues are generally competent in terms of providing an overview, teaching a lesson and its activities, closing the lesson, and providing an evaluation.

While there have been some investigations related to the importance of peer feedback in microteaching classes (Indriani, 2022; Odo, 2023; Merdekawati, 2022) there is a noticeable absence of research, especially exploring the use of peer

feedback in microteaching classes that focuses on the pre-service teachers' perception. The existing literature primarily focuses on the use and response of peer feedback in general. Therefore, a research gap exists regarding the use of peer feedback in microteaching classes and how pre-service teachers perception regarding to it. Addressing this research gap, this research aims to investigate the use of peer feedback on the English Language Education Study Program microteaching class at Universitas Negeri Jakarta related to their perceptions in improving their teaching skills.

### **1.2 Research Questions**

This study is conducted to answer the following questions:

1. How is peer feedback used in English Language Study Program microteaching class at Universitas Negeri Jakarta for pre-service teachers?
2. How do pre-service teachers perceive the impact of the use of peer feedback on the improvement of their teaching skills?

### **1.3 Purposes of the Study**

Based on the above-described research topics, this study seeks to:

1. Investigating how peer feedback is utilized within the context of an English Language Education (ELE) microteaching class students at Universitas Negeri Jakarta.
2. Determine the pre-service teachers' perceptions about the use of peer feedback in improving their teaching skills on English Language Education (ELE) microteaching class students at Universitas Negeri Jakarta.

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

This study focuses on the use of peer feedback in the English Language Education Universitas Negeri Jakarta microteaching class and pre-service teachers' perception of its impact on the development of their teaching skills. Pre-service teachers in two classes of micro-teaching batch 21 will involve in filling out the research questionnaire and 1 class will use a sample on class observation.

#### **1.5 Significance of the Study**

The result of this study is expected to be beneficial for many parties theoretical and practical, especially for pre-service teachers in the English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta. From a theoretical point, it could be a reference for future research related to peer feedback in teaching practice. This can be used as a review of issues related to the use of peer feedback in the teaching practices of pre-service teachers. Also, this research can be used as the evaluation study from the curriculum that used in the English Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta.

For the practical point, this study can be used as valuable insight for microteaching lectures about the important use of peer feedback in microteaching courses and will help lectures enhance the creation of a comfortable environment for pre-service teachers to provide feedback. This study also hopefully can help the pre-service teacher know about the importance of peer feedback in improving their teaching skills.