

**Exploring Levels and Perceptions of Written Peer Feedback Among
ELESP Students in the Microteaching Course**



Intelligentia - Dignitas

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*A Skripsi submitted to the English Language Education Study Program in
Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan*

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI JAKARTA

2026

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ABSTRACT

Medina Hasnan Aliya Wibowo. 2026. *Exploring Levels and Perceptions of Written Peer Feedback Among ELESP Students in the Microteaching Course. A Qualitative Content Analysis. A Skripsi.* The English Language Education Study Program is part of the Faculty of Language and Arts at Universitas Negeri Jakarta.

Written Peer Feedback (WPF) has become a significant component of microteaching since it supports reflective practice. Understanding the feedback levels is required, as different levels influence the depth of reflection and learning outcomes. However, while most research has focused on identifying feedback levels, attention also needs to be paid to how Pre-Service Teachers (PSTs) perceive the written peer feedback they receive. To address this gap, the study aims to identify the written peer feedback levels provided by English Language Education Study Program (ELESP) students as PSTs in a microteaching course at a Public University in Jakarta, and to explore how these students perceive the feedback they receive in terms of fairness, usefulness, and acceptance. Using a qualitative content analysis, data were collected from Peer Observation Sheets (POS) provided by ELESP students and semi-structured individual interviews. Findings revealed that most written peer feedback was concentrated at the task level (103 comments), followed by the process level (38 comments), the self-regulation level (35 comments), and self-level (praise) feedback was the least common (17 comments). Students generally considered written peer feedback fair and useful when it was specific, clear, and supportive, while acceptance was shaped by its relevance to their own teaching demonstration. These findings suggest the need for more structured guidance in developing students' ability to provide higher-level written peer feedback.

Keywords: *feedback level, feedback perception, microteaching, pre-service teachers, written peer feedback*

ABSTRAK

Medina Hasnan Aliya Wibowo. 2026. *Explorasi Tingkat dan Persepsi Umpan Balik Tertulis Teman Sejawat pada Mahasiswa Program Studi Pendidikan Bahasa Inggris dalam Mata Kuliah Microteaching. Analisis isi Kualitatif. Skripsi.* Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Umpan balik tertulis dari teman sejawat telah menjadi komponen penting dalam pembelajaran microteaching karena mendukung praktik reflektif. Pemahaman terhadap tingkat umpan balik diperlukan karena setiap tingkat memberikan pengaruh yang berbeda terhadap kedalaman refleksi dan hasil pembelajaran. Namun, meskipun sebagian besar penelitian berfokus pada identifikasi tingkat umpan balik, perhatian juga perlu diberikan pada persepsi calon guru (*Pre-Service Teachers/PSTs*) terhadap umpan balik tertulis yang mereka terima. Untuk mengisi kesenjangan tersebut, penelitian ini bertujuan untuk mengidentifikasi tingkat umpan balik tertulis dari teman sejawat yang diberikan oleh mahasiswa Program Studi Pendidikan Bahasa Inggris (PBI) sebagai calon guru dalam mata kuliah microteaching di salah satu universitas negeri di Jakarta, serta mengeksplorasi persepsi mereka terhadap umpan balik tersebut dari aspek keadilan, kebermanfaatan, dan penerimaan. Penelitian ini menggunakan analisis isi kualitatif. Data dikumpulkan melalui *Peer Observation Sheets* (POS) yang diisi oleh mahasiswa PBI serta wawancara individu semi-terstruktur. Hasil penelitian menunjukkan bahwa sebagian besar umpan balik tertulis teman sejawat berada pada tingkat *task* (103 komentar), diikuti oleh tingkat *process* (38 komentar), tingkat *self-regulation* (35 komentar), sedangkan umpan balik pada tingkat *self* merupakan yang paling sedikit ditemukan (17 komentar). Mahasiswa pada umumnya memandang umpan balik tertulis dari teman sejawat sebagai sesuatu yang adil dan bermanfaat ketika disampaikan secara spesifik, jelas, dan suportif, sementara penerimaan terhadap umpan balik dipengaruhi oleh relevansinya dengan demonstrasi mengajar yang telah mereka lakukan. Temuan penelitian ini menunjukkan perlunya pemberian panduan yang lebih terstruktur untuk mengembangkan kemampuan mahasiswa dalam memberikan umpan balik tertulis kepada teman sejawat pada tingkat yang lebih tinggi.

Kata Kunci: *tingkat umpan balik, persepsi umpan balik, microteaching, calon guru, umpan balik tertulis teman sejawat*

ACKNOWLEDGEMENT

With all praise and gratitude to God the Almighty, who has given his blessings and mercy, so that the paper entitled “Exploring Levels and Perceptions of Written Peer Feedback Among ELESP Students in the Microteaching Course” can be finished by the author. This skripsi is submitted as a partial fulfillment of the requirements for the Bachelor of Education degree in the English Language Education Program at the Faculty of Languages and Arts, Universitas Negeri Jakarta.

In the process of conducting this study and writing this Skripsi, the author received a great deal of support, guidance, and advice from various individuals and organizations, both directly and indirectly. For this reason, the author would like to express her deepest gratitude and appreciation to:

1. Medina Hasnan Aliya W, as the author of this Skripsi, who has worked hard and has not given up in the face of various challenges throughout the process of completing this Skripsi. This long and challenging process could not have been completed without the commitment and determination that were maintained until the very end.
2. Sulhizah Wulan Sari, M.Hum., as my first advisor, and Imas Wahyu Agustina, M. Pd., as my second advisor, who have provided me with invaluable guidance, motivation, and advice.
3. Tara Mustikaning Palupi, M.Hum., as my academic advisor, who has given me advice, suggestions, and motivation throughout my studies.
4. All lecturers and academic staff at the English Language Education Study Program of Universitas Negeri Jakarta, who have given me so much knowledge and helped me throughout my studies at this university.
5. To my beloved parents and my beloved sister, who have always supported me, prayed for me, motivated me, and instilled in me a strong spirit of patience and perseverance in every situation.
6. The 2022C English Language Education students, as the participants, who have helped me to complete my research.
7. Zselavania, Gabriel, Safna, and Nadya, as my closest friends since Junior High School, thank you for being the best support system, always there to offer encouragement, help when facing difficulties, and for supporting the author throughout the lengthy process of writing this Skripsi.
8. Rida, Nadyah, Kayla, Bilqish, Prilla, Selena, as my closest friends since Senior High School, thank you for the prayers, encouragement, and for taking the time to listen to the author's concerns.

9. Intan C, Najma, and Nabila R, as my closest friends during college, thank you for all the prayers, encouragement, the time we spent together, and for being there to share stories, whether about college or beyond.
10. Imelda, Nabilah N, and all my friends from 2021DB, thank you for the support and motivation that I cannot mention one by one.
11. Ainun, Ziril, Agri, Rizqi A, Safira, and all my friends from the 2021 ELESP students, who have provided support, cooperation, and solidarity throughout my studies and the writing of this Skripsi.
12. The idols I have admired for years, Haechan, Mark, NCT Dream, NCT 127, Seonghyeon, Keonho, CORTIS, thank you for providing inspiration and entertainment through your works, which have kept me motivated to complete this Skripsi.
13. All those who have contributed and supported me, who cannot all be mentioned here, for their attention, guidance, and suggestions.

The author acknowledges that this Skripsi is far from perfect due to limitations in ability and experience. Therefore, the author welcomes any constructive criticism and suggestions. Finally, it is hoped that this Skripsi will be of benefit to all interested parties.

Jakarta, August 2026

MHAW

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