

ABSTRACT

JIHAN AGUSTIN RANITIA. 2021. Exploring the Benefits of Peer Feedback as a Reflection Platform for a Student-teacher in EFL Teaching Practicum.
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Peer feedback is currently often used as a tool to exchange information to support the learning process. But in the realm of student-teacher in the teaching practicum context it is still limited. Therefore, the present study aims to investigate the benefits of the process of reflection through peer feedback experienced by a student-teacher during teaching practicum programs. This study outlines a case study of reflection through peer feedback during teaching practicum. The data were collected from researcher's reflection which was written based on the audio recording of oral peer feedback given by the researcher peer and analyzed qualitatively using thematic analysis. The result of this study showed three main benefits of using peer feedback as reflection, those are: mentoring the personality of the student-teacher, the betterment of classroom management, and promoting teacher professional development. Therefore, reflection through peer feedback is very useful for the future teaching process of the researcher, and being able to explore different perspectives from the researcher as a student-teacher, help the researcher develop as a teacher, help the researcher realize strengths and weaknesses, as well as consider effective teaching and learning activities. In the end, this study contributes to facilitating the student-teachers development regarding their reflection through peer feedback as a means of building their professional betterment.

Keywords: *Teaching Practicum, Student-teacher, Peer Feedback, Reflection*