

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Students' Perceptions**

Perception is an individual's action in organizing information received through the senses and providing an overview and understanding of the environment hence as to form an experience. As stated by Gibson, Ivancevich, and Donnely (2012) state that individuals use five senses to explore the environment: sight, touch, hearing, taste, and smell. Organizing the information for the surroundings hence makes the experience is called perception. This shows that perception is formed from the individual's experience in viewing information to be meaningful in the environment through the senses. Everyone can have different perceptions depending on the judgment and experience in seeing and feeling everything around them in the environment.

Meanwhile, according to Nuzulia (2016) perception can be defined as a process by which individuals select, organize, interpret patterns of stimulation or sensory data for appropriate action or intelligent activity in the environment. Therefore, students' perceptions are the act of selecting, recognizing, and interpreting sensory information in providing an overview and understanding through senses of the environment experienced by students.

#### **2.2 Peer Review in the Teaching Practice**

Peer review is carried out after students practice teaching and then collaborate with peers in providing feedback to review the strengths and weaknesses of their teaching practice. According to Alabi & Weare (2014), peer review of teaching is collaborative in an effort in which peers observe one another's teaching and provide feedback. Zeng (2020) stated peer review of teaching often involves collaboration among colleagues (the

experienced/peer or educational developers) in a work setting. Therefore, peer review activities require collaborative activities and cooperation in providing feedback to assess the results of the teaching practices of their peers.

Many studies have shown that there are various benefits and purposes of peer review or peer feedback. According to Gielen (2010) as cited in Taufiqullah et.al (2016) there are some benefits of using peer feedback: (1) peer feedback can increase the social pressure on students to perform well on the task, (2) students often perceive peer feedback as more understandable and more useful because fellow students are on the same wavelength' (Topping, 2003), (3) peer feedback can increase the students' ability to understand feedback, (4) peer feedback is quicker. As teacher feedback often has a considerable delay after the submission of the task, (5) peer feedback can be part of an increase in the frequency or amount of feedback. One peer review process students can obtain learning gains in various ways: receiving feedback from a variety of sources is likely to give wider ranging suggestions on how to improve performances, acting in the role of reviewer or feedback giver can develop a wide range of generic skills and encourage time on task (Gaynor, 2019). Therefore, receiving a review from various sources provides insight and more suggestions for better teaching practices.

There are various purposes of peer review, according to Money Penny et al. (2018) students provide valuable critical feedback to their peers and learn from seeing the variety of ways other students have approached the same task. They are learning both by providing feedback and by responding to the feedback they receive. Fileborn (2020) that peer review (PR) of teaching is now part of the professional development and evaluation of higher education. Meanwhile, according to Wilkins and Shin (2011) as cited in Brix, Grainger & Hill (2014) that the purposes of peer review are to promote professional development, collaboration, and self-evaluation. This peer review can be aggregated on development for teachers to learn, think, and improve performances.

### 2.3 Teaching Practices

According to Gage (1968) cited in Dhillon (2013), teaching practices are specific instructional activities and procedures that may be used by a teacher in his classroom. Especially for teachers or students in the education program, they must do teaching practice and develop their abilities about knowledge of teaching. Further, Teaching practice is activities undertaken by teachers from the beginning of teaching to the end of the teaching in the class. However, before teaching practice, the teacher should make the lesson plan then present it. One of the courses to develop practical teaching skills is the reflective micro-teaching course because in that class there is a teaching practice conducted by students in the education program. Moreover, Mannathoko (2013) Teaching practice is recognized by educators as a training requirement for teachers. In teaching the teacher must prepare and pay attention properly therefore, that learning can be well received by students. Following according to some studies of components that should be considered as a teacher in teaching practices in supporting their success in the classroom. As stated by Milkova cited in Thi Bich Lieu Tran et al. (2017) that below are six components a teacher should consider:

1. Outline learning objectives
2. Develop the introduction
3. Plan the specific learning activities (the main body of the lesson)
4. Plan to check for understanding
5. Develop a conclusion and a preview
6. Create a realistic timeline.

Moreover, Kyriacou (2007) cited in Dhillon (2013) identified and developed seven sets of core teaching skills that contribute to successful classroom practice. They are described as follows:

1. Planning and preparation: skills involved in the selection of educational objectives and learning outcomes for the lesson and how best to achieve them.

2. Lesson presentation: the skills involved in successfully engaging students in the learning experience, particularly with the quality of education.
3. Management lessons: skills involved in managing and organizing the learning activities that take place during the lessons to retain the attraction, interest, and involvement of the students.
4. Classroom climate: the skills involved in developing and maintaining a positive attitude and encouragement for students to succeed.
5. Discipline: the abilities used to maintain good order and cope with the misbehavior of the student that occurs.
6. Assessing the progress of students: the skills used in assessing the progress of students, addressing both the formative and the summative aims of the assessment.
7. Reflection and evaluation: skills used in the assessment of one's own existing teaching practice to enhance future practice.

#### **2.4 Teachers' Professional Development**

The importance of teacher performance in teaching is necessary to improve or update teaching practices. One of the most important factors that influence teachers' performance is professional development for teachers. According to Galazci (2018), professional development for teachers, both pre-service and in-service, generally introduces new tools or skills or updates existing skills. The teachers or pre-service teachers can update the teaching skill or use new tools to realize the practical learning objectives. As stated by Avalos (2011), professional development is focused on teacher learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. Therefore, professional development is a conscious effort on how a teacher or student in an education program continues to learn and develop their knowledge in order to provide the best teaching that the students need.

## 2.5 Study of the Relevant Research

Several relevant studies regarding peer review have been done by some researchers. Furthermore, the five previous studies will be described as below:

The first previous study is from Megawati (2017) entitled “Peer Observation of Teaching: Pre-Service Teachers’ Perspectives for Better Performances”. This study aims to explore the students’ perspective and experience towards the non-threatening and meaningful situation in Peer Observation of Teaching (POT), specifically the Peer Review model during microteaching performance. Data were collected qualitatively via observations, peer-evaluation papers, and self-analysis reports. Findings indicate how well the pre-service teachers undergo the learning process in improving the quality of teaching skills in accordance with the good and bad situations they found during the teaching simulation as the teacher, observer, and student. Accordingly, this study implies that the role of peers in this practice is highly significant in terms of building confidence as well as a supportive and respectful environment to achieve better performance in teaching.

The second previous study Akpınar M (2019) in their study entitled “The Effect of Peer Assessment on Pre-Service Teachers’ Teaching Practices”. This research has revealed the effect of peer assessment on the teacher training process, pre-service teachers observed each other during six weeks and evaluated each other with observation form. Pre-service teachers evaluated each other in terms of content knowledge, pedagogical content knowledge, planning, teaching process, classroom management, and communication. Besides, they stated their opinions about peer assessment techniques with a semi-structured interview form.

The third previous study from Zeng (2020) in the study entitled “Embedding teaching expertise framework in peer review of teaching (PRT) practices and research: Implications from a systematic review of PRT’s impact on the professional development of university teachers”. Based on the

findings, this study indicated that the quality of experience, such as feedback, had led to hesitation/resistance to peer review of teaching. So, one recommended strategy for embedding the expertise framework in PRT is to include in the pre-review stage the learning of relevant knowledge and skills and practices on judgment (e.g. in pre-review training) in order to equip the participants with necessary knowledge and skills.

The fourth previous study is from Gaynor (2019) entitled “Peer review in the classroom: student perceptions, peer feedback quality and the role of assessment”. The research investigates the quality of peer feedback, the importance of assessment, and student perceptions of the most useful. Methods include directed content analysis of feedback produced, student opinions, and a focus group. Students could offer feedback across a range of assessment criteria but tend to focus on the important criteria best aligned to the particular assignment. A range of motivational factors and tactics were noticed, but students tended to find reviewing the most beneficial. This study found that students perceive reviewing/feedback giving more useful than receiving peer feedback and also believe it enhance their learning/understanding of an assignment.

The fifth previous study from Canabate et al. (2019) in the study entitled “Supportive Peer Feedback in Tertiary Education Analysis of Pre-Service Teachers’ Perception” found that in developing pre-service teachers’ peer feedback literacy, they were then able to provide and receive feedback. From their perceptions’ of supportive feedback, can deduce that there is an interplay between the peer internal correlation found between the categories. Supportive peer feedback encourages collective interaction to not only develop collaborative activities, but also the instructional/engaging tasks used for involving the teachers in higher-order processes, as in the case of supportive feedback.

This research is different from the previous study, while previous studies focus on the positive impact of peer teaching on building confidence, the effect of peer assessment in the teaching profession, and the quality of peer

feedback on pre-service teachers. However, in this research, the perception of peer review in the teaching practices being investigated is limited and adjusted to the teachers' professional development in reflective micro-teaching class as the gap of the research.