

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Feedback is currently used in the learning process. Feedback can be delivered orally or written by the teachers or peers. The use of feedback can help its receivers to identify their performance in conducting certain tasks. In higher education, feedback is believed to be a strong influence to develop students' ability to monitor, evaluate, and regulate their learning as independent learners (Evans, 2013 as cited in Mercader, et al. 2020, p.1).

Peer is known as one of the feedback agents. Peer feedback is used to engage students with cognitive, metacognitive, and interpersonal skills (Huisman et al. 2019; Panadero, Jonsson, & Alqassab, 2018 as cited in Mercader, et al. 2020, p.1). Peer feedback nowadays is increasingly used in teacher training programs as an essential instructional method that is beneficial to improve learning (Alaqssab, 2018; Huisman, 2018; & Huang, 2018). Thus, peer feedback offers a positive contribution to learning.

Most of the studies revealed the benefit of peer feedback. A study by Zhang and McEaney (2019) reported that peer feedback made a positive contribution to promote great improvement in writing performance. Moreover, Alqunayeer (2020) found that peer feedback is beneficial for Malaysian postgraduates to assist writing proposal processes. Saka (2019) found the students agreed that peer review is helpful to make them more social and receptive in a different situation, enables them to see other perspectives of their work from different backgrounds, and they believed that collaborative work will be useful beyond the school's life.

All things considered, peer feedback offers some benefits in the learning process. Previous studies showed that peer feedback has positive impacts as follows (1) great improvement to the writing performance, (2) helps to assist proposal writing processes for the postgraduates, (3) students become more social and receptive (4) in addition, it is beneficial for life after school. (Zhang & Mc.

Eneaney, 2019; Alqunayeer, 2020; Saka, 2019). Thus, the use of peer feedback in the course offers some benefits related to the course objective.

Along with that, I found that peer feedback is implemented in the compulsory course namely Reflective Micro Teaching (RMT). The course intends to prepare the student-teachers in facing the real situation of teaching practice in the school-based internship program. They will learn to think over their practice, analyze how something is to be taught and how the practice might be improved for better learning outcomes. Hence, this course also provides peer feedback activity where the student-teachers are required to work collaboratively within a small group to exchange ideas about their teaching.

In online/ long-distance learning, each individual needs to conduct a teaching performance in a video recording. Afterward, they have the responsibility to give a review as feedback to their peers' video teaching practice performance in that small group. Hence, each of them provides and receives four peer feedback. The peer feedback was delivered in written form based on the rubric given by the supervisor. Specifically, written peer feedback is used in the course. However, written peer feedback is not the core of this study because it will only investigate the use of peer feedback.

Peer feedback can be beneficial for student-teachers to review and monitor their performance. Peer feedback can be beneficial because a valuable and unique perspective of overall students' performance is provided (Lerchenfeldt et al., 2019). Through an informal conversation with a student who had passed the course, I also found that peer feedback has a positive contribution. It can be used as a reference by a student-teacher as a means to assist her to construct self-reflection. Further, (Lerchenfeldt et al., 2019) highlighted that students' reflection skills can be improved by identifying knowledge gaps and reinforcing positive behavior within a peer evaluation. Thus, this study intends to investigate student-teachers' perceptions toward the use of peer feedback during their teaching practices in RMT courses. This present study will investigate their perceptions toward the use of peer feedback.

Most studies in the field of students' peer feedback have only focused on the benefits of peer feedback in writing instruction. However, there are still limited number of the studies which reported the student-teachers' perceptions regarding the use of peer feedback in a teaching practice. Furthermore, student-teachers have various point of view based on their experiences. Their perceptions would provide new insight of how the implementation of peer feedback during teaching practices. Consequently, the student-teachers have reliable references in relation to peer feedback activities and the supervisor would have additional insight in assisting them during the activities. In this way, the present study investigates the student-teachers' perceptions toward the use of peer feedback during their teaching practices in RMT course.

1.2 Formulation of the Problem

A research question addressed to the present study is “How do student-teachers perceive the use of peer feedback on their teaching practice in a Reflective Micro Teaching (RMT) course?”

1.3 Operational Definitions

To avoid misunderstanding about the terms used in this study, the researcher provides some definitions related to this study, as follows:

1.3.1 Student-Teachers

In this study, student-teachers are the individuals who are enrolled in the English Education Department, they conduct micro-teaching as a practice in the RMT course.

1.3.2 Peer Feedback

Peer feedback refers to the collaborative activity in the RMT course 2020/2021 academic year where five student-teachers work in a group during a semester. In addition, each individual in the group has the responsibility to deliver information on each other's performance by considering the strengths, weaknesses, and providing the idea for better performance.

1.3.3 Student-Teachers' Perceptions

Student-teachers' perceptions refer to how they perceive the use of peer feedback in RMT courses.

1.3.4 Teaching Practice

In this study, teaching practice refers to the micro-teaching in the course namely Reflective Micro Teaching which allows student-teachers to experience how to formulate their knowledge into teaching instruction.

1.4 Aim of the Study

According to the research question, the present study intends to investigate how the student-teachers perceive the use of peer feedback on their teaching practice in the Reflective Micro Teaching (RMT) course.

1.5 Significance of the Study

1.5.1 Theoretical Use

This study will enrich the literature on peer feedback in EFL teacher education programs.

1.5.2 Practical Use

Practically, this study can be used as a reference to how peer feedback is implemented during teaching practices in RMT course.

1.5.3 Empirical Use

This study will give insight into how student-teachers perceive peer feedback on their teaching practice