

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Feedback from the peer has been used in the teaching practices at reflective micro-teaching class, that is, peer review. In giving this review by the peer, there are issues about the quality of the review given by this peer, which results in review that causes hesitation. Zeng (2020) stated that peer review of teaching generally requires participants to review practices and provide feedback. Meanwhile, according to Hatzipanagos & Lygo-Bakar (2006), as cited in Fileborn et al. (2020), peer review represents a valuable source of feedback on teaching practice. Peer review contains a review of student teaching practices that focuses on reflection by knowing the strengths and weaknesses based on peer observation with indicators of a previously prepared teaching practice review. According to Falchikoy (2001) as cited in Moneypenny et al. (2018), peer review is students engaging in reflective criticism of the work or performance of other students using previously defined criteria and supplying feedback to them.

In universities, especially in the faculty of educational sciences and teachers' training majoring in the English Education Department of a university in Tasikmalaya, there is a reflective micro-teaching class in the fifth semester. Reflective micro-teaching (RMT) is a class to prepare students to have sufficient teaching skills that they can carry out duties and responsibilities professionally as teachers. In this class, the student can develop teaching skills because they could practice teaching and practice their skills and knowledge about teaching. According to Kilic (2010) cited in Korros (2016) in microteaching, students find opportunities to develop skills to prepare lesson plans, choose teaching goals, check students' attention, speak in front of the group, ask questions, time management, and assessment techniques.

The activities in the reflective micro-teaching class are: (1) students are divided into teaching groups consisting of 4-5 members, (2) make a lesson plan with the group members, (3) practice teaching the material that has been designed in the lesson plan, (4) get review from the group members that are peers in the form of written feedback called peer review and got feedback from the lecturer in general on the weaknesses. Students give and receive feedback from their peers, who are the same in the RMT class as a student to learn together, share ideas and opinion, develop and realize their strengths and weaknesses to encourage each other to think more deeply about their teaching practices. The peer doing reviews to their classmate teaching practice by reviewing the aspects done well must be improved with the suggestions given by the peer, but the suggestion given by the peer is not always acceptable. While some research inform that students don't always trust the judgment of their peers (Mangelsdorf 1992, Bader et al. 2019 as cited in Gaynor 2019). Furthermore, students' perceptions are an important thing in learning because knowing the students' views can improve the quality of teaching practices, and needed also to explore peer review as empirical evidence in helping to improve the teaching practices based on students' perspectives.

Studies about peer review have been researched by many researchers (Megawati, 2017; Gaynor, 2019; Zeng, 2020; Akpinar 2019; Canabates et al., 2019). Most of them the study found that peer review has a positive impact on collaborative activities. In the previous study, Megawati (2017) found that the role of peers in teaching practice is highly significant in building confidence and a supportive and respectful environment to achieve better performance in teaching. Akpinar (2019) found that the peer assessment approach has an important role in more qualified pre-service teacher training and in improving competence in the teaching profession. However, those previous studies focus on the positive impact of peer teaching in building confidence and effect peer assessment in the teaching profession. In this

research, the perception of students being investigated is limited and adjusted to teachers' professional development as the gap of this research.

1.2 Formulation of the Problem

One research question focused on this research is “What are the students' perceptions on the benefit of peer review in teaching practices in the reflective micro-teaching course?”

1.3 Operational Definitions

To avoid misunderstanding about the terms set out in this research, the researcher provides some definitions related to this research, as follows:

1. Students' Perceptions of Peer Review : The term direct response from students in looking at peer reviews as experienced in real through their senses.
2. Peer Review : A process to provide feedback on observing teaching practice, with the area focus being structure, pacing, and variety of the practice/instruction, use of supporting resources/visual aids, general presentation skills, steps to monitor/check student learning, and generation of interest that given by the peers.
3. Teaching Practice in RMT (Reflective teaching practices, analyze how

Micro-teaching) something was taught and how the practice might be improved or changed for better teaching outcomes.

1.4 Aim of the Research

This research aims to explore the students' perceptions on the benefits of peer review in the teaching practice in the reflective micro-teaching course.

1.5 Significances of the Study

1.5.1 Theoretical Use

This study contributes to the findings and theories of students' perceptions on the benefits of peer review in teaching practices.

1.5.2 Empirical Use

This study will provide empirical insight into the existing research of the same issues toward peer review in teaching practices.

1.5.3 Practical Use

This study contributes to the practical activities helping lecturers and students improve their teaching and learning practices.