

REFERENCES

- Adams, W. C. (2015). Conducting Semi-Structured Interviews. *Handbook of Practical Program Evaluation*, 4, 492–505.
<https://doi.org/10.1002/9781119171386.ch19>
- Aida, W., & Antoni, R. (2017). Basic Components of Micro Teaching Skill At Third Year Student FKIP Universitas Pasir Pengaraian. *Journal of English Education*, 3(2), 100–112.
- Akkuzu, N. (2014). The role of different types of feedback in the reciprocal interaction of teaching performance and self-efficacy belief *Australian Journal of Teacher Education*., 39(3), 3.
- Al Qunayeer, H. S. (2020). Supporting postgraduates in research proposals through peer feedback in a Malaysian university. *Journal of Further and Higher Education*, 1–15. <https://doi.org/10.1080/0309877x.2019.1627299>
- Alqassab, M., Strijbos, J.-W., & Ufer, S. (2018). Preservice mathematics teachers' beliefs about peer feedback, perceptions of their peer feedback message, and emotions as predictors of peer feedback accuracy and comprehension of the learning task. *Assessment & Evaluation in Higher Education*, 44(1), 139–154. <https://doi.org/10.1080/02602938.2018.1485012>
- Alsehibany, R. A. (2021). EFL Saudi Student's attitudes toward peer feedback activities in a writing class. *PSU Research Review*.
<https://doi.org/10.1108/prr-01-2021-0004>
- Alshuraidah, A., & Storch, N. (2019). Investigating a collaborative approach to peer feedback. *ELT Journal*, 73(2), 166–174.
<https://doi.org/10.1093/elt/ccy057>
- Bijami, M., Kashef, S. H., & Nejad, M. S. (2013). Peer feedback in learning English writing: Advantages and disadvantages. *Journal of Studies in Education*, 3(4), 91-97.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Butler, Y. G., & Yeum, K. (2016). Dialogic competence of primary school English teachers in online peer coaching: A case study in South Korea. *Journal of Asia TEFL*, 13(2), 72.

- Canty, D., Seery, N., Hartell, E., & Doyle, A. (2017). Integrating Peer Assessment in Technology Education through Adaptive Comparative Judgment. PATT34 Technology & Engineering Education-Fostering the Creativity of Youth Around the Globe, Millersville University, Pennsylvania, USA, 10-14
- Carless, D. (2006). Differing perceptions in the feedback process. *Studies in higher education*, 31(2), 219-233.
- Carless, D., Salter, D., Yang, M., & Lam, J. (2011). Developing sustainable feedback practices. *Studies in Higher Education*, 395-407. doi:<http://dx.doi.org/10.1080/03075071003642449>
- Cassidy, R., & Bailey, D. (2018). L2 Students' perceptions and practices of both giving and receiving online peer-feedback. *Multimedia-Assisted Language Learning*, 21(1), 11-34.
- Cheng, W. (2009). How EFL teachers grow: an explorative study on teacher learning in classroom teaching. *Journal of Asia TEFL*, 6(3).
- Cherry, K. (2019). How the Perceptual Process Works With Our Environment. Very Well Mind <https://www.verywellmind.com/perception-and-the-perceptual-process-2795839>.
- Deiglmayr, A. (2018). Instructional Scaffolds for Learning from Formative Peer Assessment: Effects of Core Task, Peer Feedback, and Dialogue. *European Journal of Psychology of Education*, 33(1), 185-198. <https://doi.org/10.1007/s10212-017-0355-8>
- Dmoshinskaia, N., Gijlers, H., & de Jong, T. (2021). Giving Feedback on Peers' Concept Maps in an Inquiry Learning Context: The Effect of Providing Assessment Criteria. *Journal of Science Education and Technology*, 30(3), 420-430. <https://doi.org/10.1007/s10956-020-09884-y>
- Efron, R. (1969). What is perception?. In *Proceedings of the Boston Colloquium for the Philosophy of Science 1966/1968* (pp. 137-173). Springer, Dordrecht.
- Gan, Z., & Yang, C. C. R. (2018). How prepared are the pre-service ESL teachers to teach: Insights from university supervisor feedback. *Journal of Asia TEFL*, 15(1), 99.
- Ginkel, S. V., Gulikers, J., Biemans, H., Mulder, M. (2017). Fostering oral presentation performance: does the quality of feedback differ when

provided by the teacher, peers or peers guided by tutor? Assessment & Evaluation in Higher Education. 42:6. 953-966

Hasnidar. (2020). *STUDENTS' PERCEPTION OF USING ONLINE LEARNING MATERIALS* [Undergraduate Dissertation].
https://digilibadmin.unismuh.ac.id/upload/11306-Full_Text.pdf

Hattie, J., & Timperley, H. (2007). The power of feedback. Review of educational research, 77(1), 81-112.

Hoo, H. T., Tan, K., & Deneen, C. (2020). Negotiating self- and peer-feedback with the use of reflective journals: an analysis of undergraduates' engagement with feedback. *Assessment and Evaluation in Higher Education*, 45(3), 431–446. <https://doi.org/10.1080/02602938.2019.1665166>

Huang, S.-C. (2018). A GEARed peer feedback model and implications for learning facilitation. *Assessment & Evaluation in Higher Education*, 43(7), 1194–1210. <https://doi.org/10.1080/02602938.2018.1439881>

Huisman, B., Saab, N., van Driel, J., & van den Broek, P. (2018). Peer feedback on academic writing: undergraduate students' peer feedback role, peer feedback perceptions, and essay performance. *Assessment & Evaluation in Higher Education*, 43(6), 955–968.
<https://doi.org/10.1080/02602938.2018.1424318>

Kuyyogsuy, S. (2019). Students' attitudes toward peer feedback: Paving a way for students' English writing improvement. *English Language Teaching*, 12(7), 107-119.

Komba, S. C., & Kira, E. S. (2013). The effectiveness of teaching practice in improving student teachers' teaching skills in Tanzania. *Journal of Education and Practice*, 4(1), 157-163.

Lerchenfeldt, S., Mi, M., & Eng, M. (2019). The utilization of peer feedback during collaborative learning in undergraduate medical education: A systematic review. *BMC Medical Education*, 19(1), 1–10.
<https://doi.org/10.1186/s12909-019-1755-z>

Lynch, R., McNamara, P. M., & Seery, N. (2012). Promoting deep learning in a teacher education program through self-and peer-assessment and feedback. *European Journal of Teacher Education*, 35(2), 179-197. DOI: 10.1080/02619768.2011.643396.

- Mercader, C., Ion, G., & Díaz-Vicario, A. (2020). Factors influencing students' peer feedback uptake: instructional design matters. *Assessment & Evaluation in Higher Education*, 1–12. <https://doi.org/10.1080/02602938.2020.1726283>
- Mishra, S. D., Rebitch, C. B., & Choi, I. (2020). Exploring student perceptions and attitude towards various aspects of peer feedback in a pharmacotherapy course. *Currents in Pharmacy Teaching and Learning*, 12(6), 701-708.
- Molloy, E. K., & Boud, D. (2014). Feedback models for learning, teaching, and performance. In *Handbook of research on educational communications and technology* (pp. 413-424). Springer, New York, NY.
- Msangya, B. W., Mkoma, S. L., & Yihuan, W. (2016). Teaching practice experience for undergraduate student teachers: A case study of the department of education at Sokoine University of Agriculture, Tanzania. *Journal of Education and Practice*, 7(14), 113–118.
- Nguyen, H. T. M., & Ngo, N. T. H. (2018). Learning to reflect through peer mentoring in a TESOL practicum. *ELT Journal*, 72(2), 187–198. <https://doi.org/10.1093/elt/ccx053>
- Phnom, P. (2011). Using Oral and Written Feedback to Improve Student Writing: An Investigation from Cambodian University Students' Perspectives. *Unpublished paper*.
- Pirhonen, N. (2016). STUDENTS' PERCEPTIONS ABOUT THE USE OF ORAL FEEDBACK IN EFL CLASSROOMS [Master's Thesis]
- Plaindaren, C., & Shah, P. M. (2019). A Study on the Effectiveness of Written Feedback in Writing Tasks among Upper Secondary School Pupils. *Creative Education*, 10(13), 3491–3508. <https://doi.org/10.4236/ce.2019.1013269>
- Retnawati, H., Sulistyaningsih, E., & Yin, L. Y. (2018). Students' development in teaching practice experience: A review from mathematics education students. *Jurnal Riset Pendidikan Matematika*, 5(1), 1. <https://doi.org/10.21831/jrpm.v5i1.18788>
- Rofiqoh, M., & Chakim, N. (2020). Students' Perceptions on Written and Oral

Feedback in Writing Class. *Retain*, 8(2), 57–65.

Sa'ad, T. U., Sabo, S., & Abdullahi, A. D. (2015). The Impact of Micro-Teaching on the Teaching Practice Performance of Undergraduate Agricultural Education Students in College of Education, Azare. *Journal of Education and Practice*, 6(26), 109–115. www.iiste.org

Saka, M. (2019). EFL teachers' and students' perceptions of peer review in upper secondary schools in Sweden. *Unpublish paper*.

Sarıçoban, A. (2016). Foreign language teaching practicum beliefs of student teachers. *Journal of Language and Linguistic Studies*, 12(1), 166–176. www.jlls.org

Sukumaran, K., & Dass, R. (2014). Students' perspectives on the use of peer feedback in an English as a second language writing class. *Journal of Interdisciplinary Research in Education (JIRE)*, 4(1), 27-40.

Topping, K., Buchs, C., Duran, D., & van Keer, H. (2017). Effective Peer Learning. In Effective Peer Learning. <https://doi.org/10.4324/9781315695471>

Van Popta, E., Kral, M., Camp, G., Martens, R. L., & Simons, P. R. J. (2017). Exploring the value of peer feedback in online learning for the provider. *Educational Research Review*, 20, 24-34

Wakabayashi, R. (2013). Learners' Roles in a Peer Feedback Task: Do They View Themselves as Writers or Reviewers?. *Journal of Asia TEFL*, 10(3).

Yamaguchi, M. (2018). Is My Scientific Presentation Intelligible and Convincing?: Role of Peer Feedback to Fill the Gap with Your International Audience. 文京学院大学外国語学部紀要= *Journal of Bunkyo Gakuin University, Department of Foreign Languages*, (17), 13-34.

Yang, M., & Carless, D. (2013). The feedback triangle and the enhancement of dialogic feedback processes. *Teaching in Higher Education*, 18(3), 285-297.

Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *The qualitative report*, 20(2), 134-152.

- Yiğitoğlu, A.N. (2021). Pre-service teachers' perceptions about the efficacy of different types of feedback on micro-teaching activities. *Kuramsal Eğitimbilim*, 14(2), 79–92. <https://doi.org/10.30831/akukeg.752214>
- Zhang, X., & McEneaney, J. E. (2019). What Is the Influence of Peer Feedback and Author Response on Chinese University Students' English Writing Performance? *International Literacy Association*, 0(0), 1–24. <https://doi.org/doi:10.1002/rrq.259>
- Zong, Z., Schunn, C. D., & Wang, Y. (2020). Learning to improve the quality of peer feedback through experience with peer feedback. *Assessment & Evaluation in Higher Education*, 1–20