

**AN ANALYSIS OF ENGLISH STUDENTS' PEER
FEEDBACK IN MICRO TEACHING AT ARTHA
WACANA CHRISTIAN UNIVERSITY**

A THESIS



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**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
ARTHA WACANA CHRISTIAN UNIVERSITY
KUPANG**

2026

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A THESIS

**This Thesis is Presented as Partial Fulfilment of the Requirements for the
Degree of *Sarjana Pendidikan* in the English Education Study Program**



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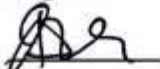
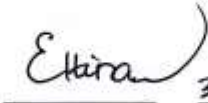
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Motto

**Good didn't say it would be easy,
but he said He would be with you.**

(Psalm 34:19)

DEDICATION

I give thanks to the Lord Jesus Christ for His unceasing love and participation in my life and in the process of completing this thesis. With love and respect, I present this simple work to:

1. The Lord Jesus Christ, the owner of my life, is the source of my strength and hope, who always supports, guides, and gives me strength so that I can complete this thesis.
2. Her beloved Grandma Belandina Illu, her best mom in the world, Mikal Ariana Leko, for their prayers and support during the author's studies and the preparation of this thesis. Aunty Dina, uncle Albert, uncle Iman, and my sibling brother Nadus, who always give me encouragement and motivation.
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4. Beloved Almamater, Artha Wacana Christian University, especially the English Education Study Program.

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Finally, the writer realizes that this thesis is far from perfect. Therefore, constructive suggestions and criticism are highly appreciated from future improvement.

Kupang, 30 Mei 2026



Anjelina Leko

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WACANA CHRISTIAN UNIVERSITY**

ABSTRACT

Anjelina Leko¹ Eltina A. Maromon, S.Pd., M.Pd² Alfriani Nandara S.S., M.Hum³

This study aims to analyze the peer feedback provided by English Education students during Micro Teaching classes at Artha Wacana Christian University. The research employed a qualitative descriptive design involving 30 students enrolled in the Micro Teaching course. Data were collected through a questionnaire consisting of twelve closed-ended statements using a Likert scale. The findings reveal that students have positive perceptions of peer feedback. Peer feedback helps students understand learning materials better, promotes responsibility in learning, develops critical and analytical thinking skills, improves communication and collaboration, and increases self-confidence. The study also found that structured peer feedback supported by clear assessment criteria is more effective than unorganized feedback. Furthermore, students emphasized the importance of training in providing effective feedback. The findings indicate that peer feedback is an effective strategy for enhancing students' academic and professional competencies in Micro Teaching. Therefore, lecturers are encouraged to integrate structured peer feedback activities into teacher education programs to support reflective learning and professional development.

Keywords: *peer feedback, micro teaching, English Education students, teacher education, qualitative descriptive study*

ANALISIS UMPAN BALIK REKAN SEBAYA MAHASISWA

BAHASA INGGRIS DALAM PENGAJARAN MIKRO

DI UNIVERSITAS KRISTEN ARTHA WACANA

ABSTRAK

Anjelina Leko¹ Eltina A. Maromon, S.Pd., M.Pd² Alfriani Nandara, S.S., M.Hum³

Penelitian ini bertujuan untuk menganalisis umpan balik antar mahasiswa yang diberikan oleh mahasiswa Pendidikan Bahasa Inggris selama kelas Micro Teaching di Universitas Kristen Artha Wacana. Penelitian ini menggunakan desain deskriptif kualitatif yang melibatkan 30 mahasiswa yang terdaftar dalam mata kuliah Micro Teaching. Data dikumpulkan melalui kuesioner yang terdiri dari dua belas pernyataan tertutup menggunakan skala Likert. Hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi positif terhadap umpan balik antar mahasiswa. Umpan balik antar mahasiswa membantu mahasiswa memahami materi pembelajaran dengan lebih baik, mendorong tanggung jawab dalam belajar, mengembangkan keterampilan berpikir kritis dan analitis, meningkatkan komunikasi dan kolaborasi, serta meningkatkan kepercayaan diri. Penelitian ini juga menemukan bahwa umpan balik antar mahasiswa yang terstruktur dan didukung oleh kriteria penilaian yang jelas lebih efektif daripada umpan balik yang tidak terorganisir. Lebih lanjut, mahasiswa menekankan pentingnya pelatihan dalam memberikan umpan balik yang efektif. Hasil penelitian menunjukkan bahwa umpan balik antar mahasiswa merupakan strategi yang efektif untuk meningkatkan kompetensi akademik dan profesional mahasiswa dalam Micro Teaching. Oleh karena itu, dosen didorong untuk mengintegrasikan kegiatan umpan balik antar mahasiswa yang terstruktur ke dalam program pendidikan guru untuk mendukung pembelajaran reflektif dan pengembangan profesional.

Kata kunci: *umpan balik antar mahasiswa, micro teaching, mahasiswa Pendidikan Bahasa Inggris, pendidikan guru, studi deskriptif kualitatif*

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