

CHAPTER I

INTRODUCTION

In this chapter, the writer would like to present the background, research problem, aim of the study, significance of the study, implications, and application.

1.1 Background

Micro teaching has become an essential component in English teacher education programs, as it provides pre-service teachers with structured opportunities to practice and refine their teaching skills in a controlled environment. Through micro teaching, students can deliver short teaching sessions, focus on specific aspects of pedagogy, and receive feedback to evaluate their performance. As stated by Reddy and Sreelakshmi (2019), micro teaching enables pre-service teachers to identify their strengths and weaknesses through feedback from peers and lecturers, allowing them to improve their instructional techniques before teaching in real classroom settings.

In addition to skill development, micro teaching encourages reflective thinking. Students are required to analyze their teaching performance, consider the feedback they receive, and make adjustments to enhance their pedagogical competence. Kaur, R and Kaur, A (2020) highlight that micro teaching contributes significantly to students' reflective abilities, helping them develop problem-solving strategies that are essential for effective classroom instruction. This reflective process positions micro-teaching not only as a training technique but also as a platform for nurturing professional growth.

Another important aspect of micro-teaching is its impact on students' teaching confidence. Research by Alshahrani and Alshahrani (2021) shows that repeated practice and constructive evaluation in micro teaching settings can increase pre-service teachers' confidence in delivering lessons. This confidence is vital, as it prepares future teachers to handle challenges they may encounter in real classroom environments.

Within the micro teaching context, peer feedback plays a crucial role in supporting students' learning and improvement. Peer feedback allows students to evaluate their classmates' teaching performance and provide constructive comments based on observable teaching behaviors. According to Topping (2018), peer feedback helps students develop critical thinking skills, enhances their awareness of effective teaching strategies, and allows them to view teaching from multiple perspectives. Furthermore, Liu and Carless (2018) found that positive and constructive peer feedback can significantly boost students' confidence and motivation to improve their teaching performance.

Peer feedback also promotes collaboration and a supportive learning environment. Boud and Molloy (2019) emphasize that when students engage in feedback exchanges, they develop a sense of community, shared responsibility, and mutual support, all of which contribute to their professional development. This collaborative dimension is particularly relevant in teacher education programs, where teamwork and communication skills are essential.

The researcher is interested in conducting this study at Artha Wacana Christian University, Kupang, because peer feedback is an integral part of the micro teaching program on campus, yet its effectiveness and characteristics have

not been explored in depth. The researcher believes that understanding how students provide and receive peer feedback can offer valuable insights into their learning processes, reflective abilities, and teaching development. From both personal and academic perspectives, investigating peer feedback practices in micro teaching is important to identify how feedback contributes to students' pedagogical growth and how it can be optimized to support more effective learning experiences in higher education.

Based on the explanation above, the researcher conducts a study entitled: **AN ANALYSIS OF ENGLISH STUDENTS' PEER FEEDBACK IN MICRO TEACHING AT ARTHA WACANA CHRISTIAN UNIVERSITY."**

1.2 Research Problem

Based on the background above, the research questions of this study are: What peer feedback is provided by English Education students during micro-teaching sessions at Artha Wacana Christian University?

1.3 Aim of Study

To describe the peer feedback provided by English Education students during micro-teaching sessions.

1.4 Significance of The Study

This research is expected to provide both theoretical and practical contributions, especially in the context of developing the competencies of prospective English teachers through peer feedback in micro teaching activities.

1.4.1 Implication

This study is expected to contribute to the development of educational theory, particularly regarding the role of peer feedback in micro teaching for pre-service teachers. Peer feedback has been widely recognized as an essential component in teacher education because it encourages students to critically evaluate teaching practices, develop reflective thinking, and improve their pedagogical skills. As noted by Carless and Boud (2018), effective feedback processes in higher education promote deeper learning by enabling students to engage actively in dialogue, reflection, and judgment about their own performance and that of their peers. In the context of micro teaching, peer feedback provides meaningful opportunities for pre-service teachers to observe various teaching styles, identify strengths and weaknesses, and refine their instructional strategies based on collaborative input. Therefore, the findings of this research are expected to strengthen theoretical perspectives on the value of peer-based assessment and its impact on the professional development of future teachers.

1.4.2 Application

1. For Students (Pre-service Teachers)
 - a. To help students understand how peer feedback can improve their teaching performance and encourage them to engage actively in giving and receiving constructive feedback.

2. For Lecturers of Micro Teaching

- a. To provide insights for lecturers in designing more effective teaching strategies that maximize the use of peer feedback and help them identify aspects commonly focused on by students during feedback sessions.

3. For the English Education Study Program

- a. To support curriculum development related to micro teaching and evaluation practices, and encourage the creation of a collaborative and reflective academic atmosphere.

4. For Future Researchers

- a. To serve as a reference for studies on peer feedback, micro teaching, or pre-service teacher development.