

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the final section of the study. It summarizes the main findings discussed in the previous chapter and provides conclusions about the implementation of peer feedback in micro teaching. In addition, several suggestions are offered to lecturers, students, the institution, and future researchers to improve the effectiveness of peer feedback practices at Artha Wacana Christian University.

#### **5.1 Conclusion**

Based on the findings and discussion, it can be concluded that English students at Artha Wacana Christian University have positive perceptions toward the implementation of peer feedback in Micro Teaching classes.

The study found that peer feedback helps students understand learning materials better through interaction with classmates. It also promotes learning responsibility, critical thinking, analytical skills, communication abilities, collaboration, and self-confidence.

Students strongly agreed that structured peer feedback supported by clear criteria is more effective than unorganized feedback. They also emphasized the importance of training on how to provide constructive feedback to ensure the effectiveness of the peer feedback process.

Furthermore, students perceived that discussion activities, project-based learning, lesson planning, instructional media, and clear material delivery contributed positively to their learning experiences. These elements supported active participation and improved understanding during Micro Teaching activities.

Therefore, peer feedback can be considered an effective learning strategy that enhances both academic and professional competencies among English Education students.

## **5.2 Suggestions**

Based on the conclusions above, several suggestions are proposed to improve the implementation of peer feedback in micro teaching.

### **1. For Lecturers**

Lecturers are encouraged to provide clear guidelines and assessment rubrics before implementing peer feedback activities. They should also offer training and examples of constructive feedback to help students provide meaningful comments and suggestions.

### **2. For Students**

Students should actively participate in peer feedback activities and view feedback as an opportunity for learning and improvement. They are encouraged to provide honest, respectful, and constructive comments that can help their peers develop teaching skills.

### 3. For the study program

Future researchers may conduct similar studies using interviews, classroom observations, or mixed-method approaches to gain deeper insights into students' experiences with peer feedback. Further studies may also investigate the impact of peer feedback on teaching performance and academic achievement.

### 4. For Future Researchers

The English Education Program should continue integrating peer feedback into Micro Teaching courses because it promotes collaborative learning, reflective practice, and professional development among prospective teachers. Structured implementation and continuous guidance will maximize the benefits of peer feedback in teacher education programs.