

ABSTRACT

Wardhani, Elfrida Wikan. (2024). *The Role of Peer Feedback to Assess Students' Performance in Micro-Teaching Class*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Teachers Training and Education Faculty, Sanata Dharma University.

In a learning activity, assessment and evaluation are very important. It can help in knowing the weaknesses and strengths, what has been good, and what still needs to be improved. Peer feedback is one of the assessment methods used in micro-teaching classes. The application of peer feedback is expected to help students improve their performance. This provides the types of improvement and the effect of the feedback itself.

In this study, the author aims to look at the effectiveness of peer feedback by looking at the improvements and effects that exist in the application of peer feedback. In this study, there are two questions, namely: 1) What kind of improvements do students have after being given peer feedback? 2) How does receiving peer feedback influence an individual's self-esteem and confidence in their teaching abilities?

This research was conducted using a qualitative method. The data collection process was conducted using questionnaires and interviews. There were 20 respondents who participated in the questionnaire, while six participated in the interview.

The author found four improvements that occurred after students received peer feedback. There were student autonomy, increased student motivation, repeated peer feedback activity improved understanding, and aspects of teaching performance. In addition, the author also found the things that affect students' self-esteem and confidence. Those were negative feedback, the content of peer feedback, sender credibility, and method of delivery.

Keywords: Peer feedback, improvement, influence, micro-teaching.

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Pada sebuah kegiatan pembelajaran, penilaian dan evaluasi sangatlah penting dilakukan. Hal ini dapat membantu dalam mengetahui kelemahan dan kelebihan, apa yang sudah baik dan masih harus ditingkatkan. Umpan sejawat merupakan salah satu metode penilaian yang digunakan, salah satunya dalam kelas micro-teaching. Pengaplikasian umpan sejawat ini diharapkan dapat membantu siswa dalam meningkatkan penampilan mereka. Hal ini memberikan adanya jenis-jenis peningkatan dan pengaruh dari umpan sejawat itu sendiri.

Dalam penelitian ini, penulis berujuan untuk melihat keefektifan umpan sejawat dengan mencari peningkatan dan pengaruh yang ada pada pengaplikasian umpan sejawat. Pada penelitian ini, terdapat dua pertanyaan, yaitu: 1) Peningkatan seperti apa yang terjadi setelah siswa diberikan umpan sejawat? 2) Bagaimana menerima umpan sejawat dapat memengaruhi harga diri dan kepercayaan diri seseorang dalam kemampuan mengajarnya?

Penelitian ini dilakukan dengan metode qualitative. Proses pengumpulan data dilakukan dengan menggunakan kuesioner dan wawancara. Terdapat 20 responden pada partisipasi pengisian kuesioner, sedangkan enam diantaranya ikut berpartisipasi dalam wawancara.

Penulis menemukan empat peningkatan yang terjadi setelah siswa mendapatkan umpan sejawat. Terdapat otonomi siswa, peningkatan motivasi siswa, kegiatan pemberian umpan sejawat yang dilakukan berulang kali meningkatkan pemahaman, dan aspek-aspek dalam penampilan mengajar. Selain itu penulis juga menemukan ha-hal yang mempengaruhi harga diri dan kepercayaan diri siswa pada kemampuan mengajarnya. Terdapat negative feedback, isi dari peer feedback, kredibilitas pengirim, dan metode dalam penyampaian.

Kata Kunci: *umpan sejawat, peningkatan, pengaruh, micro-teaching*