

**THE ENGLISH EDUCATION STUDY PROGRAM STUDENTS'
PERCEPTION ON PEER ASSESSMENT IN MICRO TEACHING**

A THESIS



By:

Hani Andini

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHING TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY
2018**

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PERCEPTION ON PEER ASSESSMENT IN MICRO TEACHING**

A THESIS

**Presented to Faculty of Teacher Training and Education
Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirement for the Degree of
Sarjana Pendidikan in Teaching English as a Foreign Language**



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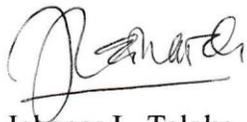
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ABSTRACT

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Micro Teaching plays an important role in practicing and improving the students' teaching skills through teaching simulation. To assess the students' teaching simulation in Micro Teaching, a set of assessment is taken into action, namely, assessing the teaching simulation by lecturer, peer and by him/herself (self-reflection)

In several previous studies, peer assessment is proven to bring benefits for the students as the assessor and assessee but, the accuracy and validity of feedback from the peers are still doubtful. However, a part from weakness, using peer assessment in Micro Teaching teaches the students not only to judge their peer's performance but also guide them to prepare their performance better. These positive sides drive the researcher to understand in depth the students' perception of peer assessment in Micro Teaching and the way they did peer assessment.

This study is a descriptive qualitative survey research used questionnaire and interview. The questionnaire was distributed to 40 respondents of EESP students of 2014 batch who have passed Micro Teaching to find out the overall perception on peer assessment in Micro Teaching. The result of the study shows that peer assessment is proven to bring benefits toward the students as the assessors or as the assessee. Moreover, this study shows that the students did the peer assessment as well as possible when assessed their peers on peer assessment in Micro Teaching.

In conclusion, the EESP students from batch 2014 had positive perception on peer assessment in Micro Teaching and they scored all of their peers as well as possible without considering on their relationship status (best friend, friend, rival). Based on the findings, the researcher provides some related recommendations. First, the items on the rubric should be simplified by the LPK, second, the lecturer needs to give detailed explanation to the students before implementing peer assessment.

