

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Studying in the English Education Study Program (EESP) of Faculty of Teacher Training and Education (FTTE) of Widya Mandala Catholic University Surabaya (WMCUS), the students are expected to be good teachers. In reaching that purpose, the students (teacher candidates) join some training programs that help improve the students' teaching skills. Since the students are expected to learn well about how to teach school students such as elementary school, junior high school and senior high school students, they need to practice their teaching skills by doing teaching simulation performance (peer teaching) held in some training programs. There are Teaching English as Foreign Language I (TEFL I) offered in the third semester, Teaching English as Foreign Language II (TEFL II) offered in the fourth semester, Teaching English for Young Learner (TEYL) offered in the fifth semester, and Micro Teaching offered in the sixth semester.

Micro Teaching is one of the compulsory courses in the English Education Study Program of FTTE of WMCUS. It is more like a class simulation for the students because they have to practice their teaching skills using lesson plan made. They have to do the teaching simulation performance (peer teaching) in a real teaching time that is 40 minutes for junior high school level and 45 minutes for senior

high school level. Instead of doing the teaching simulation in front of the real students of junior or senior high school; the students conduct the teaching simulation in front of their peers. This program is called Micro Teaching because the students only do the teaching simulation in front of their peers.

In doing teaching simulation, students often make mistakes either on purpose or not. For example, using wrong opening or closing expression, giving wrong instruction and many more. Evaluation is the solution for the students for not doing the same mistake in the next teaching simulation. The basic purpose of doing evaluation is to give useful feedback that comes from audience or peers (Trochim, 2006). An evaluation can be done by individual or peer.

Peer assessment is a tool for giving feedbacks to the students' performance based on the criteria (Falchikov, 2007). Peer assessment is believed to be the effective tool in checking students' performance and it is supported by the study of Hillock (1986), and Daly & Vangelisti (1990) as cited in Kumalasari, (2013). The use of peer assessment in Micro Teaching is to help the teacher performers to know the strength and the weakness of their teaching simulation. The peers give feedbacks based on the peers teaching knowledge given in some related courses (TEFL I, TEFL II, and TEYL). Peer assessment also helps the peers apply their studies to themselves in doing teaching simulation later. However, in the previous study of Lladó, Soley, Sansbelló, Pujolras, Planella, Pascual, Martínez & Moreno (2013) stated that the accuracy and validity of peers' feedback is still doubtful.

From the explanation above, it can be concluded that peer assessment in Micro Teaching is important. Peer assessment is the one of the components in evaluating students' performances in Micro Teaching. In addition, there are other assessments such as assessing the lesson plan, and assessing the teaching simulation by the lecturer, assessing the teaching simulation by the peer, and assessing the teaching simulation by the students him/herself (self-reflection). Moreover, by nature, subjective scoring in Micro Teaching using particular rubric tends to be subjective. The researcher wants to find out how the English Education Study Program students of FTTE of WMCUS did their peer assessment in Micro Teaching. It is important for the students in batch of 2014 of English Education Study Program of FTTE of WMCUS who have passed Micro Teaching to give their perception on peer assessment in Micro Teaching. Their perceptions are expected to be an input for the head of LPK to develop peer assessment in order to decrease the chance of not giving true scoring. This research is conducted to find out the English Education Study Program of FTTE of WMCUS in batch of 2014 students' perception on peer assessment in Micro Teaching and to find out how the students did the peer assessment in Micro Teaching.

1.2 Statements of the Problem

Based on the title background of study, two research questions are formulated as follow:

1. What is the EESP students' perception on peer assessment in Micro Teaching?
2. How did the EESP students do the peer assessment in Micro Teaching?

1.3 The Objectives of the Study

According to the research questions above, the objectives of this study are as follows:

1. To find out the EESP students' perception on peer assessment in Micro Teaching.
2. To find out the EESP students' perception on how they did peer assessment in Micro Teaching.

1.4 The Significance of the Study

This study is meant to describe the English Education Study Program of FTTE of WMCUS students' perception on peer assessment in Micro Teaching. The information about the benefits of peer assessment in Micro Teaching can be used by the head of LPK as an input to improve the peer assessment used in Micro Teaching. Peer assessment used in Micro Teaching is done by the peers. By giving true score on peer assessment, the students know their real strength and weakness of their teaching performance in Micro Teaching either it is positive or negative feedbacks. Furthermore, it expects the students to be more serious in scoring the peers in Micro Teaching.

1.5 The Assumptions

This study is conducted under the following assumptions:

1. It is believed that people have perception and not all people have the same perception on something
2. It is believed that perception is researchable.

1.6 Theoretical Framework

This study focuses on finding out the students' perception of peer assessment used in Micro Teaching and the students' perception of how the students did their peer assessment as reflected on its title "The EESP Students' Perception on Peer Assessment in Micro Teaching". The researcher uses the students' perception as the data of this study, to accept perception the researcher needs perception and its kinds as the theory of this study. The kinds of perception include bottom-up, and top-down process. To understand better, this study also uses theory of assessment includes types of assessment and peer assessment. The researcher reviews the syllabus of Micro Teaching in the English Education Study Program of FTTE of WMCUS as the course which uses peer assessment as a tool to evaluate teaching performance, to support the discussion of students' perception on peer assessment used in Micro Teaching.

1.7 Limitation and Scope

This study focuses on one of the assessment used in Micro Teaching, that is peer assessment. The researcher chooses peer assessment because according to the

researcher's experience as a student, the peers tended to score subjectively on peer assessment. In fact, if they scored their peers more objective, it would help the students to know their real strength and weakness of their teaching performance. That is why this study focuses on the perception on peer assessment in Micro Teaching. To gather the data, the researcher uses questionnaire and interview as the instrument. The researcher uses verbatim transcription to the interview that focuses on the perception of EESP students on peer assessment without considering on the grammar mistakes.

The scope of this study is the batch of 2014 students who have passed Micro Teaching. The reasons why the researcher chooses the students who have passed Micro Teaching as the participant are because the researcher has limitation of time to observe the students of 2015 batch. They have not experienced peer assessment in Micro Teaching in this semester. Another reason is the students of 2014 batch have been doing peer assessment for many times. For that reason, they can accurately conclude what they perceive about peer assessment used in Micro Teaching.

1.8 The Definition of Key-terms

To avoid misunderstanding, the key-terms used in this study are defined as follow:

1. Perception :Theoretically, perception is defined as interpretation or opinion of information gathered through senses (Williams, Y. 2003. As cited in Essays, 2017).
Operationally, perception in this study refers to the

students' opinion on the use of peer assessment in
Micro Teaching.

2. Peer Assessment :Peer assessment refers to give feedbacks for the
peer's performance based on a set criteria
(Falchikov, 2007, p.132).

3. Micro Teaching :Micro teaching is a compulsory subject of two credits
offered to the students in the sixth semester
with the objective to provide them with
opportunity to develop lesson plans and to act out the
lesson plans, in front of their classmates.

1.9 Organization of the the Study

This study is organized into three chapters. The first chapter is about Introduction. It consists of background of the study, research problem with the objectives of the study, the significance of the study, the assumption, the scope and limitation of the study, the theoretical framework, the definition of key-terms, and the organization of the study. The second chapter is review of related literature which consists of the related theory and some related studies. The third chapter presents research method. It includes the research design, participants, instruments of the study, procedures of data collection, and data analysis technique. In chapter IV, it provides the result of the analyzed data and discusses findings. The fifth chapter is conclusion and suggestions of the study.