CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of this study about the students' perception on peer assessment in Micro Teaching which derives from the discussions of the previous chapter.

5.1 Conclusion

This study aims to reveal the students' perception of peer assessment in Micro Teaching course and their perception on how they did the peer assessment. The respondents of this study were 40 students batch of 2014of EESP of WMCUS who had passed Micro Teaching course. To find out their perceptions about peer assessment in Micro teaching, the respondents were requested to fill in the questionnaire which consisted of some points on peer assessment in Micro Teaching. After the data from questionnaire were collected, the researcher did semi-structured interview to six representatives of the respondent who were chosen by seeing their Teaching Practice score. There were three interview groups consist of two students, highest score group, average score group, and lowest score group.

After collecting, and analyzing the data through questionnaire and interview, the researcher got the findings for these objectives (a) to find out the EESP students' perception on peer assessment in Micro Teaching course at WMCUS, (b) to find out how the students did the peer assessment. The findings show that 88% of students of

EESP of WMCUS from batch 2014 had positive perception on peer assessment in Micro Teaching. Peer assessment is proven brings benefits to the students both as the assessor and as the assese. It is also found effective for evaluating the peers' teaching simulation performance (peer teaching) however, half of the students perceived that the rubric was not easy to understand because some of the items had similar meaning, and unfamiliar words to them thus, they percieved that the lecturer's detailed explanation is needed in order to help them understanding the rubric of peer assessment. Since there are 40 items on the peer assessment rubric, more than half of the students perceived that they needed additional time to complete the rubric. In fact, the rubric eased the peers to give whether negative or positive feedbacks which helped the students to do better teaching simulation performance (peer teaching). Moreover, the researcher also found that the 86% of the students did true scoring to all peers without considering on their relationship status.

5.2 Suggestion

The suggestions are addressed to three parties in EESP of FTTE at WMCUS: The Micro Teaching Lab (LPK) which manages the teaching simulation performance of Micro Teaching, the Micro Teaching lecturers, and also for the future investigator who is interested in conducting a study about peer assessment in Micro Teaching course as well.

1. For the Micro Teaching Lab (LPK)

    Based on the data of the questionnaire and interview, the researcher found that the students have some difficulties in understanding the peer assessment rubric used in Micro Teaching. The result shows that the students who agreed with the statement said that they found difficulties in implementing peer assessment perceived some words on the rubric of peer assessment were unfamiliar for them and some items had similar meaning that confused them. It is shown by the interview cited (interview 5 : 28,30,32 FBS) perceived that the pre instructional activity part on the rubric of peer assessment had similar meaning to all of the other part. If the LPK revises the peer assessment rubric, the students will be more serious in giving score. Since the Micro Teaching course has been started for batch of 2015 students in academic year 2018, maybe the LPK can start to use the revised rubric for the batch of 2016 students in academic year 2019.

2. For the lecturers of Micro Teaching

    In the findings, the researcher found that the students needed the lecturer's explanation about how to do the peer assessment in Micro Teaching which means the written instruction only on the rubric is not enough for the students, thus the lecturer needs to give detail explanation to them. The explanation about how to do the peer assessment can be done in the first meeting of the Micro Teaching, a meeting before the students practice their

teaching simulation performance in front of their peers so, they will not get confused on the peer assessment rubric.

3. For the future investigation

The suggestion for the future researcher is to investigate more variables of aspects of peer assessment in Micro Teaching which can be a new input for the EESP of FTTE of WMCUS cover the competence of the lecturers in guiding the students in doing peer assessment in Micro Teaching. If the future investigator finds out some more detailed information about peer assessment in Micro Teaching, the detailed information will help the department to see what needs to be improved, and maintained. And the future investigator is expected to build and develop deeper issues in the questionnaire.

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