

ABSTRACT

Cendani, Imanuela Artika Sekar Ayu (2023). *Exploring Challenges Faced by EFL Learners During the Implementation of Peer Feedback in Micro Teaching Class*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Teachers Training and Education Faculty, Sanata Dharma University.

Peer feedback is an option for conducting assessments that can aid in the development of EFL learners' independent learning. In addition to receiving feedback solely from their teachers, students can provide and receive feedback from their peers during Micro Teaching classes. Following individual teaching practice, students are prompted to assess their peers' feedback. Despite the benefits of peer feedback, there are often challenges encountered during its implementation, particularly in EFL Micro Teaching classes.

In this research, the writer aimed to explore the challenges and their factors regarding peer feedback in EFL Micro Teaching Class which are guided by two research questions; 1) what are the challenges faced by EFL learners during the implementation of peer feedback in the Micro Teaching class? 2) what factors cause the challenges to appear? The data gathering was based on the case study method and executed with a questionnaire and interview. Eighteen respondents participated in this research, six of whom also participated in the interview.

The writer found four challenges of peer feedback related to reliability, power relation, time allocation, and perceived expertise. Along with the challenges, three main factors caused the challenges to appear, namely lack of confidence, convoluted statements, and proficiency level differences. These findings suggest that peer feedback is done in a supportive environment. In addition, the role of lecturers in providing detailed instructions is recommended.

Keywords: challenges, peer feedback, micro teaching

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Pengaplikasian *peer feedback* dapat dijadikan alternatif dalam melakukan penilaian yang dapat membantu pengembangan pembelajaran mandiri bagi peserta didik. Selain menerima saran dan komentar dari guru mereka, peserta didik juga dapat memberikan dan menerima umpan balik dari teman sekelas selama kelas Micro Teaching. Setelah melakukan praktik pengajaran secara individual, peserta didik didorong untuk mengevaluasi umpan balik dari teman sekelas mereka. Meskipun manfaat yang diperoleh dari *peer feedback* sangat besar, terdapat berbagai tantangan dalam implementasinya, terutama pada kelas Micro Teaching yang mempelajari pengajaran Bahasa Inggris sebagai bahasa asing.

Dalam penelitian ini, penulis bertujuan untuk menggali tantangan dan faktor penyebab dari tantangan tersebut menyangkut *peer feedback* di kelas *Micro Teaching* yang dituntun oleh dua pertanyaan: 1) apa saja tantangan yang dihadapi mahasiswa selama pengaplikasian *peer feedback* di pelajaran Micro Teaching? 2) apa saja faktor yang menyebabkan tantangan tersebut muncul? Proses pengumpulan data didasari oleh metode studi kasus dan dilaksanakan dengan bantuan kuesioner dan wawancara. Terdapat 18 responden yang berpartisipasi dalam pengisian kuesioner, enam di antaranya juga berpartisipasi dalam wawancara.

Penulis menemukan empat tantangan *peer feedback* terkait keandalan, hubungan kekuasaan, alokasi waktu, dan keahlian yang dikenali. Bersamaan dengan ditemukannya tantangan, terdapat tiga faktor utama penyebab munculnya tantangan-tantangan tersebut, yakni kurangnya kepercayaan diri, pernyataan yang sulit dipahami, dan perbedaan tingkat kepandaian. Temuan ini menunjukkan bahwa *peer feedback* akan menjadi lebih baik jika dilaksanakan dalam suasana yang mendukung. Selain itu, peran dosen dalam memberikan instruksi yang rinci sangat dianjurkan.

Kata kunci: *challenges, peer feedback, micro teaching*