

# Criticism Strategies Employed by Students in Giving Peer Feedback on Teaching Performance

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## **Criticism Strategies Employed by Students in Giving Peer Feedback on Teaching Performance**

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### **ABSTRACT**

*Micro Teaching class which aims to train pedagogic students to be skillful English teacher places feedback as a key and vital component to enhance students learning to gain targeted competency. Feedback gives benefits to students who give or receive the feedback. Feedback functions to give credit if it is positive feedback; whereas negative evaluation if it is negative feedback. Negative feedback realizes as criticism. The present study would like to analyze types of strategy used by student-observers in criticizing student-teachers' teaching performance. The utterances used by student-observer when giving feedback to the student-teachers were recorded. Then, the utterances were analyzed to find out the types of criticism strategy employed by the student-observers by applying Miles and Hubberman theory. The results show that the student-observers exploited three strategies for direct criticism, namely (1) statement of the problem, (2) statement of difficulty and (3) consequences; whereas for indirect criticism, they used three strategies, i.e. (1) demand for change, (2) suggestion for change and (3) correction.*

*Keywords: criticism strategy, negative feedback, peer-feedback, micro teaching, teaching performance*

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