

## **Chapter one**

### **Introduction**

There are some important points presented in this chapter. This chapter aims to elaborate briefly about the background of this research. It also presents the problem of the research, the research question used to conduct this research, also the purpose of the study. The significance of the research is also explained followed by the organization of the chapters.

### **Background of the Research**

As an educational institution, the English Language Education Department provides a program for its student teachers to do the teaching practice called internship program. The purpose of having an internship program is to make student-teachers understand with the real context of teaching. In addition, by having an internship program, the student teachers are able to understand how to deal with the students at the school. Thus, the internship program is an obligatory activity that requires student-teachers to teach students in elementary school, junior high school as well as senior high school.

In conducting the internship program, student teachers are equipped with some preparations. The preparation prior to internship program is the guidance from the internship supervisor which is the teacher of the school where the internship program is conducted. Before student-teachers teach at the school, the supervisor will share and explain about the school situation and train student teachers about what should be prepared. Besides, the teachers or supervisors carry out mentoring to

student-teachers about how to make a lesson plan and explain about what kind of material or tools that are suitable for the students at the elementary school, junior or senior high school. The mentoring session is usually held on the first, third, and fifth semester. Therefore, the purpose of mentoring is to make student teachers ready when the teaching practice is started.

Despite the preparation prior to teaching practice, most of the student teachers have difficulties in teaching during the internship program. Mutlu (2014) argued that novice teachers often have difficulties when they start their profession. The problems faced by student teachers during the teaching program are managing classroom, managing time, and doing pedagogical things such as a technique use in the classroom. He also added that a pre-service teacher found some difficulties in managing the class, enforcing the discipline, and dealing with the teaching workload. Besides, Gan (2013) as cited in Mutlu (2014) said that the pre-service teachers also find difficulties in employing the innovative pedagogical practices. Based on these problems, the student-teachers need something or some tools to inform them about the way to solve these problems such as conducting reflective practice.

According to Gordon (2003), reflective practice means examining the class to determine the gap, how to solve the gap, do the action, and assess the actions. In addition, reflective practice is applying the thinking by making a question, collecting data, and analyzing it in order. That way, by doing reflective practice, student-teachers can analyze the appearing problem and find the possible solution to solve the problem. Reflective practice is not to prove something but to understand and act in

the reality. Thus, reflective practice is an ongoing process of analyzing and collecting data in order to understand and act upon reality (Bard, 2014).

According to Tice (2004), reflective practices can be done in some ways; they are teacher diary, peer observation, students' feedback, and recording lesson using technology such as using video recording. Likewise, teacher's diary also can be called a teaching journal where the teacher can write the reflection on their teaching journal. Also, peer observation means asking someone to observe themselves in teaching. Then, by students' feedback, a teacher also can know about what happens in the classroom based on students' perspective.

As the student teachers have their supervisor in the internship program, it is good if they can get a distinct perspective on their teaching practice from their supervisor's feedback. One of the ways to tell student teachers about their teaching is by doing reflective practices based on the supervisor's feedback. Bard (2014) found that doing reflective practices sometimes daunts the student teachers because reflective practice requires them to see the matter from different perspectives and their supervisor. Having feedback from the supervisor, the student teachers are able to take the reflection about their teaching and start conducting follow up actions in response to the feedbacks.

Reflective practices can improve student teachers' teaching. Reflective practice can help student teachers increase their ability in planning lesson. As stated by Lupinski, Jenkins, Beard, and Jones, (2012), a reflective practice can increase lesson planning and teaching as well as increase self-esteem. By conducting reflective practice the student-teachers can be better in planning the lesson. As mentioned

earlier, when student teachers conduct reflective practice, they get feedback from the supervisor. Hence, when they have feedback, they will learn and respond to the feedback from the supervisor.

This research aims to find out about how these student-teachers conduct their reflective practices based on the supervisor's feedback in the internship program. Therefore, this research is also intended to help student teachers understand the importance of conducting the reflective practices during the teaching practice. Seeing the importance of reflective practice for student teachers to improve their teaching practice, it is necessary to find out how student teachers' perception of reflective practice is.

### **Statement of the Problem**

Reflective practice is one of the tools, and it is important for students of education department or student teachers. Since student teachers are relatively still new in term of teaching, they normally have problems when doing teaching practice such as making the lesson plan, managing the classroom, and delivering teaching technique. Indeed, student teachers need to have feedbacks for their teaching, so they can do better teaching in the future. Thus, reflective practice is a great way for student teachers to improve their teaching.

Reflective practice also makes the internship program effective because if student teachers conduct reflective practice regularly, their teaching will be better in every meeting. As they conduct the internship program, it is a good chance for the student teachers to increase their teaching skill. The real situation is that the student

teachers get feedback from the supervisor, and the feedbacks can help the student teachers to perform better teaching practice.

Based on the researcher's experience when doing an internship, some student teachers barely did reflection about their teaching when they conducted the internship. It can be caused that there is no suggestion or encouragement for the student teachers to conduct reflective practice during the internship. In addition, since student teachers are relatively new in the teaching environment, it is better for them if they can get feedback about their teaching performance from their supervisors because as Campoy (2010) stated, students who are unaccustomed to introspection may have difficulty to describe their thinking process. In this case, conducting reflective practices can improve student teachers' teaching. Besides, reflective practice can help student teachers to increase their ability in planning lesson. As stated by Lupinski, Jenkins, Beard, and Jones (2012), reflective practice can increase lesson planning and teaching and self-esteem. Therefore, this study aims to seek the importance and the implementation of feedback as a tool for conducting reflective practice as well as student teachers' feeling upon the feedbacks.

### **Delimitation**

The study focuses on the student teachers on English Language Education Department (ELED) of an Islamic private university in Yogyakarta. The participants involved in this study are all student teachers who have three years experiences in doing internship program at one of Islamic private university. Mostly, the students teacher have experienced with the feedbacks given by the supervisor on the internship program as the tools to conduct their reflective practice. Hence, this study is also

limited to qualitative design only focusing on the interview as the data collection method. This research also limits the problem only to know about the student teachers' perception towards the use of feedback for conduct reflective practice, not the whole reflective practice extensively.

### **Research Question**

This research come up with the three research questions, they are:

1. What are the benefits of feedback as a tool for reflective practice for the student teachers?
2. How is the student teachers' implementation of feedback as a tool for reflective practice?
3. What are the student teachers' feeling towards feedback?

### **Purpose of the study**

Based on the research question, this research purposes to seek student teachers' perception about reflective practice during their internship program. The purposes of the study are:

1. to know the benefits of supervisors' feedback as a tool for conducting reflective practice.
2. to identify student teachers' implementation of reflective practice based on the supervisors' feedbacks.
3. to find out the student teachers' feeling towards the supervisors' feedbacks.

### **The significances of the study**

This research gives some advantages for student teachers, ELED lecturers, school teachers, and other researchers.

**For the student teachers.** This research can be beneficial for the student teachers. The student teachers have to know that reflective practice is important in improving the teaching skill. Since they are relatively new in term of teaching practice, it is important for them to always improve their teaching by conducting reflective practice.

**For school teachers.** This research also can be beneficial for the teachers at secondary school levels. These teachers can consider or conduct feedbacks on student teachers' internship activity as parts of their professional learning. Besides, improving the student teachers' teaching skill, the secondary school teachers also can develop their professional development.

**For ELED lecturers.** Since this research is conducted at ELED of an Islamic private university, this research also can be important for the lecturers especially in developing the internship program. By reading this research, the lecturers can give more explanation about the reflective practice to the student teachers during the preparation towards internship to make the student teachers who are eager to conduct reflective practices in order to improve the teaching skill. Besides, this research can be useful for the ELED lecturers as a reflection to their teaching.

**For other researchers.** This research also can be beneficial for other researchers. This research also can be used by other researchers who want to conduct a research with similar topic around reflective practice as one of the references. Other

researchers can use the research findings as the theoretical overview of further research on the same topic, and it might also become a recommendation of further research.

### **Organization of the chapter**

The research consists of five chapters. The first chapter is about the introduction. The introduction explains briefly about the definition of reflective practices, the reason why it is important to implement reflective practice in internship and the real situation of the internship program explanation. The introduction chapter also explains the research question and the purpose of this research that reveals the objectives of this research.

The second chapter discusses the literature review. This chapter contains the references and the sources related to the topic of this research such as reflective practice, internship program, and student teachers. Thus, the references also can support the data for the research.

In addition, the following chapter is about the methodology. This chapter elaborates the method used to get the data of this research as well as explains the reason why this research needs to use a certain method to get the data. The instrument used and the number of the participants in this research are also explained in this chapter.

The next chapter is about the finding and discussion. This chapter elaborates the finding that the researcher gets from the participants and the gathered data. Moreover, the supports from experts are also added in this chapter. The finding



explains the finding of the research question about the student teachers' perception of feedback as a means of reflective practice. There are several ideas about the objectives or purposes of this research. They are the students feeling when receiving feedback, student teachers' implementation towards feedback as a tool for reflective practice, and the benefit of feedback as a tool for reflective practice.

The last chapter is the conclusion and recommendation. This chapter provides conclusion or summary from the findings of this research. Then, this chapter also provides some recommendations given by the researcher to some people related to this research.