

## **Chapter Two**

### **Literature Review**

This chapter is intended to give reviews of the literature that support the data for this research. The topic discussed in this chapter is about experts' idea related to reflective practice. The discussion includes the importance of doing reflective practices for teachers and the reasons why teachers need to do reflective practices as well as the internship program at one of Islamic private university in Yogyakarta. Then, the discussion about student teachers is needed to make sure that everyone understands the ideas of student teachers.

#### **Internship Program**

The internship is the teaching practices program for student teachers who are obliged by an education department of a university. The purpose of the internship is to make the student teachers ready to face the context of teaching and learning in the future. The internship also means the process where student teachers are included or associated with the real teaching environment in order to make them have experience in the real practice of teaching context. Some researchers use the word practicum instead of an internship. As stated by El Kadri and Michael Roth (2013), practicum is an obligatory for student teachers or student teachers to acculturate with the real context of teaching to make them experience teaching in action. The internship also can be important experiences for student teachers to enhance their teaching skills. The statement mentioned is reinforced by Felton and Harrison (2017) who stated that practicum experiences can be the critical experiences for enhancing particular skills, knowledge, behaviors, and attitude towards the profession.

In addition, the internship program is also conducted in an Islamic university in which the students of ELED are involved. This program is an obligatory program where the student teachers do teaching practice at some school partnered with the university. Referring to Website PBI UMY, the aim of this program is to prepare the student teachers to be an educator. In addition, this course aims to make student teachers experience teaching practices directly and to set the educator's identity by being teachers' assistant whose one of the responsibilities is teaching students in the real classroom.

According to Permenristekdikti, Number 55, 2017, teachers should teach based on the understanding on how the learners learn on their environment, the mastery of theory, method, and learning strategy in the classroom have to be integrated and adapted with how learners learn in the school with their socio-cultural background. Therefore, the prospective teachers need to have an early exposure of teaching such as recognition of field of the persecution "Pengenalan Lapangan Persekolahan" (PLP) or internship at school partners in stages.

### **Student teachers**

This part elaborated the meaning of student teachers, the role of the student teachers and what student teachers imply in this research. Students that learn in the educational field and they will be a teacher in their future career are called student teachers. Student teachers have knowledge about teaching and learning. As stated by Sheridan (2016), student teachers have their basic knowledge about teaching and pedagogical approach.

Student teachers are major agents that will apply particular strategies in the classroom either learner-centered or teacher centered (Zeki and Guneyli 2014). As the future teachers, student teachers need to be able to consider particular strategies or approach that will be used in their teaching process. For example, if they want to conduct teachers or learner-centered method, they need to consider the effect of implement such a method.

Student teachers need to be trained as independent learners who can foster students' interest. Student teachers need to deal with so many characteristics of different students at the school. According to Zeki and Guneyli (2014), it takes much time for teachers to indicate so many types and different characteristics of different students. Besides, it is also difficult and takes time to make the classroom conditional. The other challenge that is faced by student teachers is also need to be active teachers so that they can provide a guide for everyone in the classroom (Zeki and Guneyli, 2014).

In addition, it is needed to know what kind of student teachers in this research context. The student teachers in this research are the students who are currently studying at the ELED of an Islamic private university in Yogyakarta. As mentioned earlier, the student teachers are conducted the program namely internship program at the institution.

### **Feedback**

Feedback in this research means the teaching feedback given by supervisor to the student teachers on the teaching practice or internship program. The supervisor gives the feedback to the student teachers after teaching process. It support study

from Ellis & Loughland (2017) which argued that feedback are provided on the participation in the school activities. According to Wiggins (2012) as cited in Fonseca, Carvalho, Conboy, Valente, Gama, Salema, and Fiúza, (2015), feedback consists of an information about how we are doing something and effort to reach a certain goal. Feedback is given to someone that does something and contains a suggestion to reach a certain goal. Someone can get information about how they are doing something by receiving a feedback. White (2007) asserted that effective feedback is when it is associated with the tasks, and learning also makes sure that the students are right on track. Feedback is effective when it contains the explanation of the tasks and learning and also guide to make sure that student teachers are on the right track.

Fonseca et al., (2015) mentioned that student appreciates an effective feedback not only because they want to get a good grade but also want to develop their skills. The aims of feedback are not only to make the students or student teachers get a good grade. Besides, they also want to develop the skills through feedback. In this case, the student teachers' purpose of receiving feedback is not only to get good grades in the internship but also they want to develop the teaching skills.

There are two types of feedback based on Iqbal, Ramzan, and Arain, (2016), and it can be written or oral forms. In oral and written feedback, there are also positive and negative feedbacks. Different types of feedback can give a different result on students. In regard to Gungor (2016), a negative and harsh comment can influence the student teachers' self-confidence in teaching while positive feedback can help student teachers to revise and improve the teaching. The teacher also needs

to pay attention when giving the feedback to students because it can cause a different effect towards students.

### **The Benefits of Feedback as a Tool for Reflective Practice**

There are some benefits of feedbacks that can help student teachers in conducting the reflective practice. Gordon (2003) found that reflective practice can help teachers to examine their teaching which one is the ideal one to take the action in improving the teaching and assess them. By receiving feedback, student teachers can learn about which one is the ideal one for their teaching and can improve their way of teaching.

Zeki and Guneyli (2014), it takes much time for teachers to indicate so many types and different characteristics of different students. Since it takes time to recognize and indicate the various types of students, feedback from a supervisor can help student teachers to analyze the different characteristics of the students. Besides, it can also help the student teachers to develop their ability in classroom management. According to Farrel (2015) as cited in Farrel (2014), reflective practice can support student teachers' development and improve classroom practice once the student teachers have graduated. By the help of supervisor's feedback and reflective practice, student teachers can learn to improve their classroom practice.

The other reason why feedback can help student teachers conduct the reflective practice is that reflective practice is a daunting process if it is conducted alone. It is also hard to even for the experienced teacher, so student teachers can get help from the supervisor in conducting reflective practice, and the process of reflective

practice can be easier. Bard (2014) found that reflective practice is sometimes daunting if it is conducted alone even if someone has already had years of experiences in teaching.

### **Reflective Practices**

According to Xie, Ke, and Sharma (2008), reflective practice is a way to get more information as a tool for deep learning. By conducting reflective practice, student teachers can get more information about teaching. Also, student teachers can use the reflective practice as a tool to get a deep understanding about teaching.

Many kinds of research indicate the importance of reflective practices. One study conducted by Choy (2012) has mentioned that reflective practices can help teachers in stimulating their critical thinking. Also, when student teachers conduct reflective practice they are supposed to think critically about the mistake and analyze the possible solution towards the problem. Therefore, a reflective practice can stimulate student teachers' critical thinking. Xie, Ke, Sharma (2008) maintained that reflection is important way to get new information and go to deep learning. Likewise, reflective practice can facilitate the student teachers to get new information and to learn deeply.

Noormohamadi (2014) argued that reflective practice helps students elaborate their effectiveness and independence. By conducting reflective practice, student-teachers develop their effectiveness and independence on teaching. Braun and Campler (2004) as cited in Noormohamadi (2014) stated that reflection can increase

teachers' self-effectiveness, job pleasure, and the communication between other teachers. Reflective practice also develops the communication between teachers.

Farrel (2014) argued that there are three attitudes on reflective practices; they are open-mindedness, responsibility, and whole-heartedness. Open-mindedness is able to accept others' views about an issue to see others' alternative view. Responsibility means careful to consider and take the consequences, and whole-heartedness means to overcome any doubts and ready to do the reflection continuously.

The other explanation about the importance of reflective practices is also stated by Gordon (2003) who said that reflective practice can help teachers to examine their teaching which one is the ideal one, take the action to improve the teaching, and then assess them. It also supported by Töman (2014) who argued that teachers can see which curricula is suitable for the students. Then, the teachers can use reflective practice as the evaluation of their process of teaching. Besides, they can also evaluate their implementation of the curricula and approaches for themselves as guidance of teaching.

A study related to reflective practice conducted by Töman (2014) has a purpose to know about the student teachers' perspective on a method developed reflective thinking. The result shows that reflective thinking can positively contribute in their technical fields or pedagogical fields but not for the student teachers' critical field. All student teachers also agree that reflective thinking would specifically contribute to the teaching skills.

### **The Implementation of Reflective Practice**

Gordon (2003) as cited by Langer and Colton (1994) suggested that teachers can implement reflective practice by individuals, pairs, and groups. Reflective practice can be done in so many ways. Besides, the student teachers can do the reflective practice by themselves. Student teachers also can do the reflective practices by having help from the others. Implementing reflective practices also can be done by using tools like video, journal, and others. For individual tools, teachers can use audio, video, teaching journals, self-assessments, and action research. For group or pairs of reflective practices, student teachers can use feedback. As explained before, reflective practices also can be the process of thinking and reflection conducted by teachers to reflect whether their teaching has been already good enough and appropriate for students' context or not.

According to Dolapcioglou (2007) as cited by Töman (2014), questions like what kind of topic did I choose? What should I need first to complete the topic? The resources did I get? What should I do next? Did I understand the topic? Did the topic can make students understand, communicate, plan and organize, and reflect on their own learning are useful for teachers. Thus, these questions can help student teachers in conducting their reflective practices.

Töman (2014) stated in the research that video camera can be used in this case and student teachers see themselves and their teaching skills, so they can enhance their reflective teaching. Teachers can use video as well, and they just need to easily put a video in the classroom and then record their teaching. Then, the teachers can see and analyze the part that needs to be improved and need to be kept.



The other effective way of conducting reflective practices is by having feedbacks. Feedbacks can be given by everyone and with so many ways. According to Bailey (2012) as cited in Gungor (2016), teachers who are open-minded need to accept their strengths and weaknesses and also accept the other perspective. Another statement comes from Amobi (2005) who asserted that another element in teaching practice is also a giving feedback. Duijnhower, Prins and Stokking (2011) stated that reflection is a process of identifying the problem and seeking how to solve the problem, and the student teachers can analyze, evaluate the supervisor's feedback, and decide how to take the action and do the feedback revision which can help student teachers to improve their teaching performance because by having feedbacks. Thus, they know which one the best way is to conduct their teaching. As student teachers, there are still novel in terms of teaching and learning process, and they need to be open-minded with feedbacks that are given to them.

Teachers need to trust the other teachers to help them develop and give them some feedback for their development in teaching. The same case should also happen to student teachers. As Andy said in Kathleen (2001), professional development always need exposure, and it is good to expose the weaknesses as long as there is complete trust. It is also supported by Julian's ideas from the same source, Kathleen (2001) who said that to do a self-development, we need other people. It means that when student teachers want to have improvement in their teaching, they need to be ready for having such feedback from the other teachers. Probably, feedbacks from the other teaching may press student teachers, but it is good for their development.

## **The Review of Related Study**

There are many researches about reflective practice and feedback, but researcher only took two research as the review of related study. The first is a related study conducted by Iqbal, Ramzan, and Arain, (2016) find out about how students' feedback can stimulate reflective practice as part of the professional development. This study found that the students' feedback is the useful source that can help student teachers evaluate and improve student teachers' teaching. This is quantitative study which involved 910 respondents and only 800 respondents who filled the questionnaire and qualitative study use personal observation and self-structured observation sheet. This study shows that student teachers can identify and correct their mistake through students' feedback. From the statement mentioned, it shows that students' feedback can influence the reflective practice. About 64,1% majority agreed that they consider the students' feedback is important to overcome the gaps in student teachers' teaching. Based on those statement mentioned, it shows that feedback can influence the student teachers' reflective practice and can make student teachers improve their teaching.

The second is research from Sempowicz & Hudson (2012) which aims to understand how mentor or supervisor can provide feedback to assist the student teachers to do reflect-on action or reflect-in action to develop the teaching practice. This study located at a large Australian university. Then, this study involved two student teachers as the participants to complete this qualitative case study. Therefore, the result shows that supervisor's feedback about the pedagogical knowledge, as well

as the ability of explain the reflection process can affected the student teachers to do reflection-on action. The other result shows that by the continuous note-taking to identify the learning needs and the solutions for the teaching can affect the student teachers in ability to conduct the reflection-in action. The student teachers' ability to accept the feedback can influence to reflect on their own.

The first study elaborates students' feedback that can influence student teachers reflection while the second study also have similar idea about supervisor's feedback to assist the student teachers conduct the reflection in-action and on-action. Even though both of those two related study has different aims for the study, they still have related idea with this current study about feedback and reflective practice. So, those two studies can support this study about supervisor's feedback and reflective practice.