

**Student teachers' Perception about Feedback as a Means of Reflective Practice
during Internship Program**

A Skripsi

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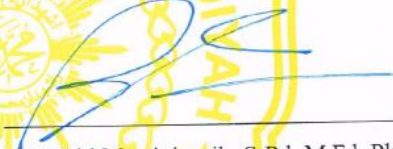
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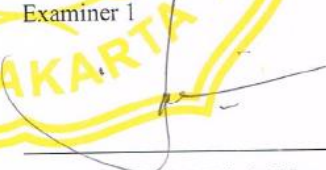
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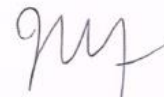
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Hereby certify that this undergraduate thesis with the title "Student teachers' Perception about Feedback as a Means of Reflective Practice during Internship Program at Islamic Private University in Yogyakarta" is my original work and has not been submitted to any other universities. I also declare that all the sources to support my study are fully acknowledge in accordance with the standard referencing rules and has been consulted.

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Student teachers' Perception about Feedback as a Means of Reflective Practice during Internship Program

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Abstract. The study aims to investigate student teachers' perception of feedback as a means of reflective practice during the internship program. Moreover, student teachers need to have good teaching skills when they teach in the future; therefore, they need to do various ways to make them improve in teaching. One of the tools that the student teachers can use is by conducting reflective practice during their internship. Student teachers can use a tool for reflective practice, such as using the supervisor's feedback during their internship program. There are four participants in this research, pseudonym was used to keep the participants' privacy. Moreover, a qualitative and descriptive qualitative was used as the method and design of this research. An individual interview was used to collect the data from the participants. The importance of feedback as a tool for reflective practice are student teachers can improve the teaching skill, understand the students' characteristic and level of understanding also understand the class condition. There are two types of feedback that received by student teachers, oral and written feedback, and student teachers follow up the feedback by check and analyze the feedback, record and highlight the important points from the feedback, discuss with peers and recalls the memory in teaching. Then the finding also shows that student teachers feel helped and challenged when receiving feedback from the supervisor.

Keywords: Student teachers, feedback, reflective practice

Introduction.

As an educational institution, the English Language Education Department (ELED) 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. 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. 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.

Since student teachers' has their supervisor during internship program, it is good for the student teacher to conduct the reflective practice by help from feedback of the internship's supervisor. Fonseca, Carvalho, Conboy, Valente, Gama, Salema, and Fiúza, (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. So, the intention of getting supervisor's feedback is not only to make the good grades but also to make the teaching skills getting better. Based on the researcher's experience when doing an internship, some student teachers barely did reflection about their teaching when they conducted the internship. Campoy (2010) stated, students who are unaccustomed to introspection may have difficulty to describe their thinking process. Then, the feedback from supervisor can be the tools for student teachers to do introspection towards their teaching. Moreover, there are three research questions in this research, first the benefit of feedback as a tool for reflective practice, the student teachers' implementation of feedback as a tool for reflective practice, and student teachers' feeling towards supervisor's feedback.

Methodology

This research used qualitative method as the research method and the descriptive qualitative design as the design of this research. This study is take place at English Language Education Department (ELED) at one of Islamic private university in Yogyakarta and take four student teachers as the participants. In addition, the participants are student teachers at their third year of study. Furthermore, Interview was used as the instruments for gather the data.

Result and Discussion

The benefit of feedback as a tool for reflective practice.

The first research question is about the benefit of feedback as a tool for reflective practice. There were various findings from the student teachers. Those were feedback that could improve teaching skill, know student teachers' characteristics, and understand more about the class condition.

Feedback can improve the teaching skill. This finding explained that feedback could help to improve the teaching skill. As stated that, "To make the teaching skill better in the future (Ice bear.6). Panda explained that feedback could improve the teaching skill. "I also can improve my teaching skill" (Panda.3). Charlie added that the reason that made feedback important was that it could improve the teaching skills. He mentioned "Because it can improve the teaching skill" (Charlie.4).

By having feedback, the student teachers could learn about how to teach more flexible and not monotonous in the future. Panda explained that after she graduated and became a teacher, she could be a flexible and not monotonous teacher because she had learned from the supervisor's feedback. Gordon (2003) found that reflective practice can help teachers to examine their teaching, which one is the ideal one, take the action to improve the teaching and asses them. Thus, the statement was in line with Gordon (2003) who said that feedback from the supervisor can improve the teaching skill. The student teachers could make the feedback as the tools for evaluating the teaching. As stated by Charlie, the importance of feedback was to evaluate the teaching.

Furthermore, the student teachers are able to learn more about their mistakes than reflect by themselves. Charlie mentioned that feedback from supervisor able to make the student teachers understand the teaching from other perspective. As said by Charlie " So I can learn my teaching from what others said about my teaching" (Charlie, 12). It is supported by Iqbal, Ramzan, and Arain (2016) who mentioned that opinion and perspectives from others could be worth in teaching.

Moreover, student teachers also can understand more about what should be done and get some suggestion for the teaching. It support Dolapciaglou (2007) as cited by Toman (2014) statement that, some 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 and others can help student teachers to conduct the reflection. By help from supervisor's feedback, student teachers can improve the teaching skill by knowing about what should be done for the teaching process.

Student teachers know the students' characteristics and level of understanding. By getting the feedback, she could understand the students' level of understanding and the types of students' characteristic. According to Zeki and Guneyli (2014), it takes much time for teachers to indicate so many types and different characteristics of different students. By help from feedback, student teachers could understand the students' characteristics well.

Student teachers understands more the class condition. The other finding of the benefit of supervisor feedback was about understanding the class condition as well as get the students' attention in the classroom. This statement came from Farrel (2015) as cited in Farrel (2014) who said that reflective practice can support student teachers' development and improve classroom practice once the student teachers has graduated. Besides, the feedback and reflective practice can help student teachers in improving the classroom practice.

The student teachers' implementation of feedback as a tool for reflective practice.

This part answers the second research question about the implementation of feedback as a tool for reflective practice. Hence, it explained the types of feedback that the supervisor gives, and the student teachers follow up action towards the feedback. There are some types of feedback received by student teachers.

Types of feedback. The student teachers received different types of feedback. There are two types of feedback that student teachers received. The first one is about the written feedback and the second is the oral feedback.

Written feedback. One of the types of feedback received by student teachers was the written feedback. The type of feedback given by supervisor was the written feedback. As mentioned by Ice bear, "So, the supervisor writes the feedback over my RPP or lesson plan" (Ice bear, 13). As mentioned by Ice bear that, "So, supervisor calls the name one by one to give the feedback about the RPP or lesson plan". (Ice bear, 14).

Oral feedback. The other type of feedback received by student teachers was oral feedback. The feedback session also done either one by one or group feedback. It was mentioned by Panda who said that " so the supervisor usually comes to the class and observes the students one by one" (Panda,14) After that, "the supervisor informs the feedback orally starting from the beginning of the class until the end of the class" (Panda,13).

Topics of feedback. From the types of feedback, this finding also elaborated on the topic of feedback given by the supervisor. They are feedback about the teaching process, classroom management, English knowledge, and teaching media.

Feedback about the teaching process. It was mentioned that the feedback are about the lesson plan, the choosing of teaching technique, and also the activities that conducted by the student teachers. Grizz also mentioned that “feedback that usually given by supervisor is feedback on RPP or lesson plan”. (Grizz.1). Charlie said that “If I am not mistaken, it is about technique, about the tendency of using English rather than Indonesian language”. (Charlie.2). The last statement was from Grizz who stated that “Feedback about content is usually about the activities.” (Grizz.2). Grizz mentioned that the activity is included in the supervisor's feedback.

Feedback about classroom management. Another finding showed that the feedback about the classroom management also included as the topic. This statement was explained by Charlie who said that “I often get the feedback about the way I manage the class”. (Charlie.1). Also, Charlie mentioned that the supervisor gave feedback about the classroom management.

Feedback on English knowledge. The other topic that the supervisor gave to the student teachers was about English knowledge. Ice bear stated that “The second feedback is about teaching material”. (Ice bear.2). Ice bear explained that feedback about the lesson or the material was included as the topic of feedback given by supervisor. Another statement came from Charlie who said that “I was wrong in using grammar”. (Charlie.3). Charlie said that she got feedback about the mistake on the grammar during teaching.

Feedback about teaching media. The supervisor also gave the feedback about teaching media. It was mentioned by Ice bear who said that “The third feedback is about the teaching media”. (Icebear.3). Ice bear stated that he got feedback about the media used during teaching.

Student teachers’ follow up actions. The next finding is about the student teachers follow up actions towards the feedback. The student teachers are conduct the follow up actions from the feedback from supervisor.

Student teachers checks the supervisor’s feedback and analyzes it. The supervisor gave the written feedback on the lesson plan and student teachers analyzed the feedback. Then, they tried to understand and find the solution from the feedback. Ice bear mentioned that Duijnhower (2011) stated that reflection is a process of identifying the problem and seeking how to solve the problem, and the student

teachers could analyze, evaluate the supervisor's feedback, and decide how to take the action and do the revision.

Student teachers record and highlight the important points. The participants said that they record and highlight the important points from the feedback, one also mentioned that she just write and highlight the feedback. As stated by Charlie, " I write the feedback and highlight the important parts, so I know where my weaknesses are" (Charlie, 13). It was mentioned by Panda that "So, I record the supervisor's feedback, and I play repeatedly. The, I write the important points on the sticky notes, so I can remember the points and start reflecting. Hence, the notes can help me to conduct the reflection" (Panda, 12). Also, Panda did the reflection by seeing at the important points from the supervisor feedback.

Student teachers discusses with peers. Student teachers also discusses with peers after receiving feedback from the supervisor. The evidence comes from Grizz statement who said that "I ask my friends who are right or not given feedback. I ask them to explain and I try to correct. If I still do not get the correction, then I ask for the other friends' opinion. (Grizz.7). It was also mentioned by Gungor (2016) who stated that reflecting with peers could develop the professional teaching, the open-mindedness, and whole-heartedness on the reflection process.

Student teachers recalls the memory of teaching. As stated by Charlie, "First, I was like to recall my memory. For example, the voice is less loud or about the material, and I usually take a note the feedback whether it is about time management or the others, so I read the note and recall when I observe my supervisor. Then, I try to connect between them" (Charlie.11). Charlie connected the memory of the observation and the feedback given, and she tried to connect between the two. It was mentioned by Grizz who described that "I recall my memories about the way I teach. Then, I also observe peers that have better teaching during teaching practice and analyze them" (Grizz, 10). According to Rodgers (2002), reflection needs to involve the past experience, thinker able to recall other events that are similar or different from the experience. Then, in this case, Charlie and Grizz recalled the memories of feedback and teaching from the observation, and they drew an image on the observation to connect them.

Student teachers' feeling towards supervisor's feedback.

This finding is to answer the third research question about the student teachers' feeling towards the feedback. The results show that student teachers feel helped and feel challenged when received feedback from supervisor.

Student teachers feels helped when receiving feedback. Supervisor's feedback also made the student teachers feel a little bit confused because student teachers felt like that they had already fulfilled what the supervisor wanted, but it turned out lacking. As mentioned by Ice bear, “My feeling when I got feedback is that I feel helped. I feel helped in improving my teaching to make it better on the next meeting also feel helped to know about my mistake better” (Ice bear.10), and Grizz said “I feel helped because it can improve my teaching too” (Grizz, 8). Based on 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. Those statements were in line with Gungor who said that when they feel helped after receive feedback; they can improve teaching at the next meeting. On the other hand, Charlie felt that receiving feedback sometimes makes her a little bit confused. It is mentioned that I feel helped because I can improve my teaching skill. I also feel a little bit confused. Besides, I feel that it already fits with the supervisor’s suggestion, but it turns out it was still lacking. (Charlie.12)

Student teachers feels challenged when receiving feedback. While the other three participants mentioned that feedback made them feel helped, one participant mentioned that receiving feedback was somehow challenging. The reason was that by receiving supervisor's feedback, she also needed to improve something that I had not tried before. It was mentioned by Panda that "It is challenging because I get something that I have not tried before" (panda, 11). Therefore, Panda needs to improve something that probably has not tried before.

Conclusion

The conclusion is that the student teachers find that feedback or reflective practices are important. There are many importance of feedback that mentioned by participants. Then, student teacher also feel helped when receiving feedback from supervisor and it shows that student teacher gives positive attitude towards feedback as the tool for conduct the reflective practice. By help from supervisor's feedback, the student teachers can learn from their mistakes and improve their teaching better. Feedback from the supervisor also can help student teachers reflection because it makes student-teacher get perspective from other and student teachers can get new information that they do not find when they do the reflection by on their own.

Recommendation

Student teachers. This research may be important for student teachers. By understanding the benefit of feedback as a tool for reflective practice, student teachers can use the feedback as the alternative for help them to conduct reflective practice. By understand the implementation of feedback as the tool for reflective practice, student teachers also can try to use that too.

Secondary school teacher. Reflective practice also can be important for the teachers. The secondary school teacher also can develop their professional development too. The reason is that when observing the student teachers doing their teaching the teacher also can take a lesson and learn from the student teachers, whether it is something that needs to do or not to do.

Further researcher. The other researcher needs to do a further study on this topic since the topic of reflective practice is a wide topic. The other researcher may conduct the research around the topic of reflective practice or feedback but in more detail explanation. For example to find out the students' feedback as tool for student teachers' or school teachers' reflective practice.

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