

## **CHAPTER I**

### **INTRODUCTION**

This chapter presented the discussion on the background of the research, formulation of the problem, operational definitions, aim of the research, and significances of the research.

#### **A. Background**

When I was in seventh semester, I have to do teaching practicum. For me, teaching practicum is a very great experience. I can do all the teachers' activities and have many lessons from the teaching practicum. One of them is the process of reflection, because reflection is an essential factor to meet the breadth and depth of teacher professional knowledge. Even now self-reflection in the context of sustainable professional development is used as a key concept of teacher education (Korthagen & Vasalos, Loughran; 2005).

Photovoice, portfolio, and feedback are strategies used to enhance reflection (Bowers, 2017; Wade & Yarbrough, 1996; Anseel, Lievens & Schollaert, 2009). One of the ways in reflecting the teaching process can be done by using feedback. Feedback provides useful information for measuring performance compared with expectations (Hattie & Timperley, 2007). When I was a pre-service teacher, I felt I had to improve my teaching skills, and I thought that the pre-service teacher's abilities could be improved through reflection, because the abilities possessed by the teacher would affect students' abilities and achievement (Claudia, 2015).

I realized that the lack of knowledge and experience I have in the teaching process can be a significant problem in dealing with problems in class. Besides, teaching practicum is a very valuable experience for me and for six students who give me feedback. I am the only pre-service teacher who used feedback as a tool to improve teaching performance at the school where I did the practice. In addition, as stated by Quinton & Smallbone (2010) reflections made by the teacher can be supported by using feedback from students. I was impressed by my six students who faithfully gave feedback to develop my abilities in teaching. Some points of consideration in the feedback process may be what is how well I teach as a pre-service teacher. Students' feedback is an effective way to inspire and enhance dialogue between teachers and students, because students are contributions from those who have experience of living mental illness (Patterson, 2016). In order for student feedback to be used effectively to change teacher practices, active involvement with data is needed to obtain good changes. The feedback provided by students can provide many benefits, one of them is to improve my professional development in teaching. I can get information about the effectiveness of their practices and the parts identified for further learning, that is where I can improve my professional development (Mandouit, 2018).

If we look directly at the field of education, as Hattie (2009) claimed that professional development in the student feedback process is relatively untested, while professional development has been shown to increase teacher knowledge and the impact on teacher practice and student learning are less

significant. The recent study that I have read (Floden, 2016); (Banoobhai, 2017); (Calvert & Hilliam, 2018) stated that students' feedback gave a good effect for the teacher. However, from them all the methodologies they used have been revealed only by description, rarely using narrative inquiry. Then this narrative story is important, so this feedback means for people who like stories, light to read. From that, I would fill the empty gap story of pre-service teacher who gave feedback from her students.

## **B. Formulation of the Problem**

The formulation of the problem in this research is “How do the students' feedback contributes to the pre-service teacher's teaching performance?”

## **C. Operational Definitions**

To avoid misunderstandings about the terms set out in this study, researcher provides several definitions related to this study, including:

1. Pre-service teacher : Teacher candidate who is in the teacher-education program in order to pursue teaching credentials in public schools or private sectors domestically or internationally.
2. Students' feedback : Metacognitive strategy that helps teachers think critically upon their experiences, actions and decisions during teaching process as powerful

influences on teachers' teaching.

#### **D. Aim of The Research**

The aim of the research is to know and to investigate how the students' feedback contributes the pre-service teacher's teaching performance.

#### **E. Significances of The Research**

In particular, three significances are addressed in this research:

##### 1. Theoretical

This study provides the reader with the importance of the abilities possessed by the teacher in the teaching process.

##### 2. Empirical

This study gives the reader useful evidence about the need to develop reflections from students to support teachers in the subsequent learning process effectively in practice.

##### 3. Practical

This study enhances the ability of teachers in the teaching process to suit the situation of the conditions expressed by students through the reflections they have made.