

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Reflective practice is a bridge for student teachers to apply theories to practices about teaching and learning, which is able to improve their personality. Through reflective practice, student teachers are able to link the theory and practice which bring the flexibility in instructional settings that reflect on techniques, ideas, approaches, through personal experience (Salehinia, 2015). It is aimed to facilitate student teachers in the future. Because from reflective practice, the student teachers can find out their weaknesses and their strengths. Reflective practice plays a vital role in the development of professional skills (Wallace, 2001). Therefore, reflective practice for student teachers can enhance their ability in improving their prior knowledge, and resolve issues around their own teaching practices.

Doing reflective practice is an activity that is challenging for every teacher. Reflection facilitates teachers to confront and challenge the teaching learning process, and helps teachers to assess their current practices, become better decision-makers and deal with ambiguity, stress and ever-changing circumstances (Iqbal, 2017). The student teachers must be able to confront all situations when they do reflective practice in order to be more effective. Doing it requires being open-minded and brave in improving their skills. Thus, the act of reflective practice has a central place in the practices of student teachers. Every teacher should reflect and evaluate their teaching activity to improve their teaching practice (Fatemipour, 2013). Moreover, they have different perceptions about the activity and it needs to be revealed to know what their perceptions are as student teachers when they do

reflective practice. It can be positive perceptions, and negative perceptions. From the explanation, it is related to the phenomena in one of the State Universities in West Java when student teachers doing reflective practice in a Reflective Micro Teaching class.

Studies about reflective practice in microteaching class experience have been well investigated for decades. Nuzulia (2016) found that they have a positive perception, both real and perceived, on the development of English language teachers. Not only that, Derwent (2015) found that reflection also allows student teachers to digest their knowledge so as to make it meaningful for themselves. Further, Cholifah & Asib (2020) found that there are two categories of teachers' perceptions in the implementation of reflective practice aspects that consist of positive and negative perceptions.

The previous studies focus on reflective practice, using Gibbs' Model (1988), and unfortunately the participants are no more than two. Therefore, the researcher wants to verify and make a difference from previous studies using Experiential Learning Theory by Kolb (1984) and more than two participants to know their perceptions during reflective practice in a reflective micro-teaching class.

1.2 Formulation of the Problem

A research question addressed in the present study is “What are the English Student teachers’ perceptions during performing reflective practice in Reflective Micro-Teaching class?”

1.3 Operational Definitions

To avoid misinterpretation of this research, several terminologies are meant as follows:

1) English Student Teachers’ Perceptions:

The way English student teachers interpret and organize their experience of reflective practice.

2) Reflective Practice:

Student teachers reflect their teaching practice as the terms of action or strategy to engage their teaching skills effectively, and the connections between knowledge, policy, and practice.

3) Reflective Micro Teaching:

Reflective Micro Teaching is a course in the 5th semester of the English Education Department, Faculty of Educational Sciences and Teacher’s Training in one of the State Universities in West Java. This course helps student teachers to promote real teaching experiences. In addition, this course provides core skills of reflective micro teaching that help student teachers to learn the art of teaching at ease to the maximum extent through reflection. Thus, this course involves an openness that requires

student teachers to challenge their own assumptions and continue to develop their skills.

1.4 Aim of the Research

This research is aimed to find out the perceptions of English student teachers during performing reflective practice in Reflective Micro Teaching class.

1.5 Significances of the Study

1.5.1 Theoretical Uses

This research will enrich the literature of reflective practice in initial English student teachers.

1.5.2 Empirical Uses

This research will show an empirical understanding of what student teachers' perceptions do reflective practice in microteaching class.

1.5.3 Practical Uses

This research can be used as a guideline for student teachers to conduct reflective practice.