

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Peer Feedback in Teaching and Learning Context**

In the last two decades, peer feedback was mostly applied in ESL writing class from 1995 (Zhang, 1995), then expanded till now where peer feedback can help students to articulate the characteristics of good or poor performance and help critical thinking (Legette & Royo, 2019). Peer feedback requires communication between peers. Seroussi, Shahron, Peled and Yaffe (2019) argued that peer feedback is a process when the students are asked to comment personally about the performance of related students and to give them advice on how to improve it. It is also a cognitive process (Cushing, Abbott, Hall, Lothian & Westwood, (2011) that created a valuable experience in learning for the observer and the one that is being observed. Peer observation activity has adopted the concept of Bandura's in which the students can learn from observing objects, step on modeling, up to the final step where the learner reflects from what has been observed and make it as references to act later in the future (Bandura, 2001). Therefore, the researcher defines this process as a moment where it provides sharing the knowledge which student-teachers can learn from each other, discuss, and decide the best method during teaching practicum.

The current study of peer feedback in writing class has shown development in student's performance and willingness to be better in writing based on the feedback they received (Huisman, Saab, Driel & Broek, 2018). A will to perform better increased after both students giving and receiving feedback in the academic writing class. Reading the work of students' peers makes another student reflect, then a process occurs in which students learn something from their peers. When it is their turn to read feedback from peers, the students analyze feedback, then realize the strengths and weaknesses of their writing.

The researcher as a student-teacher who undertook teaching practicum in one of the Junior High Schools in Tasikmalaya, have viewed

peer feedback as a contribution to the researcher's practice. The issues that the researcher has faced during the program were not easy to be solved and sometimes stressed out as a student-teacher. For example, harsh words among students during classes, uncomfortable feelings for the school environment, and feeling of not satisfied after teaching led some student-teachers like the researcher to 'emotional exhaustion' (Kokkinos & Stavropoulos, 2016). The researcher's peer viewed the problem and they discussed it. Shortly after discussion, they realized that observing and giving feedback could be beneficial as it can stimulate the student-teacher to actively consider the task-specific processes and criteria such as problem detection, problem diagnosis, and revision concern action (Huisman, Nadira, Driel & Broek, 2018) issues during practice (Ali, Othman & Karim, 2018). Although there have been many studies that have developed rapidly in exploring teaching practicum experiences, few of them concern peer-feedback in teaching practicum. To fill this void, the researcher intended to investigate the benefits of reflecting through peer feedback experience by student-teachers during teaching practicum programs.

## **2.2 Teaching Practicum Program as a Media to Support Teacher**

### **Professional Development**

Teaching practicum programs for student-teachers are considered as an important activity in applying their knowledge and gaining teaching experience during teaching practicum. It is supported by Abongdia, Adu and Foncha (2015) stated, that most teaching practicum scholars agree that the exercise is thought-provoking but a very important part of a student-teachers preparation and training, especially in the developing and underdeveloped worlds where teaching can be disrupted by a range of challenges. Teaching practicums itself is known as a program to expose student-teachers to the real teaching practicum (Abongdia, et. al., 2015). During the practice period, student-teachers are allowed to try and apply their current knowledge and skill of teaching based on their belief before facing the real world of the teaching profession. Widodo and Ferdiansyah (2018) argued,

in initial teacher education (ITE), teaching practicum is a tool for introducing student-teachers to the actual teaching profession. Thus, Abongdia et al. (2015) stated that teaching practicum provides student-teachers with the chance to express their educational values, theories, and understanding. It also makes an opportunity for them to reflect on their knowledge and skills, so in the future, it can support their professional development of teaching.

There are three important areas of knowledge defined by Shulman (1986) which can help the student-teachers to improve their teaching to be more effective: Content Knowledge, Pedagogical Knowledge, and Pedagogical Content Knowledge. However, this research only focuses on pedagogical knowledge as the aspect that will be analyzed based on its relation to the enhancement of student-teacher development. Pedagogical Knowledge (PK) can be linked to a broad principle and strategy of classroom management and organization that appear to exceed subject matter and it allows teachers to continually develop their teaching practicums. For Instance, PK can be addressed to the several parts of teaching activities such as teacher action in assessing students' state of knowledge, setting learning goals, considering and judging on appropriate teaching strategies to be implemented into the classroom of a particular learning group (Stigler & Miller, 2018). Thus, as one category of a knowledge aspect, PK can also be considered as the knowledge that can help teachers formulate the learning plan and learning content effectively. The statement is supported by Copper (2019) said teachers have that goes beyond knowing the content and includes the strategies that a teacher uses when teaching, the way they organize and manage a classroom as well as how they communicate with students. He also stated that PK can be used to explore the relationship between learning and teaching, in addition it also explores the relationship between the learned and their learning environment. From this one area, PK can be considered as the aspect which

can help teachers to make the teaching practicum especially the learning plan and strategies, be more effective.

In facing the global spread of English and the growing number of English users worldwide, teachers must optimize the way of their teaching in the aspect of ELT to prepare students for the reality outside the classroom (Galloway & Rose, 2017). This points out that teachers have the right to help their professionalism betterment such as engaging in self-reflection and assessment, developing teaching skills and knowledge, research involvement in teaching, awareness about their roles and responsibilities, and developing relationships with the other student-teacher. Furthermore, student-teachers need to deal with the real context of teaching experience to examine their current level of teaching to help them improve their professionalism as a teacher in the future.

Thus, the key to professional development is to emphasize the link between practice and students' achievement by stimulating reflective practice and teaching (Presadă & Badea, 2017, p. 95). Therefore, a student-teacher needs to make teaching and learning activities better where the class can run effectively, by reflecting the real teaching experience. In other words, it can be concluded that teaching practicum is an important key to access the path of professionalism where a student-teacher can be considered as a teacher.

### **2.3 Peer Feedback for Student-teacher Reflection in Teaching practicum**

Soroussi, Sharon, Peled and Yaffe (2019) stated, peer feedback helps student-teachers to learn, to develop reflective skill, and to train professional skills various tools have proposed to promote reflection in teaching practicum and one of them is peer feedback. Therefore, it is very helpful in forming peer interactions where it is a process to improve the student-teacher performance because it allows student-teachers to build knowledge through sharing and social interaction with other student-teachers during teaching practicum.

With peer feedback, student-teachers have a chance to improve several benefits concerned with their development. Huisman, et. al (2018) argue, in peer feedback, student-teacher can receive comments about their experience in problem detection, may become more aware of teaching problems, and may discover different revision strategies that able to adjust their teaching. Therefore, the student-teachers can reflect their knowledge and understandings to inform ongoing learning through the feedback received (Zhu & Carless, 2018). Therefore, peer feedback helps the student-teacher reflect their teaching performance during teaching practicum.

Reflection helps student-teachers to understand their teaching practicum. Prieto, Magnuson, Dillenbourg & Saar (2020) stated that reflection can be used as a tool to support teacher reflection in the aspect of what went well and what did not run well, and what useful changes can be made to improve the teaching practicum (and outcomes) over time. Therefore, in the context of teaching and learning, reflection can be used as a tool for the student-teacher to adjust their teaching-learning process through critical thinking, self-assessment, and self-direction.

By doing reflection, student-teachers can make sense of their experiences and examine what changes they can make (Widodo & Ferdiansyah, 2018). Therefore, reflection is used by teachers as it can increase the state of awareness about what they think and do to support the better teaching practicum (Farrel, 2013, p. 32). Specifically, this research observes student-teacher reflection as a potential pathway for them to identify what strengths and weaknesses in their teaching. Nilsen, Nordstrom and Ellstrom (2012) stated, reflection is a tool to interpret experience into learning to enable better choices in the future. In other words, reflection promotes the student-teacher to learn from their teaching practices, so that the student-teacher can perform better in the future.