CHAPTER II

LITERATURE REVIEW

This chapter includes theory of the use of reflection in teaching professional development, the concepts of students' feedback, and the previous study on students' feedback.

A. The Use of Reflection in Teaching Professional Development

Reflection is a tool that teachers can use to observe and evaluate the way they behave in their EFL classroom. Kind of self-awareness is a power for a teacher, especially when there are so much of what and how they teach can change in the moment. According to Cruickshank (1981, p.553) in Reflective Language Teaching from Research to Practice (Farrell, 2015), reflection as a process that helps the teachers to think about what happened, why it happened, and what else could have been done to reach their goals. It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action. Besides, reflection gives many benefits to the teachers in the following ways (Farrell, 2015):

1. It frees the teacher from routine and impulsive action.
2. It helps teachers become more confident in their action and decisions.
3. It provides information for teachers to make informed decisions.
4. It helps teachers to critically reflect on all aspects of their work.
5. It helps teachers to develop strategies for intervention and change.
6. It recognizes teachers are professionals.
7. It is cathartic experience for practicing (and novice) teachers.

The process of reflection supports the professional development of teacher in EFL classroom. The use of reflection in professional development

is based on confidence which can improve teaching by consciously and systematically reflecting on their teaching experience (Farrell, 2004). Wallace in Markovic (2007) said that professional competence will emerge if the cycle of professional development, practice and reflection is repeated. In addition, Zalipour (2015), claims that the practice of reflection in teaching shows several objectives, including:

1. Teacher's self-reflection as a tool for self-knowledge
2. Reflection for professional development
3. Reflection to aid research on teaching
4. Reflection to enhance student learning experience
5. A teaching and assessment tool (e.g. Reflective journal)

From the points above I can conclude that reflection becomes a key strategy in the undergraduate programmes for teacher education. Reflection becomes building block of the professional development of teachers as a basis for continuous professional education, which starts in the preparatory education.

Supriadi in Hasan Tanang & Baharin Abu (2014) states to improve professional development a teacher should be have five aspects, there are:

1. Teachers are committed to students and their learning.
2. Teachers in-depth mastering the subject and how to teach.
3. Responsible to monitor student learning outcomes through various means of evaluation.
4. Able to think systematically.
5. Teachers should be a part of the learning community within the profession.

Based on the aspects above, I can relate the professionalism of teachers to the ability of teacher's knowledge, attitudes, and skills in educating and teaching includes the ability to understand students.

B. The Concepts of Students' Feedback

Hattie (2012) defines feedback as pure information "provided by agents (eg teachers, peers, books, parents, experiences) regarding aspects of one's performance or understanding". However, researchers are generally agreed on Ramaprasad' definition about feedback: "feedback is information about the gap between the actual level and the reference level of the system parameters used to change the gap in a certain way" (Ramaprasad, 1983). Based on the statement, the feedback should include information about the given goal (feed-up), the level of students' actual performance (feedback) and what should be done to approach the criteria (feedforward) (Black & Wiliam, 2009; Hattie & Timperley, 2007). Ramaprasad (1983), emphasizes that the changes for information to be feedback, must be "used to change the gap in a certain way". Feedback is not just information, but the whole process: "Effective feedback can be defined as feedback where information about performance was previously used to promote positive and desired development" (Archer, 2010).

Students' feedback can be defined as the use of formal processes to gather information from students about their perceptions of teacher practice, teacher effectiveness and the quality of educational programs (Richardson, 2005). Usually, the most common method for gathering feedback is through assessing students the level of their satisfaction and perceptions of learning outcomes at the end of the subject. Mars and Dunkin (1992) identified four main uses of student feedback:

1. Providing feedback to teachers on their practices
2. As a measure of teacher effectiveness for administrative purposes
3. To provide information for prospective students in course selection
4. Data for use in research on teaching

Interview which focuses to solve problems and get solutions, with this information, I as the pre-service teacher can do professional reflection on how to improve professional development experience and how student feedback for improvement in teaching. The development of an effective professional development program is a long-standing program involving teachers and students, taking place in a collaborative environment and having effects that are evaluated and supported by school leadership (Timperley et al., 2007).

C. Previous Study on Students' Feedback

Research has been carried out in the same context. There are researchers that investigated students' reflection in professionalism context. First, Jonas Flodén (2016), who investigate teachers' perceptions of student feedback and how it affects their teaching choices. He sent a survey through a web-based survey to all teachers in the School of Business, Economics and Law at the University of Gothenburg, Sweden. This survey consists of five pages divided into topics: (1) What feedback do you get from students? (2) How does feedback affect your teaching? (3) How does feedback affect your exam? (4) What do you feel about student feedback? (5) Background data about respondents. The author is happy to provide readers with a copy of the survey via email. The survey finished on average seven minutes to complete. In his research, it was found that students' feedback was positively felt by the

teachers and had a major impact on their teaching. The teacher who gets negative feedback from the student feels more negative feelings. Thus, these teachers tend to have less experience in teaching.

The second research has been carried out by Banoobhai (2017), the research was conducted to explore the experiences and perceptions of students and lecturers regarding students' feedback. Data collection tools for this study included interviews with five staff members and three focus group interviews with five students per focus group. Data was collected through recording interviews and focus group interviews with staff and students respectively. Records are then transcribed and verified through member checks before analysis by the researcher. For analysis of questions interview groups of students and lecturers were made into five themes. Based on the research, data analysis showed that students' feedback is a quality assurance tool that, if used properly and understood, will result in increased customer satisfaction. In addition, it can be concluded that institutions must ensure a general understanding of the culture they wish to instil with the use of student feedback mechanisms.

The third research was conducted by Carol Calvert & Rachel Hilliam (2018). They investigate groups that have hitherto been ignored, but important, from successful students - those who succeed when all obstacles are stacked against them. In their research, they identified students who succeeded despite obstacles, gathered their feedback, and identified common themes. Then, translating the general theme for success into specific changes

in the process that will be trailed. After that, the introduction of opportunities to begin the module study at the start date is flexible, and conduct program evaluations from the beginning and extension. These identified students were interviewed by telephone. Students' feedback on flexible initial programs is sought through two short online surveys embedded in the initial program website. Students are also asked about their views on the program, with a review value, about halfway through the presentation of the main courses. Suggestions that they consider important for students in the future include special guidance to advance, plan and contact their own academic teacher. Based on this suggestion, opportunities for future students to have a flexible start on a particular module have been made.

Based on the research above, it is proven that feedback from students has a positive impact in the context of professionalism. This study has found that student feedback is felt positively by teachers, and that it has a major impact on teaching and helps improve teaching. I think, if I want the qualified education, I have to make some efforts such as asking students to make feedback. So that, I am well thought out before implemented. Ignoring students' voices, the overall teaching and learning experience will hinder positive change and increase learning and teaching opportunities. So, it is important to ask students to do feedback to improve professional development in teaching.