CHAPTER 2
LITERATURE REVIEW

2.1 Theoretical Framework
2.1.1 Perception

Perception refers to someone's experience in making an interpretation about something. The word "perception" comes from the Latin words *perceptio, percipio,* and means receiving, collecting, action of occupation, possession, and apprehension with the mind or sense (Qiong, 2017). Perception depends on the stimuli's relation to the surrounding conditions within the individual. In general, perception is gathering information through our senses, which are hearing, seeing, and sensing. This is the way people build up a view of the world. According to Durmaz (2014) when talking about perception we always have to keep in mind that we perceive the world not as it is, but as we think it is. Further, Robbins (2017) explains that perception comes from individual satisfaction, and the individual experience of the object perceived. Robbins (2017) states that perception is divided into two forms, positive and negative perception. Positive perception describes all knowledge that continues with the effort to use it. Robbins (2002) adds that positive perception is an individual's assessment of information with a positive view with what is expected from the existing rules. Meanwhile, negative perception is the way of looking at an individual against considerations that are not in individual accordance (Demuth, 2013).

The process of perception consists of three stages: selection, organization, and interpretation. *Selection* is the first stage within the process of perception. Since our

world embraces everything, there are countless stimuli arriving at our sensory and waiting to be processed (Qiong, 2017). *Organization* is the second stage in the process of perception, which mentally arranges stimuli into comprehensible patterns and meaning. Organization gives coherence to our general knowledge about people and the social world, providing typical patterns of behavior of likely variation between types of people and their characteristics. The third stage in perception is *interpretation,* which refers to the process of attaching meaning to the stimuli (Qiong, 2017). Thomas (2007) adds that interpretation is strongly influenced by the personal characteristics of perceptual actors, including attitudes, and past experiences. According to Qiong (2017) when confronting a physical object or event, almost everybody agrees on its objective part of meaning according to that individual's past experiences. We can think of perception as a process where we take in sensory information in order to interact with our environment. Darmuh & Akib (2017) defined that perception is the process by individuals to govern and to give significance in their environments.

Perception is a causal process involving several stages, taking place over a short period of time, that starts with external objects and leads to our having experience. This process means that the brain of each person fills the gap of previous experience, and imagination. Perception influences the evaluation of the experience through selection, organization, and interpretation. This research deals with perception of English student teachers toward reflective teaching practices in reflective micro-teaching class which means finding and describing their organizing and interpreting about the reflective practice of student teachers' experience.

2.1.2 Reflective Practice

According to Peechattu (2017), reflective practice is an important tool in practice-based professional learning settings where people learn from their own professional experiences, instead of from formal learning and knowledge transfer. Reflective activity makes an important contribution for student teachers, such as those in initial teacher training to improve immediate practical teaching skills. Choy & Oo (2012) also described that using reflective teaching would enhance critical thinking of teachers. The capacity to reflect is recognized as one of the main generic competences and is of high importance in the context of student teachers' education as well, since it encompasses the necessity for teachers not only to be able to reflect on their learning process while acquiring their professional knowledge, but is additionally directly associated with their future careers (Bubnys & Zavadskiene, 2017). Furthermore, reflective practice demands the teachers to have a sense of thinking about how to create a good teaching situation and stimulate the teachers to reflect on their teaching-learning activity (Zalipour, 2015).

Reflective practice is a current dynamic method of thinking honestly, deeply, and critically concerning all aspects of practice. In a professional setting, reflective practice is purposeful about linking theory and practices. Peechattu (2017) emphasize that an individual who reflects throughout his or her practice is not just looking back on past actions and events, but is taking a conscious look at emotions, experiences, actions, and responses, and using that information to add to his or her existing knowledge base and reach a better level of understanding. Besides that, Nuzulia (2016) argues reflection is believed to be an important practice where

people recall their experience, ponder it, and eventually evaluate it. Moreover, Habib (2017) argues that reflective practice can also facilitate the development of emotional intelligence significantly including a consideration of feelings as part of our reflection.

There are three types of reflection that reflective practitioners have to engage in, namely: reflection-in-action, reflection-on-action and reflection-for-action. The first is reflection-in-action. Reflection in action refers to active evaluation of thoughts, actions and practices during action (Iqbal, 2017). This reflection process occurs during the teaching process. The second is reflection on action. According to Edwards (2013) as cited in Edwards (2017) reflection-on-action has become an integral reflective approach and is largely implemented by means of the assessment strategies that students are subjected to. The third is reflection-for-action. This reflection requires teachers to reflect on their past experience. In addition, reflection-for-action is connected to the enacted object of learning (what appears in a classroom) and to the lived object of learning (what is feasible for students to experience within a learning environment) (Olteanu, 2017).

2.1.3 Reflective Micro Teaching

Reflective micro teaching as a class for teaching practice, provides core skills of reflective micro teaching to learn the art of teaching at ease and to the maximum extent through reflection. One way to promote such reflective practice among student teachers is to get them involved in reflective microteaching (Farrell, 2008). Reflective micro teaching has been used as an innovative tool that provides

the ability to prepare new teaching techniques for student teachers that can make a connection between theory and practice.

In addition, Arsal (2015) suggests that micro-teaching might positively affect student teachers' teaching skills and critical thinking skills, which are all critical teacher education competences. Amobi (2005) explained the utilization of microteaching has expanded from its original focus of helping student teachers to master discrete teaching skills, to giving them the entire teaching experience and orienting them to show within the natural classroom during field experience. They become more confident, to develop communication skills, and the micro-teaching class has helped them develop questioning skills (Zulfikar et al., 2020).

Furthermore, Wallace (2001) also explained that the stages of micro-teaching consist of four interrelated stages. These stages namely: *briefing, teach, critique, and reteach.* In the *briefing* stage,the trainee is given written or oral information on the skill to be practiced. Furthermore, in the *teach* stage, the trainee teaches real students. The next stage is *critique.* This stage, the trainee analyzed and evaluated. The last stage is *reteach.* In the *reteach,* the trainee practices the same skill as in a previous stage. (Zulfikar et al., 2020) the main objective of the course is to prepare pedagogical skills, and the course also aims at shaping their attitudes.

2.1.4 Ideal Steps of Micro Teaching Activities by Clift (1976)

According to Clift (1976) there are 3 main phases of micro teaching activities, namely:

1) Pre-active phase (knowledge acquisition phase)

This phase is about understanding the teaching skills of student teachers with the following steps:

- Orientation to micro teaching.

- Discussion of teaching skills and teaching behavior.

- Presentation of modern demonstration lesson by teacher educator.

- Observation of the model lesson, and criticism by student teachers.

2) Interactive phase (skill acquisition phase)

This phase is to enable student teachers to practice based on micro teaching cycle, with the following steps:

- Preparing a micro lesson plan.

- Creating micro teaching settings.

- Practicing.

- Feedback.

- Re-planning.

- Re-teaching.

- Repeating the micro teaching cycle.

3) Post-active phase (transfer phase)

This phase is the process of utilization, organization, and selection for realizing the specified instruction in teaching learning situations.

2.1.5 Experiential Learning Theory

To understand reflective practice in micro teaching class experiences, it is vital to recognize the basis of learning theory grounded in the context of where

English student teachers do reflective practice. It offers them the chance to enhance teaching in a true learning environment. As cited in Thaba (2016) the enhancement of experiential learning can be achieved through the creation of learning spaces that promote growth-producing experiences. Specifically, experiential learning theory allows student teachers to demonstrate their ability to apply theory into practice through reflective practice. This theory focuses on bringing together behavior, perception, cognition, and knowledge within the learning process (Mccarthy, 2010). The theory involves concrete experiences, reflective observation, abstract conceptualization, and active experimentation while emphasizing the importance of experience and reflection for real learning to require place (Dhital et al., 2015). Experiential learning theory fits with this research because it relates to active participation in real-life contexts.

In addition, experiential learning theory will structure the exploration of how student teachers developed their skill through reflective practice in reflective micro teaching class. Gorghiu & Ancu (2016) explained that learning takes place through exploration and discovery, through experiences and by doing, to develop skills and improve self-confidence. According to Cocoradă (2010) as cited in Gorghiu & Ancu (2016) the theory lies at the basis of this type of activity based on experience, and can be expressed briefly by the principle of learning by doing. There are four stages of experience learning theory by Kolb (1984):

1) Concrete Experience

This stage can be a completely new experience, to acquire new knowledge or reimagined experience that already happened. Concrete experience is

when the student teachers are presented with a new situation and it must be interactive. In this stage, the student teachers rely on the ability to be open-minded in a way they have not seen before.

2) Reflective Observation

This stage allows student teachers to identify their feelings on the events that occurred. In a learning situation, the student teachers would rely on objectivity, and their own thoughts in forming opinions.

3) Abstract Conceptualization.

This stage, student teachers begin to form conclusions and concepts on the events that occurred. In abstract conceptualization, learning involves logic and ideas rather than feelings to understand situations or problems. Specifically, it relies on developing ideas and theories to solve problems. In this stage, the student teachers have the chance to see how the ideas learned previously can be applied in their real world.

4) Active Experimentation

This stage student teachers must be able to make decisions or solve the problem. By actively experimenting with the whole concept of visible action, the student teachers learn to associate what they have experienced with new ideas in the next appearance of the experience.

According to Seidman (1998) as cited in Pedro (2005) there are three separate questions related to experiential learning theory for student teachers after they do reflective practice. The first related to the context of the participants' experience. The second allows the participants to reconstruct the details of their

experience, and the third encourages the participants to reflect on the meaning of their experiences. Furthermore, McGill & Warner Weil (1989) as cited in Gorghiu & Ancu (2016) see experiential learning as a process in which the individual - alone or together with others - gets involved in direct activities, in a deliberate manner, in order to reflect, analyze, transform, give a personal meaning and integrate knowledge, consequently discovering possibilities that cannot be obvious in other ways than by direct experience. In addition (Dange, 2015) argues that experiential learning would be vital to student teachers' understanding of the basic literacy skills.