

CHAPTER I

INTRODUCTION

A. Background of Study

Pre-service teachers are participants engaged in practicing as a teacher during their training period. This program, carried out by educational institutions, aims to provide participants with authentic classroom teaching experience within a predetermined timeframe. During teaching practice activities, participants are given the opportunity to express their creativity, organize engaging teaching and learning activities, and acquire numerous benefits that contribute to their professional growth.

During these classroom activities, teachers must reflect on their instructional approaches. Generally, various dynamics occur throughout the teaching practice period, which is why reflection is considered crucial for pre-service teachers. John Dewey, the pioneer of reflection, defines the concept as the “active, persistent, and careful consideration of every belief or form of knowledge that should be in light of the reasons that support and contradict the conclusions to which that tends” (Dewey, 1933, as cited in Farrell, 2012, p. 9). Furthermore, Dewey (1933) noted that teachers require specific attitudes to utilize reflection effectively. To become truly reflection, a teacher must possess three characteristics: open-mindedness,

wholeheartedness, and a sense of responsibility (Dewey, 1933; Farrell, 2015). These attitudes enable pre-service teachers to observe, evaluate, and conceptualize their experiences, ultimately improving their teaching skills and awareness of their feelings, beliefs, and assumptions.

While Dewey provides the philosophical foundation for reflection, a more structured framework is necessary to systematically analyze classroom experiences, particularly for novice teachers. Currently, learning and reflection methods have become more diverse, including the Gibbs Reflection Model (1988). The method, further elaborated by Hashim et al. (2023), comprises six distinct stages: (1) Description: What happened?; (2) Feelings: How did you feel?; (3) Evaluation – What was good or bad about the experience?; (4) Analysis: What sense can you make of the situation?; (5) Conclusion: What else could you have done?; and (6) Action Plan: What will you do next time? This staged approach is particularly accessible for pre-service teachers who are navigating their first real teaching experiences.

Among these six stages, the researcher identified three stages as particularly pivotal for the teaching and learning activities conducted during the Practice: the Feelings stage (which captures the initial emotional state during first-time teaching), the Evaluation stage (which critically assesses both positive and negative aspects of the teaching process), and the Action Plan stage (which formulates concrete strategies for future improvement). While all six stages contribute to the reflection model, this study

specifically focuses its academic inquiry on the Evaluation and Action Plan stages, as these directly determine how pre-service teachers assess their instructional effectiveness and design concrete steps for professional growth, which are the central concerns of this research. The Feelings stage serves as the contextual backdrop that informs these evaluations and plans.

Of these problems, there is verse of the Quran Surah an-Nahl ayat 125 that is related to the topic of this research:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۚ وَهُوَ أَعْلَمُ
بِالْمُهْتَدِينَ ١٢٥

The essence of this verse aligns closely with the Gibbs reflection process. The command to convey knowledge with hikmah (wisdom) necessitates that a teacher draws valuable insights from past classroom evaluations, while the instruction to offer mau'izhah hasanah (kind advice) reflects the teacher's ability to take those evaluations and construct a thoughtful, compassionate action plan for future interactions with participants. Thus, the verse reinforces the idea that effective teaching is built upon continuous self-assessment and deliberate planning for improvement.

Furthermore, a teacher, despite still being in the teaching practice process, is required to be a figure who not only transfers knowledge but also educates and develops participants' character. As educators, teachers must continuously supervise, guide, and forgive shortcomings, employing patience and gentle speech. These responsibilities further underscore the need for robust reflection practices to ensure that pre-service teachers are well-prepared to face the complexities of the classroom.

This research employs a qualitative narrative inquiry design to capture the rich, personal stories of pre-service teachers during their Practice. The researcher selected sixth-semester English education participants who used English as the dominant language during their teaching practice at school. In-depth interviews were utilized as the primary data collection instrument to extract detailed, reliable information regarding the participants' experiences.

This investigation focuses specifically on the reflections carried out by pre-service teachers before and after their classroom learning experiences, conducted in stages from the first week to the sixth week of their teaching Practice (PPL 1). Despite the increasing body of literature on teacher reflection, limited research has specifically tracked the reflection progress of first-time pre-service teachers with no prior classroom experience over a complete six-week Practice period, particularly using the Gibbs model to explicitly analyze how their critical evaluations translate into

future action plans. By observing these participants and analyzing the strategies they employ when encountering difficulties, especially how they evaluate their performance and devise future plans, this study aims to capture the authentic reflection journey of novice teachers. The data collected through these in-depth interviews will provide a comprehensive picture of how pre-service teachers learn from their challenges.

Therefore, the researcher is compelled to conduct this study entitled "Pre-Service Teachers' Reflection on Conducting Teaching Practice 1."

B. Definition of Key Terms

Several terms related to the research are clarified to avoid misunderstanding

1. Pre-Service Teacher

Pre-service teachers as participants from education majors will conduct teaching practice activities by teachers of the discipline chosen, such as pre-service teachers for English, so pre-service teachers must be teaching English to participants. The pre-service teachers will conduct teaching practice when they are in between semester 6 for a period of almost nearly 2 months.

2. Teaching Reflection

Reflection is a perception of the self during an action, involving active, persistent, and careful consideration of one's experiences. Teaching reflection is important for teachers to evaluate their teaching practices, identify strengths and weaknesses, and plan for improvement. In the context of this study, reflection refers specifically to the systematic process of examining teaching experiences using the Gibbs Reflection Model, focusing on the feelings, evaluation, and action plan stages to enhance the quality of teaching for pre-service teachers.

3. Teaching Practice

Teaching practice is a structured program that provides pre-service teachers with authentic classroom teaching experience under the supervision of mentor teachers and university supervisors. This program has significant impacts for students in education departments, offering opportunities to apply creativity, develop classroom management skills, and engage in active learning. In this study, teaching practice refers specifically to PPL 1 (Praktik Pengalaman Lapangan 1), a six-week practicum program conducted by sixth-semester English education students at UIN Antasari Banjarmasin.

4. GIBBS Reflection model

The Gibbs Reflection Model is a structured framework utilizing experience as an approach to learning. Developed by Graham Gibbs (1988), the model comprises six stages: Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan. The purpose of this model is to help individuals analyze their experiences, understand the implications, and plan for future improvements. In this study, the model is used to analyze pre-service teachers' reflections on their teaching practice, with a specific focus on three stages: Feelings, Evaluation, and Action Plan.

C. Research Questions

The main questions to be addressed in this study are:

1. How is teaching evaluation from pre-service teachers using GIBBS reflection?
2. What action plan should be implemented after using GIBBS reflection to teach in the future?

D. Objectives of Study

According to the research questions, the research aims to investigate:

1. To find the teaching evaluation from pre-service teachers using GIBBS reflection
2. To find the action plan should be implemented after using GIBBS reflection to teach in the future.

E. Significance of Study

This research is expected to provide insights into pre-service English teachers' use of the Gibbs reflection method in their teaching experiences. Thus, this research may serve as a guideline for enhancing their teaching practices in the classroom. The significance of this research is as follows:

1. For pre-service teachers

This study helps pre-service teachers overcome problems by using the Gibbs reflection model while teaching in the classroom and plan interesting strategies for dealing with future teaching challenges.

2. For future researchers

This study is expected to benefit other researchers in the future by providing useful information and serving as inspiration for further research on teaching experiences using the Gibbs reflection model in classroom practice.