

# CHAPTER I

## INTRODUCTION

This chapter provides the outline of the whole content discussed in the research. It comprises the research background, the research questions, the aims of the research, the scope of the research, the significance of the research, the research methodology, the clarification of related terms and the organization of the paper.

### 1.1 Background

The advanced quality of teachers' competence in providing effective teaching and learning activities has always been considered significant as a factor contributing to the success of learners (Kyriakides et al, 2009). However, the reversed situation occurred in Indonesia for the recent study conducted by Damayanti et al (2013) on primary teachers' ways of storytelling revealed the current quality of English primary teachers which still need to be improved both in pedagogic and linguistic competences. According to Damayanti et al (2013), in the case of pedagogic competence, current Indonesian English primary teachers indeed have been aware of providing interesting lesson with topics and media appropriate for children. However, there was no clear indication that those teacher provided the students with the appropriate scaffolding in the classroom practice

because of their limited linguistic competence. Therefore, professional development needs to be carried out as the solution to their competence limitation.

According to Kyriakides et al (2009), professional development (PD) deals with the improvement on teachers' knowledge, skills, and behavior in conducting the lesson. Nowadays, PD may take in various activities form. Based on Davidson et al (2012), the latest developed PD activities are conferences, group networking, subscribing to English Language Teaching (ELT) magazines or journals, trying out new material, having membership in ELT organization, mentoring, observation, reflection, research, training, workshop, etc. Out of all those activities, reflection which is also a part of reflective teaching (RT) practices becomes the focus of this study for it is more practical and economical compared to other activities, so that teacher will be easier to do it.

In addition, according to Al-Issa & Al-Bulushi (2010), the practice of RT has been considered advantageous to assist in-service teachers (INSETs) and PRESETs specifically in the practice of English Language Teaching. This practice usually involves the activity of collecting and analyzing the information about the events happened during teaching and learning process, and then followed by deciding some changes for the future better practice. Those activities are conducted by the teachers individually and collectively which furthermore will empower them to continually improve their professionalism by learning through autonomous learning, a way of learning which could make teachers to be "personally self-directed, reflective of their own practice, yet able to collaborate

and negotiate the learning-teaching process with fellow teachers, parents and students” (Adamson & Sert, 2012: 24).

Regarding the practice of RT for in-service teachers (INSETs) who already work as official teachers under educational institution, the preliminary study reveals that not all INSETs do the practice regularly while in accordance with Hunzicker (2010) PD needs to be conducted with more contact hours since it could determine the success of teachers’ PD achievement. The preliminary study further indicates that the awareness of PD among INSETs needs to be improved. An alternative way to improve this awareness is by applying RT practice in the educational program of PRESETs, so that expectedly they could continually maintain the awareness of PD even to the time they become INSETs.

The research on the use of reflective journal (RJ) by PRESETs conducted by Faizah (2008) shows the supportive finding to the advantage of RT practice for PRESETs. The journal in this research was set under Outcome Based Education system, in which PRESETs as participants were required to narrate their teaching experience in a written journal, in accordance with the set aspects. Those involve the thing they know about English language teaching, how they use their knowledge in the practice and their self reflection on confidence and motivation in teaching. The findings on those aspects have revealed that RJ can be used both as learning tool and as an assessment method which is able to measure PRESETs teaching quality as the starting point to encourage them to obtain PD (Faizah, 2008).

Realizing the success of RT in contribution to PRESETs' PD, the similar RT practice had been conducted in a teacher training institute in Indonesia, particularly in a course namely English Teaching to Young Learners offered for students majoring in English Education in the seventh semester in 2012. The practice was done by assigning PRESETs to teach English in the primary school for grade four, five and six. With the existence of this recent practice, researcher is curious to see how RT practice is conducted in developing PRESETs professionalism in the area of teaching English to Young Learners. To realize that intention, this research is going to investigate what PRESETs learnt through RT practices in pursuing their PD to teach English to Young Learners through the careful analysis on the RJ, covering their whole teaching experience during their teaching practicum.

## **1.2 Research Questions**

The research investigates RT practice of PRESETs in a teacher training institute in teaching English to young learners and is intended to address the following questions:

1. What do PRESETs know about English language teaching to young learners?
2. What can PRESETs do in their teaching practicum with what they know?
3. What do PRESETs need to improve in teaching English to young learners?

## **1.3 Aims of the Research**

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In relation to the research questions, this research is projected to discover the following information:

1. Knowledge of PRESETs about teaching English to young learners.
2. Instructional skills which can be done by PRESETs with the knowledge they have.
3. Knowledge and instructional skills which need to be improved by PRESETs in teaching English to young learners.

#### **1.4 Scope of the Research**

This research concentrates on identifying: (1) the knowledge of PRESETs about the teaching aspects needed to teach English to young learners, (2) the instructional skills they can do to implement their knowledge into classroom practice during teaching English to young learners practicum in the primary school and (3) knowledge as well as instructional skills they need to improve for the betterment in their future English teaching to young learners practice.

#### **1.5 Significance of the Research**

Basically, RT practice which becomes the focus of the research is expected to give beneficial contribution to the PRESETs' education. Specifically,



it is intended to motivate PRESETs to continually work on their professional development by giving two important benefits.

Firstly, RT facilitates teachers, particularly PRESETs, to learn by relating their knowledge about teaching English to young learners with their teaching experience. The learning activity will then enhance their awareness to always watch on every event occurred during their teaching practice, so that they know what and how to improve for the better teaching practice. This study is indirectly intended to inspire teacher training institute to apply RT practice in the learning process of their PRESETs.

Secondly, since this study revealed several things need to be improved by PRESETs in teaching English to young learners, the study could enrich the knowledge of PRESETs about some obstacles that may be found in young learners' class. As further implication, RT practice described in this study expectedly could prepare PRESETs to be independent in improving their PD by always being critical in coping with any situation they might find in the real classroom.

## **1.6 Research Methodology**

For giving the detailed information related to the research methodology, the categories including research design, data collection and data analysis of this research are elaborated as follow.

### **1.6.1 Research Design**

Descriptive qualitative methodology with narrative inquiry design was chosen to conduct this research. The design is considered appropriate for this research for the reason that it tries to examine the phenomena happened in the classroom during teaching practicum through the interpretation of experience told by PRESETs from their own perspectives in the form of narration text (Clandinin & Connelly, 2000).

### **1.6.2 Data Collection**

The data were collected by the analysis of 35 reflective journals (RJs) of PRESETs Year 2009 enrolling in English Teaching to Young Learners course in a teacher training institute. The rationale for choosing RJ as the data collection tool is due to its content which includes the narration of reflection elaborating the comments on teaching experiences from the writer point of view with the details from the events happened (Faizah, 2008). The content of the journal fits the purpose of narrative inquiry design selected for this research.

### **1.6.3 Data Analysis**

The analysis of the qualitative data in this research used Constant Comparative Analysis (CCA) method. The decision to use the method is in accordance with Hewitt-Taylor (2001) who suggested that CCA is useful to identify the type of data which have broad themes and patterns of categories like the data of narration written by participants in their RJs collected for this research.

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For the procedure, the analysis went through the following steps: (1) coding data, (2) forming categories, (3) developing clusters, and (4) ) compiling report.

### **1.7 Clarification of Related Terms**

With the purpose of avoiding the possibility of misunderstanding on the research concept, the explanations of several key terms used in this research are listed as follow.

#### **1. Professional Development**

Professional Development involves the improvement on the teaching factors referring to teachers' knowledge, skills, and behavior in conducting the lesson in the classroom (Kyriakides et al, 2009).

#### **2. Reflective Teaching**

The term reflective teaching in this study is defined as the activity of evaluating the teaching experience by noticing and analyzing why and how every event in the classroom teaching practice happened, based on the relevant theory to decide the appropriate changes in the future practice. This activity comes in various forms with the assistance of reflective teaching tools. Specifically for this study, according to Fatemipour (2009), the common tools used are, peer observation, peer feedback, and teaching diary which is also known as reflective journal.



### **3. Reflective Journal**

Reflective Journal is a kind of reflective teaching tools, similar to teacher diary. In this research, this journal is used as learning tool and assessment for PRESETs to record and evaluate what they have experienced in the classroom during their teaching practicum. The contents of this journal which include what PRESETs know about English Language Teaching, what they can do to conduct the lesson with what they know and what things are needed to improve in their teaching, were taken as the data to see what PRESETs learnt with the guidance of this reflective teaching practice.

### **4. Pre-Service Teacher**

In this study, pre-service teachers (PRESETs) refer to students of a university in Indonesia who major in English Education program and are still under training to achieve bachelor's degree to be English teachers by enrolling in English Teaching to Young Learners course.

### **5. Young Learners**

Young learners recognized in this paper are children aged from 8 to 12 years old who study in their fourth grade until sixth grade of primary school.

## **1.8 Organization of the Paper**

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The paper has been divided into five chapters, as follow:

## **Chapter I**

The first chapter provides the outline of the whole content discussed in the research. It includes eight sections including the background of the research, the research questions, the aims of the research, the scope of the research, the significance of the research, the research methodology, the clarification of related terms and the organization of the paper.

## **Chapter II**

The second chapter elaborates several relevant theories and concepts of PRESETs in relation to reflective teaching. The elaboration includes the following aspects: (1) the explanation of professional development (PD) including the concept and the activities; (2) the elaboration on what the reflective teaching is as a part of professional development, covering the background of its emergence, the definition and the form of reflective tools commonly used for the practice; (3) the concept of young learners' characteristics and ways to teach English as Foreign Language in classroom context as the consideration for PD practice, and (4) the description of PRESET in relation to their needs to get PD through RT practice.

## **Chapter III**

Furthermore, Chapter III gives explanation of how the research methodology is organized beginning with the statement of problems, then followed by research design, data collection, and data analysis.

#### **Chapter IV**

Then in Chapter IV, finding and discussion are described to give details of the research result.

#### **Chapter V**

Lastly, Chapter V presents the conclusion of the research and suggestions for the further research.