

CHAPTER I

INTRODUCTION

This chapter presents a brief description of whole content of the research. This section includes background of the study, research questions, aims of the study, scope of the study, significance of the study, and clarification of terms, and organization of the paper.

1.1 Background of the Study

The question of what makes a successful teaching and learning as well as how to be a great teacher has been around for a long time (Loughran, 2006). It is an inquiry that poses many problems for there is no simply set of recipe for success, and different approaches work for different professionals and students (Marsh, 2014). This surely becomes the challenges for teachers and instructors to conduct the lesson successfully in the classroom and so do the pre-service teachers. The pre-service teachers with lack experiences in teaching constantly face some issues regarding preparing a lesson, conducting a lesson in the classroom, and students' attitude and behavior towards the teaching and learning (Heerara, 2014). Regarding this, Huang (2001) suggests that supporting pre-service teachers to gain experience and learn from their experiences is the best method. Therefore, reflective practice presents as a part of the competence required to be a good teacher (see, for example, Tateo, 2012) and it is helpful for teachers in identifying weaknesses and strengths and improving their practice (Ahmed & Al-Khalili, 2013). As the heart of the teaching practice, professional development and education, reflection is needed way before the teachers face their real students in the classroom context as they enter teaching profession (Nurfaidah, 2016).

Since the publication the work of Donald Schön's *The Reflective Practitioner* (1983) and *Educating the Reflective Practitioner* (1987), the notion of *reflective practice* has become a theoretical foundation underlying teacher education programs in North America, Britain, Australia, and throughout the rest

of the world (Zeichner, 1994). Reflective practices, according to Schön (1983), serve an important purpose in education where teachers must consider all facets and view the different angles of instructional content, facilitation, and development. His concept popularizes the importance of reflection in enhancing teachers' knowledge about what to teach and how to teach effectively and helping teachers think about what happened, why it happened, and what else should be done to reach their goals. Those aspects, according to Schon, are significant since it gives impact on the future consideration.

The significance and necessity of reflective practice have been investigated and re-investigated the past three decades (Farrel, 2016 cited in Nurfaidah, 2016). Many educators and professionals believe that participating in reflective practice enhances the amount of information retained from a learning exercise (Burhan, 2015). Reflection, according to Burhan (2015), is thought to be a useful technique for helping to record and retain information when it is practiced during an activity and after an activity. Reflective practice, he adds, is central to many professional training programs. The reflection itself moreover can increase the teachers' ability to deliver learning material, have better teacher-student relationships and develop classroom management skills (R.Leitch & Day, 2000). Richard and Lockhart (1994) suggest teachers to collect data about their teaching, examine their attitudes, beliefs, assumptions and teaching practices. They acknowledge that self-analysis can be the basis for critical reflection about teaching-learning process in the classroom to see problems which arise out of a sense of discomfort or desire to a change. Thus, it is suggested that reflected is needed to be implemented (Richard and Lockhart, 1994).

Despite the significant role of reflective teaching practice in teacher education context, to date there is a lack of studies focusing on the reflective teaching practice in EFL setting such as those in Indonesia. In similar vein, the practitioners of education in Indonesia seem to have less attention to practice of reflection (Treagust & Yanuarti, 2015). According to Treagust and Yanuarti (2015), most Indonesian teachers know little about reflective teaching and do not seem to understand that this is part of the intended policy of implementing

Indonesian teacher standards or competence (Treagust & Yanuarti, 2015). Reflection in teaching practice in Indonesia, in fact, is part of the teacher standard or competence that is embodied in *Standar Kualifikasi Akademik dan Kompetensi Guru* or Qualification Standards of Academic and Competence (Ministry of National Education, 2007). It signifies that reflective is suggested as a way of developing proceeding professional development. Professional development, according to Kyriakides et al, (2009) deals with the improvement on the teaching factors referring to teachers' knowledge, skills, and behavior in conducting the lesson in the classroom.

Despite the fact that the urge of reflection for teachers has been promoted by the Indonesian Ministry of Education, Super (2013) as cited in Nurfaidah (2016) contends that many of the Indonesian teachers, regardless their awareness of its necessity, describe reflective practice as process of introspecting and self-evaluating that happen naturally on the daily basis. Silvia (2014) cited in Nurfaidah (2016) confirmed that the teacher in her case study had never realized they had been practicing reflective practice-what they called self-evaluation- in their classroom until they were introduced to the term.

Teaching reflection of reflective practice in the teaching context is needed because it is essential to teacher professional development as it becomes the core of activity of being teacher and the formative influence in their professional development (McGregor & Catwright, 2011). A number of studies have reported on how L2 teacher come to a better understanding of their work through reflective practice (e.g. Bailey & Springer, 2013). A study concerning with reflective teaching was carried out by Chan and Ridgway in 2005. Chan and Ridgway's (2005) study conducted on pre-service teachers in an educational technology course looked at the effectiveness of blogs as a tool for reflective thinking. Results of the studies show that although some of the pre-service teachers evaluate blogs as effective tools for reflective practice (Chan and Ridgway, 2005). Studies also have concluded that online discussion platforms are convenient places to challenge teachers' pedagogical beliefs by providing them reflection space over a period of time. In terms of study about the elements of reflection, Nurfaidah

(2016) conducted a case study on Indonesian pre-service teachers' reflection. The aim of her study was at alleviating the scarcity of an empirical study in Indonesian instructional setting about elements of reflection being realized by the four Indonesian PSTs during their field teaching experience. Using content analysis technique and constant comparison to analyze the data, the results showed that the EFL pre-service teachers maintained elements of reflective practice as the five elements of reflection appeared in their teaching journals as well as revealed in their reflections during interviews and stimulated recalls. The most frequently occurring elements were suggestion and problems. She advocated that in order the reflective phase to be implemented in a full cycle, the PSTs should be exposed to sound knowledge-base in ELT, sufficient classroom observation, and classroom teaching experiences, which would eventually lead to a quality level of reflection aiming to critical reflection.

Although there are abundance of studies that suggest the importance and benefits of reflective teaching practice in in-service teachers and pre-service teachers' level as well as the positive influence of keeping reflective teaching journals, there are rarely studies which specially investigate the elements of reflection in the process of reflection and teachers' concern within their reflection. Therefore this study attempts to investigate pre-service teachers' concern about reflection and elements of reflection during the reflective teaching practice.

1.2 Research Questions

The present study addressed the following research questions.

1. What are the elements of reflection emerged in the pre-service teachers' reflection during the field teaching practice?
2. What are the issues that urge pre-service teachers to reflect during field teaching practice?

1.3 Aims of the Research

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

1. The elements of reflection found in the pre-service teachers' reflection during the field teaching practice.
2. The issues of pedagogical knowledge base of pre-service teachers identified in the elements of reflections?

1.4 Scope of the Research

This research concentrated on investigating the issues related to teachers' knowledge which prompts the EFL pre-service teachers to reflect during teaching and the elements of reflection of the EFL pre-service teachers in their reflection during the field teaching practice. The research focused on the reflective teaching practice of four Indonesian pre-service teachers and investigated their reflection journal taken during or after their teaching following in-depth interview during their field teaching experience. The conceptual framework of this research was concerned with the some theories of reflective teaching practice introduced by Dewey (1933), Loughran (2006;1996), and Farrell (2012).

1.5 Significance of the Research

The introduction of the notion of reflection may also give new perspective to pre-service teachers or other practitioners who are engaged in teaching English as a foreign language in EFL classroom practice for studies were conducted to see their effective use in reflective practices and to understand whether they contribute to reshaping teachers' instruction and learning have provided varying positive and negative results (see in Burhan, 2015). At the theoretical level, this study is expected to enlighten on the current debate regarding the implementation of reflective teaching practice related to individual reflection during field-teaching experience.

1.6 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.

Reflective Teaching Practice: Reflective teaching practice refers to the activities in which they collect data to examine their attitudes, belief, and assumptions about their teaching practice and use the obtained information to improve the teaching quality (Richard and Lockhart, 1994)

Reflective teaching practice in this study means the practice maintained by the participants with respect to the elements of reflection identified in their reflection and the pedagogical based knowledge of pre-service teachers in teaching English as a foreign language that are found their reflection.

Reflective teaching journal: Reflective teaching journal in this study is personal teaching journals as one of the most widely used tools in mapping the teachers' belief, assumption, and ideas kept by each participant containing their reflection on their teaching and learning experience.

Elements of Reflection: This study recognizes Loughran's (2006; 1996) elements of reflection i.e. suggestion, problems, hypothesis, reasoning, and testing, which mark the existence of reflection in the human's mind and also differentiate 'habit' from 'action'. Those five elements become one of the bases in developing the rubrics in investigating the participants' reflective teaching practice.

Pre-Service Teacher: The term of pre-service teacher is student-teachers who major in education program involved in a school-based field experience (Heerarl, 2014). Under the supervision of a cooperating teacher, according to Heerarl (2014) the pre-service teacher gradually takes on more classroom management and instructional responsibilities. The purpose of pre-service experiences, he further explains, is to allow students to practice the strategies and concepts they have been learning in their college education courses.

In this study, pre-service teachers refers to students of one state university in Indonesia whose major are English Education study program and are still under training to achieve bachelor's degree to be English teachers and are conducting teaching practicum.

Pedagogical Knowledge base: The core of this pie, the knowledge base concept, was initially described by Shulman (2005) as the amalgam of knowledge, skills, and dispositions that underlie the capacity to teach effectively. These first attempts about knowledge base by Shulman would become the scaffolding concepts that would lead other authors' thoughts towards the construction of a solid understanding of what the teachers' knowledge base is, the way it is constructed, and its importance.

Field Teaching Practice: Field teaching practice in this case is elaborated as the required at least 16 meeting teaching practice mandated by the faculty of education of a given university, conducted by the participants after their completed of the required courses in English language teaching (ELT), in real teaching setting with the real students.

1.7 Organization of the Paper

This research paper is delivered into five chapters that explained below.

Chapter I is Introduction. This chapter consists of background of the study that introduces a brief explanation about the framework of this study, research questions that cover the statements of problem, aims of the study, significance of the study, the scope of the study, clarification of the terms and organization of the paper.

Chapter II is Literature Review. This chapter presents some conceptual framework of reflective teaching. For the reflective teaching practice, there are more explanation of reflective teaching practice in teaching and education; the paradigm of Dewey and Schon that influence the practice of reflective teaching, types of reflection; elaboration of level of reflectivity; and tools that promote reflective teaching practice. Further clarifications regarding reflective practice in pre-service teacher education and issues or concerns in reflective teaching practice

are also provided in Chapter II. Last, relevant research on reflective teaching practice in English language teaching is displayed in Chapter II.

Chapter III deals with Research Methodology. In this chapter, there are explanations about the method and research design used in this study, site and respondent, research procedures, data collection techniques and the data analysis of this study.

Chapter IV is finding and discussion. This chapter elaborates the results and the discussions of the study, obtained from the data collections which are teaching journal and interview.

Chapter V is conclusion and suggestion. This chapter presents the conclusion of the study and some suggestion for the teacher and also for future research.

1.8 Concluding Remarks

This chapter has presented some aspects underlying the study, including the background of the study, the statement of problems, aim of the study, the scope of the study, the significance of the study, clarification of key terms, and organization of the paper. The next chapter will present some theories relevant to the study.