

# CHAPTER I

## INTRODUCTION

This chapter covers the introduction of the study. It includes the background of the study, research questions, objectives of the study, scopes of the study, definition of key terms, thesis organization, and concluding remarks.

### 1.1 Background of the Study

Teachers' teaching reflection is a crucial part for novice English teachers' growth in their professional development to look at themselves, accept what they have done, and decide what action to improve their weaknesses (Alipoor & Jadidi, 2016; Noormohammadi, 2014). During their period as novice English teachers, they adapt to many challenges including feelings of stress and frustration on facing students' condition, culturally diverse classroom, and unfamiliar teaching methods (Akcan, 2016). In this condition, they try to strengthen their belief in teaching and find their role identity to be more professional in the field. However, novice English teachers still have problems with their own self-identity construction, they have limitations in elaborating themselves in the context of the classroom situation (Wolff, Jarodzka, & Boshuizen, 2017). Novice English teachers face such a kind of transition shock, while they are having a belief and self-identity about teaching in an ideal way, but the implementation in the classroom situation is not the same. In addition, the novice English teachers worry about the flow of the lessons and students' negative responses. Moreover, the novice English teachers are not comfortable if classes do not meet their plan or expectation (see Faez & Valeo, 2012; Mann, Hau, & Tang, 2012; Xu, 2012). It can be seen that they are still having a problem in their self-identity construction and still lack in elaborating themselves in the classroom situation to face unpredictable condition.

Furthermore, novice teachers still have limited knowledge in their teaching and learning process (Helms-lorenz, Grift, Canrinus, Maulana, & Veen, 2018). It includes the way to reflect their own teaching. In fact, they may do teachers'

teaching reflection in their teaching process, but they do not have much knowledge about what they have done in teachers' teaching reflection (See Clarke in Dahl & Eriksen, 2016; Silvia, 2014). If the novice English teachers still have limited knowledge about teachers' teaching reflection, the result of their teaching will be the same. Through teachers' teaching reflection, actually, the novice English teachers can connect their current practice with many different perspectives to improve their own performance in teaching as well as the improvement on students in learning.

Then, as the attention of the curriculum, there is a need for students to have high order thinking ability. It means the students have to have the critical thinking ability. In this case, the students are not able to think critically if the teachers are not able to integrate their own critical thinking ability in their teaching through teacher teaching reflection (Choy & Oo, 2012). A study revealed that experienced teachers use critical thinking skills more frequently than novice teachers (See Beizae & Akbari, 2017). In Indonesia context, the use of critical thinking skill in the classroom situation is as an implementation of 2013 curriculum, however, a research mentions that it needs to be evaluated regularly (Junining, 2016). It means that teachers do not use it well in classroom situation. It is not an easy task for them because teachers have to include both critical thinking and meaningful situation in teaching and learning process (Masduqi, 2011). In the context of novice English teachers, they see the critical thinking in teachers' teaching reflection as challenging in their task in school, they do not have much chance to concern about critical thinking activity during their practice (Moseley et al in Mann & Walsh, 2013; Ngang, Yunus, & Hashim, 2015). In the process of teacher teaching reflection, it becomes clear that it is important for novice English teacher to concern about their teaching reflection to help them and the students to think critically in the teaching and learning process.

Related to the issues above, many researchers mention teachers' teaching reflection or popular with reflective teaching or reflective practice as the best solution for novice English teachers in their current condition. From their studies, it can be seen that if the teachers are doing teachers' teaching reflection, they will

have a good role identities, self efficacy, different perspective in learning, and better performance in the way teachers' preparing the material, handling the classroom management, and doing the classroom interaction with the students (Farrell, 2016; Fatemipour, 2013; Martina, 2013; Moradkhani, Raygan, & Moein, 2017). It will help teachers to be more professional in the teaching and learning process.

There are two contexts that are mostly found in the current research about teachers' teaching reflection. The first context is about lecturers and professional teachers in the way they are doing teachers' teaching reflection. The result includes the way of professional teachers on doing teachers' teaching reflection, tools that they use, and some problematical issues on their teaching reflection on professional teacher context (see Abdullah & Majid, 2013; Farrell, 2016; Farrell & Ives, 2014; Hartono, 2016; Romano, 2006; Safarie & Tarlani-aliabadi, 2014; Silvia, 2014; Treagust & Yuniarti, 2016). From their research, teachers' teaching reflection is clear as the way of lecturers and professional teachers to empower themselves to be more professional in the teaching and learning process. Teachers' teaching reflection is really powerful for helping teachers to explore, understand, and redacted their own practice. Even they have already practiced for a long time; their practice cannot be perfect without teachers' teaching reflection (Graves in Fatemipour, 2013).

The second context, many researchers also concern with teachers' teaching reflection in the context of pre-service teachers or student-teachers (see Akcan, 2016; Astika, 2014; Feng & Han, 2016; Harford & MacRuairc, 2008; Hayden & Chiu, 2013; Kuk & Vahter, 2012; Leijen et al., 2014; Martina, 2013; Orlova, 2009; Packer, 2013; Poom-valickis, Oder, & Lepik, 2012; Sarivan, 2011; Susoy, 2015; Tonna, Bjerkholt, & Holland, 2017). They provide the guidance for pre-service teachers and students-teachers on doing teachers' teaching reflection, the tools that the teachers use especially in writing a journal, and some problems in the context of pre-service and students-teachers on doing teachers' teaching reflection. Teachers' teaching reflection is seen as the standard of work and professional identities of the teacher including in the context of pre-service

teachers or student-teachers (Glasswell & Ryan, 2017). All of the researchers in pre-service and student-teacher context show that teachers' teaching reflection is really powerful in helping the pre-service or student-teacher to be a professional practitioner.

It can be seen from the explanation, much of the recent literature related to teachers' teaching reflection has tended to focus exclusively on professional and pre-service teachers, but the teachers' teaching reflection of novice English teachers have not yet received the same attention. However, the teachers' teaching reflection is also an important part of novice English teachers' growth. Thus, this research will concern with novice English teachers on how they do teachers' teaching reflection. It is very interesting to see how novice English teachers do teachers' teaching reflection after they have passed their few first years on doing an adaption on the education environment. Teachers' teaching reflection is nowadays a very significant component of education and development program of language teacher around the world including in the context of novice English teachers where they face several challenges to adjust with their new roles as professionals in the field. It can be seen that there is a need for novice teachers' to do teachers' teaching reflection well in their practices (Chaaban & Du, 2017; Farrel, 2016; Moore-russo & Wilsey, 2014).

Regarding the background above, it is clear that teachers' teaching reflection can be the best way of novice English teachers in order to improve their own teaching and develop their professional development. In Indonesia context, there are still limited studies about teachers' teaching reflection, especially in the novice English teachers context. In order to fill a gap of the research related to teachers' teaching reflection, this study will focus on finding the themes of novice English teachers in Indonesia context on doing teachers' teaching reflection to make novice English teachers becomes professional on the ELT field. It is based on the framework from Glasswell and Ryan (2017) about reflective themes and associated sub-themes in standard documents from Australia, Singapore, England, Scotland, New Zealand, and USA. It will focus on the context of the classroom

situation and teachers' reflective journal where it can find the themes of novice English teachers on doing teachers' teaching reflection.

## **1.2 Research Questions**

This study investigates novice English teachers' teaching reflection by focusing on revealing such questions as:

1. How is teachers' teaching reflection perceived by novice English teachers?
2. How do novice English teachers reflect their teaching?

## **1.3 Objectives of the Study**

Based on the research background, this present study is aiming:

1. Investigating novice English teachers understanding and practice regarding teachers' teaching reflection.
2. Figuring out the themes of novice English teachers on doing teachers' teaching reflection.

## **1.4 Significance of the Study**

The finding of the study shows the novice English teachers understanding regarding teachers' teaching reflection. From that point, it is found the themes of novice English teachers on doing teachers' teaching reflection. In particular, this research will be of significance in two contexts. First, theoretically, the result of the study can enrich the theory of teachers' teaching reflection in Indonesia context for teachers and the next researchers. Also, the contributions of this study can be used as the basis of the English teacher education program and teachers education policy in the context of an institution and course program. Second, practically, the teachers can use the theory of teachers' teaching reflection in novice English teachers context as a guide to reflect their own practice. In addition, it also will help the in-service and pre-service to be more professional in the teachers' professional development context.

### **1.5 Scopes of the Study**

This study focuses on finding the themes of novice English teachers on doing teachers' teaching reflection by seeing their understanding and practice of teachers' teaching reflection; it is based on reflective themes proposed by Glasswell and Ryan (2017). This study is in the context of an exploratory case study where only three participants involving in this study from two schools in Payakumbuh, West Sumatera, Indonesia. It also indicates the result of this cannot be generalized in all context and condition of novice English teachers.

### **1.6 Definition of the Key Terms**

*Teachers' teaching reflection* is a tool of professional development where teachers can stop and look at their teaching start from the beginning until the end of process of teaching and learning to help them see their strength and weaknesses on their teaching.

*Themes on doing teachers' teaching reflection* are the way teachers on doing teachers' teaching reflection. It is based on the thematic analysis of Glasswell and Ryan (2017) about reflective themes and associated sub-themes in standard documents from Australia, Singapore, England, Scotland, New Zealand, and USA. The themes are reflection as an evaluative process, reflection as an adaptive process, reflection as a collaborative process, and reflection as a transformational process.

*Novice English teachers* are English teachers who have already passed their first year of teaching, but not more than five years of experiences. They also do not earn teachers' certification yet from the government as the requirement of professional teachers.

### **1.7 Thesis Organization**

This thesis is organized into five chapters. Chapter one introduces the research background, objectives, scope, significant and the key terms of the study. Chapter two provides a review of the literature related to the concerns of the study which portrays the theory of teachers' professional development and teachers

teaching reflection. Chapter three discusses the research design, subject and site, instruments used for data collection as well as ways to analyze the data. Chapter Four presents the findings based on the analysis, and discusses reviews and evaluates the results of the analysis. Chapter five summarizes the results of study along with some recommendation.

### **1.8 Concluding Remarks**

This chapter presents the elaboration of the background of this study and several types of researches related to the study. Also, this chapter covers the research questions, objectives, significant, scope of the study, definition of key terms, and thesis organization. It focuses on finding the themes of Indonesian ELT novice teacher on doing teachers' teaching reflection in their context.