

# CHAPTER I

## INTRODUCTION

As an introductory section, this chapter discusses some aspects related to background of the study. It also provides research questions, objectives of the study, significance of study, scopes of the study, definition of terms and concluding remarks.

### **1.1 Background of the Study**

Reflective practice is said to be a fine medium for any teachers to cater their instructional dilemmas into a reasoned instructional decision in order to improve the teachers' classroom instruction. However, reflecting on practice, after the event, is a luxury that most teachers say cannot afford even they labeled it as 'distractions' toward all the pressures and requirements of the modern classroom (Tarrant, 2013).

Therefore, a shift toward structuring reflection via technology, i.e. the use of videotape to record classroom practices, was said to support the reflection of teachers for technology provides better and easier tools to use. Sophisticated interface as video annotation tools to analyze the video were even used to promote and encourage reflective practice (Deaton, 2012; Rich & Hannafin, 2009; Tripp & Rich; 2012; Wright, 2008) and they were found to be succeed to achieve the objectives. However, a definite financial cost needed to implement video annotation tool process (Wright, 2008) and the online format with its attendant technologies demand often created problems (Bowers et al., 2017).

Results from studies of video-based reflection in collective teacher framework (Borko et al., 2008; Santagata, 2009; Seago, 2004; Sherin & van Es, 2009; Tripp & Rich, 2012; van Es & Sherin, 2008) also granted the promotion of reflective practice. However, when teachers discuss videos in a group setting, their individual relations to the material presented differ (Seidel, et al, 2011), besides that viewing one's self on video, particularly with peers, can be a disconcerting experience. Teachers may feel uncomfortable when asked to explain their actions

and may interpret questions that arise as criticism of their teaching (Sherin, 2004).  
The discussion group even showered and overwhelmed the teachers

with compliments and fear all at once (Tripp & Rich, 2012). Consequently, the researcher chose to focus the present study on the individual perspectives. It was also supported by Brophy (2004) which claimed that to initiate a video-based professional development, inservice teachers can begin to include observing one's own teaching. Even analyzing own material could provide teachers with a more activating experience. Another claim expressed by McCullagh (2012) who stated that a constructive approach to teacher education can be effective with very minimum support. What is required is the opportunity and the means.

Teaching, admittedly, has never been the same from time to time for any teachers including for those experienced teachers who have taught for two decades. Different eras, changing generations, new breakthrough in the world of teaching and also curriculum alterations are some issues which demand 'changes' in those mid-career teachers' classroom practices. There are always things to be done, decisions to be made, students' needs to be met- not just every day, but every minute and every second too. An effective medium which support teachers to meet the demand of these instructional dilemmas is reflective practice (Glasswell & Ryan, 2017; Harris et al, 2010; Loughran, 2005; Rayford, 2010; Senese, 2017; Tucker, Stronge & Gareis, 2002) for reflective practice lead teachers to progress in their classroom practice (Tarrant, 2013). However, most studies on video analysis have only provided records of overall perceptions and experience of teachers, rather than helping researcher better understand, show (teacher's) inquiries lead to, or influence, future action (Rich & Hannafin, 2008. Pp.66-67). A recent study (Yanuarti & Treagust, 2015) which attempted to develop reflective teaching practice through an analysis of their lesson videotapes in secondary school in Indonesia, also provided the account that the teachers planned to change their strategies of teaching but unfortunately the plans have not been enacted into the actual teaching. There is a need to carry out a research where the action plan of the result from reflective practice activity is implemented and enacted into action in the classroom and also get an opportunity to evaluate the action.

Teachers are professional workers. A classroom is a place where teachers show off their expertise of their professionalism. However, a teacher competency test which was held by the Ministry of Education and Culture in 2015 showed a

surprising proof that the national average score was only 53.02 (Kemdikbud, 2015) while the benchmark score was 55. It truly sends a big message to all teachers that their professionalism are in danger and presumably their teaching qualities, too. It will be even worse if it continues to decline unless they immediately seek for the real remedy. The most disadvantaged party from this chronic situation was their educational clients. Therefore, they are supposed to be the main reason why teachers should keep improving themselves. A classroom would be the best place where teachers plan the improvement, do the improvement plan, and evaluate the improvement action.

From the previous studies, it appears that there are still questions requiring further comprehensive studies to link teachers' thoughts as a result from video-based reflective practice with actual actions in the classroom. Concerning the above considerations in relation to the problems, this present study is undertaken to explore inservice teachers practice of video-based reflection in terms of the way it lead teachers to improve their classroom practice and to explore the benefits and drawbacks of video-based reflection practice from inservice perspective.

## **1.2 Research Question**

In line with the above mentioned background, in the context of English teaching in Indonesia, this study attempts to address following research questions:

1. How do practice of video-based reflections lead teachers to improving their classroom practices?
2. What benefits and drawbacks are felt by the teachers from the practice of video-based reflection?

## **1.3 Objectives of the Study**

The present case study was aimed to achieve following objectives. First, it was to find out whether the practice of video-based reflection lead in-service teachers to improve their teaching practice. Secondly, the study was intended to find out benefits and drawbacks of video-based reflection from in-service teachers perspectives.

#### **1.4 Significance of the Study**

The findings of the present study would be significantly useful for the other EFL in-service teachers in providing information regarding the valuable of videotaped classroom practices and the observation of it to enhance their reflective practice which enable them to transform their actual classroom practice. The in-service teachers would also be encouraged for doing ongoing learning from their videotaped teaching session as the way to keep top performances. The findings of the study could also augment and enrich the Indonesian context of video-based reflection scholarly. Practically, EFL teachers would find this study as a milestone and guidelines on how to incorporate technology-based reflective practices into their daily praxis. Meanwhile, government and policy maker would find this study as reminder about harnessing and providing sufficient impetus for teachers to do their own professional development.

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

This study focused on finding out two EFL in-service teachers who taught in one junior high school in Bandung in terms of their reflective practice enhancement through the use of videotaped classroom session including benefits and drawback of the medium for the teachers. Beside that, it also focused on finding out of any kind of evidence that the teachers detected from the video and all consequences of them which caused their classroom practice, changed.

#### **1.6 Definition of Terms**

***Reflective practice*** is an activity that is done by the teacher after s/he did a teaching activity then s/he thinks over the experience of aspects of the teaching seriously by collecting and recalling what has happened in the classroom and also thinks all consequences for her/his next teaching activity prominently focused on beneficial consequences for classroom improvement

***In-service teachers*** as those who have completed initial teacher training/education and are fully responsible for their own classroom teaching. They have taught in one school for recent three years and have at least five years of teaching experience.

***Video-based Reflection:*** reflection that is aided or assisted by the use of video tools to events of the classroom to improve teaching practices by identifying strengths and areas for improvement (Wright, 2008). Teachers write reflective writings after watching themselves teaching in videotaped classroom practices.

***Teachers' professionalism:*** the extent to which a teacher subscribes to a professional code.

### **1.7 Concluding Remarks**

This chapter has elaborated the background of this study and the related studies. This chapter also covered the research questions, objectives, significant, scope of the study. Definition of the terms was also presented in order to avoid misleading and misunderstanding of the research. The next chapter discusses the literature review regarding reflective practice and video-based reflection.