

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

There are two objectives of the study. Firstly, 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. This chapter provides conclusions and recommendations of the present study. The summary of findings and discussion in the previous chapter are discussed in this chapter. Furthermore, this chapter also provides recommendations for teachers and future researchers.

5.1 Conclusions

There were two points that can be concluded as the result from the study.

Firstly, the practice of video-based reflection leads to improve their teaching practice. With the use of video-based reflection, the teachers acknowledged that their teaching abilities could be improved. Two domains namely the classroom environment (encouragement, physical proximity, response to student behavior, and reinforcement of positive behavior) and instructions (Clear direction and procedure specific to the learning activity, students' involvement in learning activity; interaction pattern and frequency; students' highly motivated to work; circulation pattern and frequency; Summary delivery; Appreciation delivery during the learning activity; lesson adjustment) were gradually improved from one classroom practice to another.. Therefore, it can be said that the practice of video-based reflection is able to help teachers in an attempt to improve their teaching practice.

Secondly, it was found that there were several benefits and drawbacks of video-based reflection according to the teachers' perspectives. Using video-based reflection helped the teachers to improve the teaching strategy, method, and media for upcoming lesson; determines the teaching aspects that should be improved; helped them to recall their mind about their teaching practice; allows the teachers to evaluate their teaching practice. This process has proved that video-based

reflection has rendered a line of promising benefits for teacher professional development which presumably could elevate up the teachers' performance and maintain their professionalism as they could give appropriate responses based on real needs of their classroom. Teachers should be able to take the process and let it become their daily praxis.

Dealing with drawbacks of video-based reflection process was lied most on technical constraints (device and camera person) and least on time constraints. The drawbacks that they felt would decrease gradually for they were solvable. All the teachers need are willingness to practice it constantly, then each of the drawbacks will melt down eventually.

A series of benefits of video-based reflection should be taken wisely so that time or administration constraints will never become barrier for preserving this favorable practice in order to keep teacher professionalism on top.

5.2 Recommendations

The present study has endorsed the teacher ownership to the process. In which they have the autonomy to control and systemize their reflective effects in ways that fits their abilities and interest (i.e. they chose the time, the class, the device, camera person, aspect of teaching), they were supported throughout the duration of the process, and they need to understand that the process is for them and not for administrative evaluation purposes. Another teacher ownership is supported by the prompts from reflective writing. It succeed to ensure the teachers to quickly get over the superficial effect of the video (i.e. They don't pay attention or worry about how they look and sound) and focus to the core activity of the classroom practice and focus on the framework prompts. To be noted, although the teachers chose their own time but the researcher set a dateline when they should complete all the project requirements.

The participants for this presents study were teachers with 20 years of teaching experience. They were, indeed, compatible to the objective of the study. They are 'on fire'. They could be trusted to have their own autonomous professional development.

A further considerations should be taken for upcoming researchers. Following caveats would give some leads.

Using available gadgets has cut the cost of the project eventhough sometimes they themselves did not know the real condition of their own gadget which eventually caused technical failure. An available technology person at the school has smoothen the whole project process.

Regarding the cameraperson, advantages are in the teachers' hand when she asked for an adult cameraperson to the class. This adult is able to make a clearer and more focused video and really know what to capture. Thus, video production and observation ran smoothly. Conversely, disadvantages are for the teachers who asked her studens as the cameraperson eventhough he is chosen because he is a reachable and able person to handle the gadget. A serious consideration should be taken for its future involvement. The teacher will need to brief the camera person (student or novice cameraperson) first to ensure he knows what to captures, who are the focus either the teacher or the students, where he should stand, and also inform him about a code of ethic of a cameraperson.

Despite the complacency to notice that the participants were able to engage in the reflective practice, they did not always thoroughly address the framework prompts. Thus, there will need the need for framework and additional coaching to support teacher's reflective practice.

In order to sustain this process, it will need a serious contribution from the school administrator to facilitate all required devices for teacher professional development and also accommodate the process by integrating it into annual program where each teacher is obliged to make one to three video records along with the refective writings per semester as the evidence of their professionl development..

After all, there are still many shortcomings in this study. There were only two participants in this study, both of them were in service teachers. Therefore, it is recommended for future researchers to try to compare in-service and pre-service teachers, given that teaching is not a guarantee that a teacher has perfect teaching

skills. In addition, this research is limited by time. In the future, it is hoped that the researchers interested in the same topic can carry out research for quite a long time so that the results will be more maximal and comprehensive.