

CHAPTER I

INTRODUCTION

This chapter presents the general outline of the study, which consists of the background of the research, the research questions, scope of the research, the significance of the research, the clarification of the key terms, and the organization of the paper.

1.1 Background

Teachers are the most important factor influencing students' achievement (OECD, 2017). Therefore, to be professional teachers, teachers should improve their skills. One of ways that help teachers to improve their skills is by doing reflective practice. According to Schon (1983), being a professional teacher is required to reflect on his/her own work. Although reflection is seen as a means to improve teacher professionalism, its practice in Indonesia has a scant regard (Suratno & Iskandar, 2010). Reflective practice is one of the important features that foster teachers' professional development. Reflective practice is a compass of sorts to guide teachers when they may be seeking direction as to what they are doing in the classrooms (Farrell, 2012). It means that teachers have the opportunity to contemplate what he/she has done in their teaching to find the solution toward the problems appears.

Reflective practice has an allure that is seductive in nature because it rings true for most people as something useful and informing (Loughran, 2002). For any practitioners, in this study refers to pre-service teachers, it is paramount that they engage in reflective practice in order to develop themselves professionally (Ong et al., 2020a). Reflective practice helps pre-service teachers to develop their teaching practice. According to Ong et al., (2020b), reflective practice has been proven to help pre-service teachers to develop their repertoire in teaching and to help them survive the beginning years of teaching.

In order to prepare professional teachers, university has a program called internship program or teaching practice program. The university decision to

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incorporate internships as a credit-based course in their academic curricula is based on the rationale that learning should be grounded not only on classroom-based pedagogies, but also on hands-on experience acquired in a real work setting (Kapareliotis et al., 2019). Further, Chen et al., (2011) stated that internship programs can reinforce technical competencies, improve analytical skills, foster an awareness of the constant need for adaptability and creativity in a changing world. It means that through internship programs, the practitioners can survive and adapt to face the changing world with their creativity that they had before in their internship program.

Besides, internship program could give students the opportunity to test their abilities and attitudes related to the specific work task or career pathways. From the point of view of students, internship program help them to adapt and familiarize with practical skills, enhance social relationships, motivate future learning and develop a socially acceptable personality (Calloway & Beckstead, 1995). According to Chen et al., (2011), students who learn practical and social skills, they will be more independent, and increase their social experience through the internship program. Students are given the opportunity to apply what they have been taught in traditional classroom settings to the real workplace and acquire a view related to matters of fact and practical affairs of a work challenges (Kapareliotis et al., 2019). Experience that the students get from the internship programs were beneficial for them to get a better job in the future. In Indonesia where English is taught as a foreign language, one of the internship programs is teaching practice.

The term of teaching practice represents the range of experiences to which student or teachers are exposed when they work in classrooms and schools (Marais & Meier, 2004). Teaching practice is an important thing for pre-service teachers to develop their skills. Pre-service teachers should have developed certain skills in teaching English to their students (Bakhsh, 2016). One of the skills that pre-service teachers should be developed is reflective practice. Thus, reflective practice is considered as one of the strategies to develop teacher professionalism. According to

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Dewey (1933) and Schön (1983) as cited in Farrell (2012) reflective practice is subdivided into three categories: (1) Reflection in-action; (2) Reflection on-action; and (3) Reflection for-action. Reflection in-action is called as interactive reflection, which means the thought process of teachers about practices of teaching and learning while on the job. In reflection on-action, the practitioners think back on what they have done whether there is any problem or not and also to find out the alternative way to deal with. In this research, reflection on-action activity refers to pre-service teachers thinking back on what they have done before teaching practice, including their past experiences in their classes at the university. Lastly, reflection for action or anticipatory reflection implies that in future teaching teachers consider the problem or circumstances that will appear.

Studies on reflective practice in teacher education are increasingly getting more attention at least in the last 2 decades (Kuswandono, 2012). Farrell (2012) stated that he always looked at reflective practice as a compass of sorts to guide teachers when they may be seeking direction as to what they are doing in their classrooms. The process of becoming a professional teacher is not only started when teacher have an opportunity to teach in the classroom, but it also begins before the teacher register for the education program in a university. It means that teacher experiences and memories when becoming a student since primary school are considered as the foundation to gain their professional development. For reflective teachers, they usually use their pedagogical experiences in the past to enrich the capacity of their teaching in the future, avoiding the act of teaching which is characterized by thoughtless routines (Kuswandono, 2012).

In Indonesia, several studies on reflective practice have been done and categorize into two groups: in service teachers and pre-service teachers. The first category is in service teachers. In this category, the researchers focus on ELT practitioners reflective practice and teaching creativity within the post-method paradigm (Ahsanu, 2020); how teacher educators in a doctoral program reflect on the journey of planning their lessons ranging from their earliest teaching years up to their future hope (Amalia et al., 2020);

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reflective learning as one of the approach for professionalism PAI teachers to improve their understanding and awareness of Islamic values (Khodijah, 2014). The second category is pre-service teachers. In this category, the researchers focus on reflective teaching as alternative assessment in teacher education using 40 journals and the journals analysed using theoretical model developed by Smith (2011) as cited in Astika (2014); concepts of reflection and how it is implemented in educating pre-service teachers on their early stage of professional learning (Kuswandono, 2012); and levels of reflection in EFL pre-service teachers (Nurfaidah et al., 2017). Further, Nurfaidah (2016) found that pre-service teachers have limited experiences in teaching, so that they are not truly engaged in reflective substance. In order for the pre-service teachers to learn from their own teaching practices, they have to reflect on the experience.

By reflecting on their experiences, pre-service teachers are moving constantly in applying the theoretical concepts to their practice (Turunen & Tuovila, 2012). It is essential that pre-service teachers develop their capacity for reflection as they would be required to continue their learning not only during their education period, but also in the course of their professional work (Kuswandono, 2012). Despite the significant role of reflective teaching practice in teacher education context, in Indonesia there is a lack of studies focusing on the reflective teaching practice in EFL settings (Nurfaidah et al., 2017). However, most Indonesian teachers know little about reflective practice and do not seem to understand that this is part of the intended policy of implementing Indonesian teacher standards or competence (Yanuarti & Treagust, 2016). Furthermore, little is known about how EFL pre-service teachers do reflection and how they perceive reflective practice as one of the tools to improve their professional development. Based on the facts, the researcher is interested in investigating EFL pre-service teachers' reflective practice in their teaching practice program.

1.2 Research Question

1. How do EFL pre-service teachers reflect on their teaching practice?
2. What are the benefits of knowing pre-service teachers reflect?

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1.3 Purpose of the Study

This study aims to investigate the experiences of EFL pre-service teacher in implementing reflective practice in their teaching practice program.

1.4 Scope of the Study

The study focused on EFL pre-service teachers' reflective practice in their teaching practice program. This study involved three EFL pre-service teachers at three Junior High School in Bandung, West Java, Indonesia.

1.5 Significance of the Study

The result of the study is hoped to present substantial benefits as follows:

The result of this study will specifically offer pre-service teachers and any teachers in general with rich knowledge of activities while implanting reflective practice. Therefore, they will be aware of their strengths and weakness in their teaching practice. Thus, the result of this study could facilitate them to solve their problems in teaching. Therefore, the result of this study is hoped to provide the insights as a useful information and raise awareness that pre-service teachers also need to do self-reflection.

1.6 Clarification of the Key Terms

The definition of key terms that be used in this research are as follows:

- 1) **Pre-service teachers:** In this research, pre-service teachers refer to university students who were experienced in an internship as a temporary replacement teacher in a teaching practice program. Further, they are also at the stage of the beginning years of teaching.
- 2) **Teaching practice:** is an internship program where pre-service teachers teaching for three months at the school that has been determined by the university. In this research, teaching practice is a temporary period of teaching in a school undertaken under supervision by a person who is training to become a teacher.

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- 3) **Reflective practice:** in this research, reflective practice is a way of evaluating pre-service teachers experience in teaching through the pre-service teachers' reflection to improve their work or skills and allow them to reflect their experiences in the past and gaining new insight of self and practice in the next teaching and learning process.
- 4) **Reflection on action:** In this research, reflection activity refers to pre-service teachers thinking back on what they have done before teaching practice, including their past experiences in their classes at the university.
- 5) **Reflection in action:** takes place during an action. In this research, reflection in action is reflection activity which is conducted while the pre-service teachers were teaching in their teaching practice.
- 6) **Reflection for action:** Reflection for action requires teacher to anticipate what will occur during teaching in the future. It means that pre-service teachers consider the problem or circumstance that will appear in future teaching.

1.7 Organization of the Paper

The research is organized into five chapters. Each chapter has some sub-topics to clarify and give detailed information of this study. The paper is organized as follows:

Chapter I Introduction

This chapter provides the information on the background of the study, the research question, scope of the study, significance of the study, clarification of the key terms, and organization of the paper.

Chapter II Literature Review

This chapter provides the theoretical framework or the base of theories used in this present research that are relevant to the research. The theoretical views include some theories about reflective practice, types of reflective practice, and teaching practice.

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Chapter III Research Methodology

This chapter discusses the methodology in conducting this research. It includes research design, research site and participants, data collection, research procedures and data analysis.

Chapter IV Findings and Discussion

This chapter reports and explains the presentations of the overall data obtained or finding that have been transcribed and analyzed after the researcher had finished the observation to answer the research questions.

Chapter V Conclusion and Recommendations

This chapter is the summary of all the information from four former chapters. This chapter also offers the suggestion for further research in investigating the experiences of EFL pre-services teacher in teaching practice through reflective practice.

1.8 Concluding Remarks

This chapter focuses on deliberating the background of study, research questions, research aims, research scope, significance of study, clarification of terms, and organization of paper. In the following chapter, theoretical background will be developed as well as related research to be utilized as the foundation to evolve an obvious clear framework of the problem to be explored.