

# CHAPTER I

## INTRODUCTION

This chapter presents an introduction of the study that explains the reasons of accomplishing this research. It consists of research questions, goals of the study that shows as aims of conducting this research, and significance of the study as the benefit of this study. Furthermore, scope and limitation of the study are also presented in this chapter. Finally, definition of key terms defining the variables used in this research is also provided to avoid misunderstanding of those terms.

### **A. Background of the Study**

Teaching can be complex job in some ways for teachers because requires teachers' ability to understand more about students instead of only giving explanation in front of class. As stated by Hammond and Snowden, effective teaching does not only deliver the information to students but also needs more understanding and assessing about what students know and how they learn by using many different tools to help them successful in learning process.<sup>1</sup> Furthermore, they added that teachers are required other abilities like organizing activities, material, and instruction and also be able to adapt curriculum which appropriate with students' prior knowledge and level in order to get better achievement.<sup>2</sup>

Students' achievement is usually used as one of the characteristics of a good teaching quality. According to Laura, there many studies which found out that teachers' quality has big involvement in consequence that is related to students learning.<sup>3</sup> It means that if teachers have good quality, they will be success in helping students learn the lesson. The result, student will get good outcomes. In order to have good quality in teaching, teachers need to learn more and get more experiences as well. As asserted by Hanushek and Rivkin, generally, most of teachers' aspects as the

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<sup>1</sup> Hammond and Snowden, "A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve," 2.

<sup>2</sup> Hammond and Snowden, 2.

<sup>3</sup> Goe, "The Link Between Teacher Quality and Student Outcomes: A Research Synthesis," 8.

determination of good teaching quality are their education and experience of teaching level.<sup>4</sup>

Teaching quality and teaching experience usually go hand in hand. Good quality of teaching is obtained from the frequency of teaching practices that teachers experience. Therefore, teachers who have more experience in teaching have better quality as well. Different from this reality, candidate teachers or student teachers who are still in their study do not have teaching experience. In this case, student teachers cannot be equated to teacher with better education and experiences. Since, both of student teachers and teachers with better quality in teaching have different level of education and teaching experiences. It is supported by Jensen et.al that there are various ways of the differences between inexperienced and experienced teacher included classroom management, teaching times, self-efficacy and so on.<sup>5</sup> Student teachers are still in process of learning and even they are lack experience in teaching. They need to learn many things when they get opportunity to practice their teaching ability. So, they will be trained to have good teaching skill and be able to apply it in the real teaching.

Student teachers who are trained to be teacher are asked to do teaching practice as their training before they graduate. In Indonesia, the government has a program which is called PPG (*Pendidikan Profesi Guru*). This program is aimed to help candidate teachers in reinforcing their teaching competence based on national standard to get professional teacher certified.<sup>6</sup> This program is addressed to undergraduate students who already passed their study. The government seems put serious concern for educator especially teachers to have good ability in teaching by providing this program for graduate students. In line with government's idea, the stakeholders are expected to support government in producing qualified prospective teachers with good skills.

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<sup>4</sup> Hanushek and Rivkin, "Teacher Quality," 10.

<sup>5</sup> Jensen et al., *The Experience of New Teachers: Results from TALIS 2008*, 11.

<sup>6</sup> Menteri Pendidikan Nasional, "Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 8 Tahun 2009 Tentang Program Pendidikan Profesi Guru Pra Jabatan," 2.

In supporting the government' effort to have qualified teacher, it is important for university as the institution to develop syllabus which is providing teaching practice for student teachers. This teaching practice can be one of ways to expand students' knowledge and develop students teaching ability. Candidate teachers need to apply this kind of teaching practice, since this house is officially legalized the law number 14 years 2005 about teacher and lecturer. It is stated that teachers must have educator certificated as one of the requirements of professional teacher.<sup>7</sup> Due to meet the demand of professional teachers who are certified, therefore teaching practice program is important to conduct by the university which has teacher training students.

Teaching practice can help student teachers to learn about the ways of teaching and get experience of it. It also gives student teachers opportunity to apply various kinds of theory that they got during studying in university. Teaching practice is also applied by student teachers of English Teacher Education Department of Sunan Ampel State Islamic University. Based on the book of direction of teaching practice in microteaching class (PPL I) which published on 2017, student teachers will get opportunity to do peer teaching and real classroom teaching.<sup>8</sup> Peer teaching is defined as the pre-requisite course to take PPL 2 in the real teaching for next semester and it is known as PPL I in this university.<sup>9</sup> While real classroom teaching is an internship program to teach in the real school. This will be done in the schools after student teachers doing peer teaching.<sup>10</sup>

Furthermore, this peer teaching here is called as microteaching class (PPL I). This is one of courses for students in this campus which aimed to prepare students for teaching practice. As explained in the book that PPL I is forming professional teacher through a series activity by applying teaching and educational theories and other activities out of teaching.<sup>11</sup> It requires students to have short lesson plan and teaching practice which is followed by

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<sup>7</sup> *Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 :Tentang Guru Dan Dosen*, 3.

<sup>8</sup> *Pedoman Praktik Pengalaman Lapangan I ( PPL I )*, 1.

<sup>9</sup> *Ibid.*

<sup>10</sup> *Ibid.*

<sup>11</sup> *Ibid.*

feedback from lecturer and peer students. It is said that student teacher who doing teaching practice will act as teacher, the other students will act as students and other two students will be observer.<sup>12</sup> The observer will give feedback after teaching practice has done which followed by lecturer's feedback as the supervisor. Those feedbacks are expected to help students increase their ability in teaching performance. As candidate teacher, students need to dig deeper knowledge about their own teaching from those feedbacks in order to have a good teaching skill and help them in their professional development. Another way to understand more about students teaching ability can be done by doing self-reflection.

Self-reflection is one of ways to evaluate and analyze student teachers teaching ability and get significant professional development as well. This process is a way to recall back about the activities that have done during the teaching practice which makes student teachers realize about their weaknesses and strengths. As student teachers learn by their own experience and mistake, it leads to improvement of their professional development. In line with Anna Tomkova's statement that the aim of self-reflection is to create condition of teacher development and as the meaningful usage in providing natural link of students teaching practice and students' critical thinking which is beneficial for continual professional development of future teacher.<sup>13</sup>

It is believed that self-reflection is one of many solutions to improve teachers' professional development. As Richard said, self monitoring is how to get particular feedback and it is main factor in teachers' continuing growth ability and professional development.<sup>14</sup> He added that teachers need to look back what they have done and how well that is going to improve teachers' performance over times.<sup>15</sup> This can be a stepping stone for student teachers to expand their competence of teaching and to understand more about their own ability which turn out into better progress. Therefore, self-reflection is not only strategy that used to promote

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<sup>12</sup> *Pedoman Praktik Pengalaman Lapangan I (PPL I)*, 11.

<sup>13</sup> Tomkova, "Reflective Approach towards Professional Teacher Education-Inspiration, Experiences, Questions," 1–14.

<sup>14</sup> C. Richards, *The Language Matrix*, 119.

<sup>15</sup> *Ibid.*

student teachers' professional development but it can be used to improve their teaching skill as well.

Additionally, self-reflection is also applied by students of English Teacher Education Department of Sunan Ampel State Islamic University in microteaching class. It is one of series activity which student teachers have to do after doing teaching practice. Student teachers are asked to record their activity during the teaching process, because in the last few meetings they will be asked to analyze their teaching ability from the video.<sup>16</sup> Student teachers who have done the teaching practice should write self reflection within 5-10 minutes both in peer teaching and real teaching.<sup>17</sup> However, based on the preliminary research that have been done by the researcher, students in microteaching class of academic year 2016 rely much on lecturers' feedback and peers' feedback as the sources of self-reflection. The reason is not all classes record their teaching practice. Among nine classes of microteaching, two of them did not record their teaching practice.

Even though, the other classes recorded their teaching practice, they did not use the video to get more information about themselves. Even, five of seven students of microteaching class who already interviewed said that they have never seen their own video. The reasons of this condition are firstly, they have many subjects in sixth semester, so they did not have time to watch their video. Secondly, they feel ashamed and less self-confident when they start to watch their own video, so they cancel to watch their video. Those happened because they might do not know the important and the beneficial of their video towards their next teaching practice.

In particular reason, video recording is really useful to be applied for teachers' self-reflection. It provides information exactly the same as what teachers and students do during learning process which can be used to analyze their skill in teaching practice. As cited from student teaching books which published by Carson Newman College that "One of the most effective ways that student teachers can develop the skills to analyze their own teaching is

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<sup>16</sup> *Pedoman Praktik Pengalaman Lapangan I (PPL I)*, 13.

<sup>17</sup> *Ibid*, 7.

through the use of videotapes".<sup>18</sup> Students who rely much on lecturer and peer feedback need to consider this concern because video recording has great information which can be used to analyze and compare between peer feedback and student's perspective.

In fact, people have different opinion about something and it potentially happens in microteaching class. When peer feedback is already given, then student teachers looked back on their own video and they realized that it is not that way. When students compare the result of their own video and the feedback that is given by other students, it is possible that they have different perspective towards what happened during the learning process. For example, teachers feel that there is an activity does not work well, but the observer might say it is already good. This condition is caused by bias which owned by the observer. Teacher should not rely only on the peer feedback instead they need other ways to know more about themselves. Therefore, watching their own video can be one of those ways to analyze their teaching practice as their self-reflection.

Another issue can be seen from Richards's opinion, teacher cannot observe all the things that happened in the class directly, since every lesson contains multiple events and many of which are unpredictable.<sup>19</sup> In order to identify different feature of lessons easily, teachers are recommended to use video recording to analyze certain activity. As known that video recording captures every moment which can be rewind and pause in particular part. This gives teachers opportunity to analyze one by one of topics that they want to improve. When teachers can analyze every single activity, it will continue to keep investigating their actual performance in detail. As a result it makes student teachers to be aware of their teaching skills which make them think again about their ability and more willing to consider alternative solution.

Watching video recording of teaching practice as tool of self-reflection can help student teachers to get alternative solution. Student teachers trying to understand their ability in teaching from video of their teaching practice. The information that got from

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<sup>18</sup> Carson Newman College, *School of Education of Carson Newman College: Enhanced Student Teaching eBook*, 15.

<sup>19</sup> C. Richards, *The Language Matrix*, 128.

video leads student teachers to look for the solution. As Richards said, teachers can use video recording to identify specific aspect of teaching behavior in one time.<sup>20</sup> Student teachers need to decide teaching aspect first before watching their own video. It will make them easier to focus on one teaching aspect in one time and do it for another teaching aspect in another time. After understanding about their teaching aspect, the next step is looking for the solution.

Self-reflection using video recording can improve student teachers teaching ability when they apply new strategy of teaching as their solution to overcome their weak point. Since, video recording can be replay and rewind in specific moment, it can be used for student teachers to monitor their solution. Monitoring the solution through video recording can be done by matching and comparing teaching area of weak point and the solution while watching video of teaching. If the solution did not work well, then student teachers can choose another option of better solution. Therefore, using video recording of teaching practice can improve and develop student teachers teaching ability.

Furthermore, this study is conducted for student teachers of Sunan Ampel State Islamic University. Since this campus is recently transformed from institute into university, they still in process of upgrading their quality into higher and better level in both facilities and student quality. It can be seen by new buildings that already existed like twin tower and various tools of learning as new facility. This campus is also trying to improve their quality by developing entrepreneurial curriculum. According to Fitrianto and A'la they said that entrepreneurship can affect the quality of higher education in four aspects including Islamic higher education curriculum.<sup>21</sup> They believed that strong higher education curriculum can improve students' creativity to develop basic knowledge and skill in certain subject. Involving entrepreneurship curriculum is one of ways in upgrading quality of this campus.

Student teachers should get involved in upgrading this campus quality by improving students' quality first. Student

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<sup>20</sup> C. Richards, 128.

<sup>21</sup> Fitrianto and A'la, "Developing Entrepreneurial Curriculum in Indonesian Islamic Higher Education: A Transformation Process," 4.

teachers can take part in various ways to improve their ability based on their major area. As defines before that self-reflection can improve student teachers ability in teaching, therefore, one way to help increasing student teachers' quality is by doing self-reflection which included evaluating their work, examining their knowledge, connecting with prior knowledge and making decision about how to apply the knowledge and skill in the next session. Those things can be done by doing self reflection through video recording. Since video recording provides visual and aural reminder of what happened in the classroom.

Several researches regarding to this issue have been widely conducted. In Australia, Anne M. Coffey has conducted her research entitled *Using Video to Develop Skill in Reflection in Teacher Education Students* which focused on the student's respond to the experience of watching their teaching video and their development of critical skill in reflection. The researcher analyzed her research using qualitative method which showed the result that student's reaction is positive and they are motivated to do self-reflection.<sup>22</sup>

Another similar research has been done by Kavoshian, Ketabi, and Tavakoli who investigated the differences self-reflection before and after watching video and some general topics affected by Iranian reflective teacher after watching video. Researcher used triangulated method to analyze eight participants who already had experiences in teaching and had learning experience more than 4 years.<sup>23</sup> The previous researcher already searched the general impact of using video recording, still they do not discuss whether the video recording is effective for candidate of teacher or not. Coffey took Diploma students as her participant, yet she did not examine the specific effect in her result. While Kavoshian et al. examined the general area affected by teacher after watching video recording, but their participants are the real teachers who have teaching experiences within 1 until 10 years and learning experience within 4 till 18 years.<sup>24</sup>

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<sup>22</sup> M. Coffey, "Using Video to Develop Skills in Reflection in Teacher Education Students," 1–13.

<sup>23</sup> Kavoshian, Ketabi, and Tavakoli, "Reflective Teaching Through Videotaping in An English Teaching Course in Iran," 1–38.

<sup>24</sup> Ibid.



Therefore, based on those reasons which already explained above, the researcher is trying to examine student's experience of English Teacher Education Department for doing self-reflection through video recording of teaching practice towards student's teaching skill in microteaching class in academic years 2016/2017. This study tries to find out the way student teachers doing self-reflection and the differences of student teachers' teaching ability before and after doing self-reflection through video recording.

### **B. Research Questions**

In relation to the background of the study above, this study is intended to examine:

1. How do student teachers make self-reflection through video recording in microteaching class?
2. How is teaching skill of student teachers who do the self-reflection?

### **C. Objectives of the Study**

This research is aimed:

1. To describe the way student teachers of microteaching class making self-reflection through video recording
2. To describe teaching skill ability of student teachers before and after doing self-reflection

### **D. Significance of the Study**

The result of this study is expected to give contribution for both student and lecturer. Here, the researcher describes the significance of the study:

1. For teacher, generally, this research can be one of effective strategies related to teacher's self-reflection which can be applied by teachers in education world.
2. For lecturer, this study can give information about the urgency of doing self-reflection using video recording. It also provides information about student's teaching skill and their achievement of teaching practice.
3. For student teacher, this research can increase their awareness about their strengths and weaknesses of teaching practice. So, students can make a decision about what they can do to improve their teaching practice. Besides, this study can train their professional development as teachers since they still in

pre-service teacher which needed to get used to it. Student teachers will get new insight about how to develop themselves as independent learners which is very useful when they face the real situation in the education world.

Further, this study can be one of ways to enhance students' quality in teaching practice in State Islamic University of Sunan Ampel, especially in Faculty of Education and Teacher Training. Students can take an important role to make this university gets better by increasing their quality in competence of teaching area. It provides an opportunity for them to assess their ability in teaching which means they will prepare a lot better after assessing themselves.

#### **E. Scope and Limitation**

This scope of this study is self-reflection in teaching practice using video recording in English Language Learning. Specifically, the data is taken from students who doing teaching practice in microteaching class using video recording to reflect their teaching practice. Students will do teaching practice twice and will record during their teaching practice.

The limitation of this study is students in sixth semester of English Teacher Education Department, State Islamic University of Sunan Ampel Surabaya in academic year 2016/2017. Purposefully, this study focuses on the way student teacher doing self-reflection and the differences of student teachers' teaching skill before and after doing self-reflection using video recording. Here, the researcher limits the teaching skill only five skills to be observed. Teaching skills that will be covered included teaching based on lesson plan, using motivational strategies to promote learning for all student, engaging students actively in learning (which only included generates enthusiasm for the lesson, helping students understand the relevance of the lesson to them, and pacing the lesson to maintain interest), helping students develop thinking skill that promote learning and monitoring student learning.

#### **F. Definition of Key Terms**

In order to have the same idea and to avoid misunderstanding of this study, the researcher clarifies the term used in this study as follow.

##### **1. Microteaching**

Microteaching is a technique to learn teaching skill which providing the real teaching practice with limited amount of students and limitation of time which applied by teacher trainer.<sup>25</sup> While, microteaching in this study is teaching practice which conducted by students of sixth semester which involving a few students (6-10) and 20 minutes duration followed by lecturer and peer feedback. Students are asked to write lesson plan before teaching and self-reflection after teaching based on their learning process.

## 2. Self-Reflection

Self-reflection is an approach to teacher evaluation, observation of teacher own behavior in order to get better understanding and control teacher's improvement.<sup>26</sup> While, the term self-reflection that be used in this study is an activity of learning, evaluating, analyzing students' own ability in teaching practice to find out the weaknesses and strengths with the purpose to improve their ability in the next session.

## 3. Student teacher

Student teacher here means students of English Teacher Education Department in State Islamic University of Sunan Ampel Surabaya who take teacher training program and potentially will be a teacher after graduate.

## 4. Teaching Skill

Teaching skill is defined as various activities from teacher's abilities that comprised knowledge, decision-making and action in which coherently used to foster pupil to learn.<sup>27</sup> While, teaching skill here means teachers' ability regarding in providing coherent activities to help students in learning process which included knowledge, decision-making and action.

## 5. Teaching Practice

Teaching practice in this study means temporary period of teaching in microteaching class under supervision (lecturer) by students who are trained to become teachers.

## 6. Video Recording

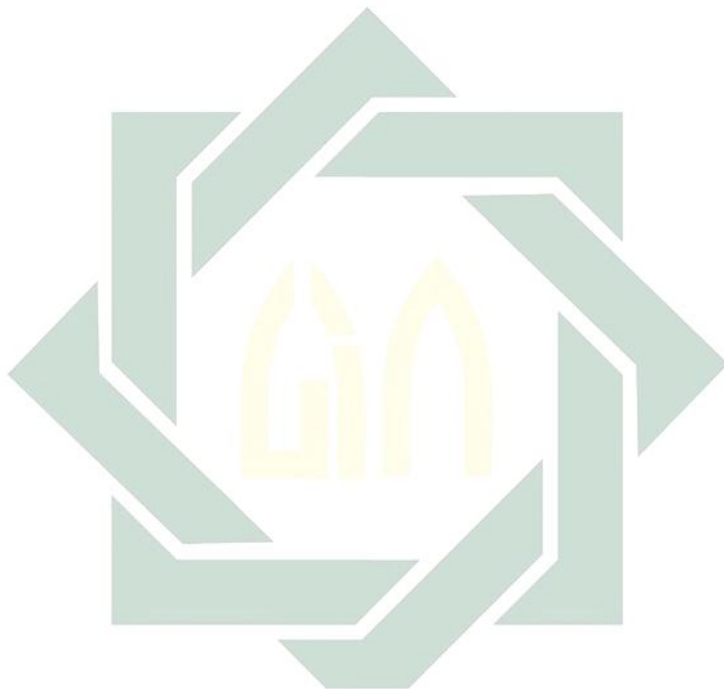
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<sup>25</sup> Otsupius, "Micro-Teaching: A Technique for Effective Teaching," 1.

<sup>26</sup> C. Richards, *The Language Matrix*, 119.

<sup>27</sup> Kyriacou, *Essential Teaching Skill*, 4.

Video recording is a content that has movement and sound that recorded digitally and can be stored live and be streamed to variety devices.<sup>28</sup> While, the researcher agreed with its explanation about video recording above. Therefore the term video recording as defined here means the recording of teaching practice which has both visual and audio.



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<sup>28</sup> Woolfitt, *The Effective Use of Video in Higher Education*, 5.