

## **CHAPTER II**

### **REVIEW OF RELATED TO LITERATURE**

This chapter discusses about all of related review of the study. There are four main points that will be discussed, those are: teaching practice, teaching skill, self-reflection and video recording. In addition, some previous studies related to this study also will be described, especially the differences between this research and other researches.

#### **A. Review of Related Literature**

##### **1. Teaching Practice**

Student teachers can show their teaching skill to their supervisor by doing teaching practice in the class. By doing this practice, students are expected to be familiar with the theories of teaching and to be able to apply those theories in their teaching practice. The more student teachers do practice of their ability, the more they will explore their ability. According to Dorovolomo teachers will get different experiences each day they teaching, this will make teachers enrich their ability in teaching based on the experience, condition and situation that they get every day.<sup>29</sup> Students will act differently everyday in the classroom; therefore it gives different information about the natural learning environment which helpful for teachers to collect knowledge.

The process of getting knowledge when student teachers do teaching practice will give effect to what kind of their future as teachers. It is believed that teachers teach students based on their own style which shaped by their experience, cultural background, location, knowledge and society.<sup>30</sup> The experience of doing practice can be main aspect to shape teaching style with good skill. Teaching practice gives opportunity for student teachers to try the art of teaching and apply the theory that they already got.

In addition, student teachers will practice to make a lesson plan, decide the method they will use, design the stage activity, design the media and do a reflection of teaching as

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<sup>29</sup> Dorovolomo, "Teachers' Practical Theory: Personal Articulation and Implications for Teachers and Teacher Education in the Pacific," 1.

<sup>30</sup> Dorovolomo, 13.

well. This series of activity is interrelated aspects in doing teaching practice. According to Kecik and Aydin, student teachers who have done teaching practice need to make a portfolio which consists of lesson plan, material used in teaching, the mentor's feedback, and the observation sheet.<sup>31</sup>

Another aspect that cannot be ignored as the component of teaching practice is self-reflection. Self-reflection has great influence in decision-making for teachers' improvement. Cooper et al. Said, reflection is examining teachers' ability by observing, analyzing and making decision to overcome the problem or the weaknesses of their teaching.<sup>32</sup> In teaching practice, most student teachers are asked to reflect their teaching practice to understand their ability in teaching.

## 2. Teaching Skill

The features of teaching skill are included with the concern of pre-service and in-service teacher, concerned with standard, and quality of teaching's performance, involved with the teacher appraisal, understood as research which makes successful teaching.<sup>33</sup> Different writer has different way to categorize teaching skill. It can be seen from teaching skill that already categorized into some domains of teaching skill by School Education of William and Mary College.<sup>34</sup>

### a. Teaching Based on Lesson Plan

#### 1. Communicates Objectives of the Lesson Clearly

Teachers need to deliver the objectives of the lesson based on what is written in the lesson plan and make students understand what will they achieved. Moss and Brookhart stated that teachers will be better in describing what student will achieve, the way they will learn and what they will do in teaching as teachers designed specific learning target and share it to the students.<sup>35</sup> Teachers need to share the objective of the

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<sup>31</sup> Kecik and Aydin, "Achieving the Impossible? Teaching Practice Component of a Pre-Service Distance English Language Teacher Training Program in Turkey," 5.

<sup>32</sup> Cooper et al., *Classroom Teaching Skills*, 13.

<sup>33</sup> Kyriacou, *Essential Teaching Skill*, 2.

<sup>34</sup> *Handbook for Practice & Student Teaching Experiences*, 14–15.

<sup>35</sup> Moss and Brookhart, *Learning Target: Helping Students Aim for Understanding in Today's Lesson*, 10.

lesson clearly, so students will know what they will learn, what they will achieve and how they will do it. The ability of describing the objective of the lesson increased as teachers design and shares it to student.

## 2. Explains Content Accurately

Teacher should give the right information about the content of material used, nothing less and more based on what written in lesson plan. As teachers wrote their lesson plan they have set the topic and the material used in teaching practice. Therefore, it will better for them to explain the content based on the material accurately in which this material is written in lesson plan and not explain the material out of topic which written in the lesson plan. As stated by Harmer, lesson plan kept teachers to monitor about the activity that they are going to do and memorize what might be forgotten.<sup>36</sup> Teachers can use lesson plan to keep focus and memorize the content when they will explain to students. It will be better for teachers to explain the content accurately based on material and topic which written in the lesson plan.

## 3. Provides Clear Directions for Student Activities

Providing clear direction for students' activity is related to the way teachers guide students to follow classroom activity. Teachers should use a simple language when giving instruction in order to make students understand easily. Harmer stated that it is wasting time even for the best activity that provided by teachers if students did not know what they are going to do.<sup>37</sup>

The direction for activity which often used in the classroom is by giving instruction about what they will do. The aim for giving instruction is to make students understand about the next activity; therefore it is important to deliver instruction which is

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<sup>36</sup> Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, 133.

<sup>37</sup> Harmer, *How to Teach English: New Edition*, 37.

understandable by students. Using simple language is one way to make students understand easily. According to Harmer, there are two criteria that teachers need to fulfill when giving instruction, make it as simple as possible and the instruction must be logical.<sup>38</sup>

4. Provides Guided and Independent Practice of Skill

Independent practice is provided to develop students' knowledge after being introduced to the lesson. After students got the new knowledge, they should give opportunity to develop their knowledge by practicing independently. Therefore, teachers need to provide activity that let students to do practice independently both in classroom and home such as giving practice activity, exercise and homework. Marzano stated that identifying similarities and differences are a common activity that supported developing knowledge.<sup>39</sup> He added that the types of identifying similarities and differences are included comparing, classifying, crating metaphor and creating analogy.<sup>40</sup>

The activity that needs to provide to develop students' knowledge is the activity which supported in comparing, classifying, creating metaphor and creating analogy. Those are only a basic activity. The actual activity can be created and modified based on material, topic, and students need.

5. Summarizes Major Concepts of Lesson

Summarize or review major concept of lesson is usually done in the end of the lesson. Teachers should engage students to summarize the lesson to check students understanding about what they have learnt that day. Lewis et al. suggested various strategies to summarize the lesson to use in classroom such as survey, question, read, recited, review, paragraph

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<sup>38</sup> Ibid, 38.

<sup>39</sup> Marzano, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, 64.

<sup>40</sup> Marzano, 64.

summary, think- pair-share and many more.<sup>41</sup> Teachers can guide students to use those kinds of strategies in their summary activity.

#### 6. Modifies and Improvises the Lesson During Instruction

Giving instruction is one of important activities which related to the way teachers explained the next activity. Modifies and Improvises the lesson during instruction can be done by modified the language that used when giving instruction. Almost all the instruction and many activities in class are delivered using language. According to Richard and Lockhart, teacher talking is the most portion of class activity that spent during the lesson.<sup>42</sup> Teacher talking which explained by Richard and Lockhart is included giving direction, explaining activity, clarifying procedure used in activity and checking students' understanding.<sup>43</sup>

Those activities included giving direction is delivered using language. Therefore, modified during instruction can be done by modifying the language used when giving instruction. Richard and Lockhart suggested repetition strategy in giving instruction and direction to make students easy to understand.<sup>44</sup> Other strategies that suggested by Richard and Lockhart are included speaking more slowly, using pauses, changing pronunciation, modifying vocabulary, modifying grammar and modifying discourse.<sup>45</sup>

#### b. Uses Motivational Strategies to Promote Learning

##### 1. Employ Extrinsic and Intrinsic Motivational Strategies

Teachers can use motivational strategy to make students feel motivated by giving punishment who doing wrong and reward who doing good job. Punishment here can be doing something funny or entertaining. According to Brown, extrinsic motivation is motivation

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<sup>41</sup> Lewis, Laurel School District, and Thompson, "Quick Summarizing Strategies to Use in the Classroom," 2.

<sup>42</sup> Richards and Lockhart, *Reflective Teaching in Second Language Classrooms*, 182.

<sup>43</sup> *Ibid.*

<sup>44</sup> *Ibid.*, 183.

<sup>45</sup> *Ibid.*, 184.

that comes from external of student which typically reward such as money, prizes, grade and so forth.<sup>46</sup> While intrinsic motivation is motivation that comes from inner of students like the desire to learn, student willingness to master the subject and feeling enjoy the challenge.<sup>47</sup> The way to apply intrinsic motivation can be done by using positive feedback like good, thank you, and so on.

Even though positive feedback is categorized as extrinsic motivation, it can help to build intrinsic motivation. According to Brown, positive feedback that comes from teachers can push students' feeling of self-determination.<sup>48</sup> Using positive feedback like good job, thank you, very good, excellent and so on encourage students' feeling to follow the lesson. Students are happy when their teachers give compliment to them and the compliment itself can drive students' inner feeling to do better.

## 2. Assesses Motivational Issues Affecting Student Learning

Teachers can engage students in choosing topic that will be use in learning, to know about what students like. Giving opportunity to choose topic and material based on student interest can motivate students to the learning. As stated by Brown that one of extrinsic elements motivation which turned into intrinsic motivation is by allowing students to set part of their learning process; it can be learning goals, activity and so on.<sup>49</sup> Teachers can engage students to suggest the activity, material, and topic used in learning.

## 3. Diagnoses Individual Motivational Problems

Teacher needs to understand that every student has different motivational problem. Due to teachers need to make good way to motivate students who has

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<sup>46</sup> Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 76.

<sup>47</sup> Fry, Ketteridge, and Marshall, *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*, 28.

<sup>48</sup> Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 77.

<sup>49</sup> *Ibid*, 78.

less motivation. It can be done by giving note in the students' book, giving emoticon, feedback, powerful word that encouraging students and so on. One important thing of all those is communicating with students. As teachers communicate with students, teachers can ask many things including students' motivational problem.

Hudson and Bushardt said, one way to diagnose specific individual motivational problem is communicating with students and analyzing students' prior skill or performance.<sup>50</sup> Communicating with students gives opportunity for teachers to understand more about their students. Teachers can ask about students' interest and students' difficulty in understanding the lesson to get information about their individual motivational problem.

#### 4. Uses Strategies That Reflect Culturally Responsive Pedagogy

One of many strategies that reflect culturally responsive pedagogy is using various resources which accessible to all learners. Resources, materials and books should present both local and global perspectives. Cooper et al. stated that culturally responsive pedagogy strategy can be created by using material that connected to the real world.<sup>51</sup> This one helps students understand the material easily as it based on students real life. Discussing issues related to their community including socio-cultural and socio-political based on students realities also used to increase culturally responsive pedagogy.<sup>52</sup>

### c. Engages Students Actively in Learning

#### 1. Generates Enthusiasm for the Lesson

Generating students' enthusiasm to the lesson can be done by providing meaningful activity that connected to the students' experience and previous

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<sup>50</sup> Hudson and Bushardt, "Diagnosis and Treatment of Student Motivational Problems," 3.

<sup>51</sup> Cooper et al., *Classroom Teaching Skills*, 203.

<sup>52</sup> Cooper et al., 199.

knowledge. Another way to generate students' enthusiasm for learning is by providing various aids of learning like picture, power point, video, recording, realia, and also various activity and learning style. Rost asserted that specific approach to generate enthusiasm in learning is by engaging students' passion in learning.<sup>53</sup> The ways to bring students passion into classroom are included using various aids like picture, song, movie and using self-expression response.<sup>54</sup>

## 2. Helps Students Understand the Relevance of the Lesson to Them

Teachers can help students understand the lesson by providing topic that usually happens or relates to in students' daily life. Teachers should consider many things included content, format, methodology, evaluation assessment, treatment social issue which based on students need to adapt, adopt and modify material.<sup>55</sup> Content and social issue which related to students' realities helps to understand the relevance of the lesson to them.

## 3. Paces the Lesson to Maintain Interest

Teacher can use various fun activities to maintain students' interest in learning process like mingling, presenting, discussing, gaming, giving quiz, and other fun activities. While pacing the lesson dealing with maintaining students' interest can be achieved by applying those various activities which going smoothly on time. Harmer stated that organizing student into various activities is the important thing to do in the class.<sup>56</sup> This is included delivering the lesson, informing students how to do the activity, engaged students in pair and group activity, and also close the activity when the time is up.<sup>57</sup>

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<sup>53</sup> Rost, "Generating Student Motivation," 2.

<sup>54</sup> Rost, 2.

<sup>55</sup> *Evaluation and Selection of Learning Resources: A Guide*, 10.

<sup>56</sup> Harmer, *The Practice of English Language Teaching*, 111.

<sup>57</sup> Harmer, 111.

#### 4. Uses Learner-Centered Activities Give Students Multiple

Teachers need to provide activities that give opportunity for students to respond to the lesson by giving quiz, question and answer session, assignments, exercise and so on. According to Nunan, there are activities which involved students into oral interaction including question answer, dialogue-role play, matching activity, pictures stories, puzzle-problem, and discussion-decision.<sup>58</sup> Those activities help students to respond in various ways.

#### d. Helps Students Develop Thinking Skills that Promote Learning

##### 1. Promotes Critical Thinking Strategies through Questions

Teacher can promote critical thinking strategies by giving question or ask student to do small observation on something. Hughes clarified that many classroom activities which promoted critical thinking is commonly using reading text and using question to ask students' opinion about the text.<sup>59</sup>

##### 2. Promotes Creative Thinking Skills Through Brainstorming

Teachers should provide classroom activities which promote creative thinking skill such as creating, designing activity based on the material and allowing students to write creatively about their own opinion in descriptive, narrative material. Xerri and Vassallo asserted that creative thinking as classified by Bloom Taxonomy is part of higher order thinking skill and the activity that supported higher order thinking skill is including creating and evaluating.<sup>60</sup>

##### 3. Uses Problem-Solving that Encourage Student-Initiated Thinking

Teachers can provide activity that engaging students in problem-solving activity like discussion, role

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<sup>58</sup> Nunan, *Designing Task for the Communicative Classroom*, 67–68.

<sup>59</sup> Hughes, *Critical Thinking in the Language Classroom*, 9.

<sup>60</sup> Xerri and Vassallo, *Creativity In English Language Teaching*, 49.

play and drama. This activity engaged students to choose, decide, and explore the problem and the ways to solve it. According to Scarcella, sociodrama approach as mentioned in Nunan' book is focused to develop students' social interaction.<sup>61</sup> While for Di Pietro's approach, Nunan assumed that it is focus more in the improvisation.<sup>62</sup>

#### **e. Monitors Student Learning**

##### **1. Checks Student Understanding of Instruction**

Teachers should always ask students' understanding about the instruction. This can be done by giving question and asking them to explain the next activity. Harmer said that when teachers explained the instruction, it is important for teachers to check whether the students already known what they are asked to do or not.<sup>63</sup> One of ways to check students' understanding is by asking students to explain the next activity after teacher giving instruction.<sup>64</sup>

##### **2. Provides Timely and Meaningful Feedback to Students' Progress and Performance**

Teachers can give feedback for students about their progress and performance in the end of the lesson. Nunan stated that simple words like good, all right, and okay are belongs to positive feedback.<sup>65</sup> Sometimes positive feedback can motivate students to follow the next session. It affected students emotionally as their performance get good point from teachers.

##### **3. Adjusts Instruction in Response to Students' Performance and Progress.**

Teacher should be careful in the ways responding to students' performance. Adjusting instruction of responding to students' performance should think about what kind of respond and what kind

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<sup>61</sup> Nunan, *Designing Task for the Communicative Classroom*, 128.

<sup>62</sup> Nunan, 129.

<sup>63</sup> Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, 4.

<sup>64</sup> Ibid.

<sup>65</sup> Nunan, *Language Teaching Methodology: A Textbook for Teacher*, 196.

of students they are. Students with low motivation might get demotivated when teachers always correct their mistake. According to Harmer, in particular case and particular students, correcting students' mistake might cause demotivated for some other students.<sup>66</sup> So, teachers should understand students' character first in order to give respond about students' performance properly.

### 3. Video Recording

#### a. Approaches Video Recording for Learning

Video recording has been used for various useful tools in education world and nowadays the use of it has been increasing widely. As what explained by Sherin that even though, the technology capabilities expand but the use of video recording still important for teacher education as the meaningful tools for instruction and evaluation.<sup>67</sup> Approach of video recording in education can be divided into several kinds based on the experts. Here the researcher uses the approach video for learning based on Harvard University's article.

##### 1. Video for Self-Reflection

This kind of video is defined as teachers analyze toward their own video of teaching to find out the strengths and weaknesses. This gives information to find the solution for future practice.<sup>68</sup> Teachers cannot remember all the things that happened during their teaching process, so it is important to watch their video and evaluate it to improve their own teaching practice. Teachers also can recall the experience specific details that are difficult to observe while teaching.

##### 2. Video for Peer Collaboration

This term is defined by analyzing other teacher's video of teaching practice to compare what can be learnt from other students experienced.<sup>69</sup> Self-

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<sup>66</sup> Harmer, *The Practice of English Language Teaching*, 144.

<sup>67</sup> Gamoran Sherin, "New Perspectives on the Role of Video in Teacher Education," 2.

<sup>68</sup> Harvard University, "Leveraging Video For Learning," 5.

<sup>69</sup> Harvard University, 7.

reflection can be done by observing other teachers video of teaching practice by combining and comparing between the information that got from other teachers video and our own teaching practice. Furthermore, to make it more effective to build up peer collaboration can be started with video club with the colleagues.<sup>70</sup> So, a group of teachers can analyze one another's teaching which can be used as a habit of continuous improvement.

### 3. Video for Virtual Coaching

This video refers to the video which the teacher and the observer do not sit at the same room for instructional feedback.<sup>71</sup> It gives an opportunity for teacher to get feedback from other outside their area.<sup>72</sup> This can be done by using internet connection to do for teachers and the observers. Video for virtual coaching can avoid personal bias and give teachers perspective from other.<sup>73</sup> So, the observer does not have any relationship with the teachers. In this condition, teachers will get neutral feedback which focus on the ability of teachers.

### 4. Video for Evaluation

Video recording of teaching is not only useful for teachers' self-reflection but also can be used for lecturers or the supervisors to evaluate teachers' teaching practice. As it is said in Harvard University article, video contributed a perception of greater fairness in the evaluation and satisfaction feedback for teacher.<sup>74</sup> Using video for evaluation gives teachers opportunity to choose the best performance they want to submit to their supervisor. Teachers might have more than one video recordings of their teaching practice. Therefore teachers can choose the best one of them to be evaluated.

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<sup>70</sup> Ibid.

<sup>71</sup> Harvard University, 8.

<sup>72</sup> Ibid.

<sup>73</sup> Ibid.

<sup>74</sup> Ibid., 12.

### **b. The Role of Video Recording for Self-Reflection**

As what Richards said, video recording more reliable than other tools of self-reflection like journal and diary in various aspects.<sup>75</sup> Video recording provides exactly the same as what happened during the learning process, unlike journal and diary. Video recording captures every moment that cannot be done by writing journal. It because teachers cannot remember all the things that happen in the class when they write journal after got home. That is why video recording is the best tools to help teacher in their self-reflection.

Furthermore, video recording makes teachers develop different kind of knowledge for teaching.<sup>76</sup> The use of video as self-reflection of teaching practice is not only to understand about teaching skill done by teachers. It also gives opportunity to understand about classroom interaction. Teachers cannot put their attention into various interactions in the same time. In this case, teachers can use video to interpret classroom interaction in a new way.

## **4. Self-Reflection**

### **a. The Definition of Self-Reflection**

Self-reflection has been defined in different ways by some experts. Self-reflection is also known as self-monitoring and self evaluation. Richards defined self-reflection as an approach to evaluate, observe and manage of one' own behavior with the purpose getting better understanding of their teaching skill.<sup>77</sup> While Harmer asserted reflection as a teacher means mirroring our own teaching practice to think about what we did and why we did that way to find deep knowledge for future action.<sup>78</sup> Self-reflection gives teacher opportunity to assess their teaching and find the solution about their problem.

Cooper et al. stated that reflective means examining teachers' teaching, considering the meaning of

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<sup>75</sup> C. Richards, *The Language Matrix*, 119.

<sup>76</sup> Gamoran Sherin, "New Perspectives on the Role of Video in Teacher Education," 35.

<sup>77</sup> C. Richards, *The Language Matrix*, 119.

<sup>78</sup> Harmer, *The Practice of English Language Teaching*, 412.

the result and determining teachers' capability to handle the problem.<sup>79</sup> It is a process of teacher to understand whether they are capable enough to carry out the function of teaching or not. Moreover, they added that reflective teaching is teachers' habit to examine and evaluate their teaching using skill related to observation, analysis, interpretation, and decision making.<sup>80</sup> The capability to inquire a lesson and think critically of teachers' work are one of characteristics of reflective teachers.

## **b. Types of Self-Reflection**

Different experts have their own way to divide the types of self-reflection. According to Valli which is defined in the journal written by Minnot, he divided types of reflection into five categorizes which is described as follow.<sup>81</sup>

### **1. Technical Reflection**

Technical reflection refers to thinking critically about general instruction of teaching including techniques and skills.<sup>82</sup> Additionally, Minnot added that in this reflection teachers are needed to match their own performance to the prescribed criteria which made by educational authority and researcher.<sup>83</sup>

### **2. Reflection In and On Action**

This kind of reflection is defined as thinking about one's own personal performance or unique situation.<sup>84</sup> Teachers made decision of judgment based on their own performance or unique situation by using their own value, belief, classroom context and students as sources of knowledge for solution.<sup>85</sup> It is believed that

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<sup>79</sup> Cooper et al., *Classroom Teaching Skills*, 13.

<sup>80</sup> Ibid.

<sup>81</sup> A.Minnot, "Valli's Typology of Reflection and The Analysis of Pre-Service Teachers' Reflective Journals," 2-4.

<sup>82</sup> Ibid,3.

<sup>83</sup> Ibid..

<sup>84</sup> Ibid.

<sup>85</sup> Ibid.

by doing this type of reflection can recall some of the assumption that unrecognized.<sup>86</sup>

### 3. Deliberative Reflection

This type of reflection is defined as thinking about various view point of pedagogical or teaching concerns including students, curriculum, instructional strategies, and the rule and organization of the classroom.<sup>87</sup> This type of reflection focuses on teachers' decision making based on what they already got included experience, value, belief, research and advice from other teachers.<sup>88</sup>

### 4. Personalistic Reflection

Personalistic reflection involving internal guidance from someone own perspectives, relationship with the students and improving student holistically.<sup>89</sup> In this type of reflection, teachers focus on students' affection needs.

### 5. Critical Reflection

This reflection is concerned with the social, moral and political dimensions of schooling.<sup>90</sup> Teacher applied ethical criteria in this reflection including social justice and equality of opportunity.<sup>91</sup>

## c. Tools of Self-Reflection

Harmer explained that teachers need to mirror their own self to think about what they did and why they did that way.<sup>92</sup> Furthermore, he defined that there are several ways to reflect our own self as follows.

### 1. Keeping Journal Writing

Self analysis and reflection can be reached by write a journal about teacher practice, students and allowed teacher to think about what happened

<sup>86</sup> Cooper et al., *Classroom Teaching Skills*, 14.

<sup>87</sup> A .Minnot, "Valli's Typology of Reflection and the Analysis of Pre-Service Teachers' Reflective Journals," 3.

<sup>88</sup> Ibid.

<sup>89</sup> Ibid.

<sup>90</sup> Ibid.

<sup>91</sup> A .Minnot, 3.

<sup>92</sup> Harmer, *The Practice of English Language Teaching*, 410.

surrounding us.<sup>93</sup> In other words, teacher needed to write their experience when they teaching which provided information about their weaknesses and strength that be used to their self improvement.

## 2. Make Negative and Positive Lists

Another way of effective reflection can be done by writing a list about negative and positive points of teaching process. In negative list teachers need to write solution to overcome their negative points in teaching.<sup>94</sup>

## 3. Recording Ourselves/ Video Recording

In this way, teacher doing self-reflection by recording their teaching process then after it finished teachers need to watch and listen to the recording to recall what went on.<sup>95</sup> This term means that teachers need to analyze what they already did during the learning process to get the deep understanding about what is going on and what needed to do in the next.

## 4. Professional Literature

Professional literature refers to the journal, methodology books, article, and magazine that written for English teacher and written by teacher or expert who understand well about the theory.<sup>96</sup> Teacher can learn from this kind of tools by reflecting that what they did already met the theory or not.

## 5. Guideline Self-Reflection through Video Recording

The role of video recording in teacher education is used extensively in many aspects of education including for self reflection, or in another term, it can be called as video analysis tool. As what explained by Sherin that the use of video recording in education as an innovative tool for teacher to help them learn in their teaching skill both for pre service and in service teacher.<sup>97</sup> Even though, there are many tools of self-reflection that can be done by teacher but self-reflection

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<sup>93</sup> Ibid.,411.

<sup>94</sup> Harmer, 412.

<sup>95</sup> Ibid.

<sup>96</sup> Harmer, 413.

<sup>97</sup> Gamoran Sherin, "New Perspectives on the Role of Video in Teacher Education," 1–27.

through video recording offers more detail than others tools. It is because video recording can capture every moment during the teaching process which make teacher easier to recall what they have done in the classroom.<sup>98</sup>

The major issues that might happen in the classroom during teaching process are various. Richards has already classified a number of aspects classroom issues that can be reviewed by using video recording included classroom management, students-teacher interaction, grouping, structuring and task.<sup>99</sup> He added, first of all the things that need to do before doing self-reflection is determining the focus of issue that teacher needed to identify from video. Since there are many aspects from the learning process, we needed to narrow it down the focus of aspect that we will observe. Then, we can do the next step that is preparing the observation form. Richards stated that observation form is a tool that easier to be used by teacher to analyze different aspect of teaching process by coding.<sup>100</sup>

Further, he defined the guideline of self-reflection that can be used by teacher to apply self reflection effectively as follows.<sup>101</sup>

**a. Decide What Your Teaching That You Wish to Improve**

In this section, he defined that teachers need to identify what strong and weak area from their teaching.<sup>102</sup> It can be started with finding the problem that teachers met during the learning process. If there are pair assessment and feedback from supervisor, it will make easier to recognize teacher's weaknesses which means the supervisor will give comment what aspects that teachers need to improve. In some condition, teachers need to invite colleague to see their teaching and asked their opinion about their weakness besides reviewing supervisor's comment and students' evaluation.<sup>103</sup>

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<sup>98</sup> C. Richards, *The Language Matrix*, 124.

<sup>99</sup> *Ibid*, 126–127.

<sup>100</sup> *Ibid*, 128.

<sup>101</sup> *Ibid*, 124.

<sup>102</sup> C. Richards, 129.

<sup>103</sup> *Ibid*.

**b. Narrow Your Choices to Those That Seem Most Important**

If there are some aspects that already determined to analyze, it needs to narrow down the most important that urgent to dig deeper. Because it will overwhelm if all the focuses that already decided are analyzed at one time. Richards stated that the more effective way of doing self-reflection technique is by focusing on one aspect in one time and do it another aspect in other time.<sup>104</sup>

**c. Develop A Plan of Action to Address the Specific Problem Area**

According to Richard, this section is time to determine which teaching part that will be changed by analyzing problem and thinking the effect that may happen after changing the part as the decision.<sup>105</sup> It is also important to understand about the reason of why particular part did not work in the teaching process. Moreover, it will be helpful to make decision what will to do to improve teaching skill after recognizing and understanding the problem and the reason that makes those problems happened.

**d. Draw Up A Time Frame to Carry Out Your Goal**

In this stage, teachers need to determine the best approach and strategy that might work well in teaching process. It is like what Richard mentioned that it may need a week or more to find an effective strategy to apply in next teaching that has more opportunity to make a change.<sup>106</sup> He added that teachers need to check to their video recording of lesson to make sure that those strategies that already chosen is successful in modifying the teaching part that needs to change.

**B. Previous Study**

A research related to the use of video recording to self-reflection already done by Pellegrino and Geber, entitled *Teacher Reflection through Video-Recording Analysis*. The purpose of this study was to examine the utility of video recording

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<sup>104</sup> Ibid, 130.

<sup>105</sup> Ibid.

<sup>106</sup> Ibid.

for self analysis. The researchers used quantitative non-experimental as their research design to analyze their data. In the end, the researchers find out that using video recording for self analysis can give impact on instruction, teachers feeling of empowerment, and belief regarding purpose of education.<sup>107</sup>

Another research has been conducted by Kavoshian et al. with their research entitled *Reflective Teaching to Video Tapping in an English Course in Iran*. The researchers were intended to answers about the significant differences of between teachers' self-reflection before and after watching video and the general topic which explored after watching their self video. The researchers used triangulated method to analyze their finding. The researcher found that the teachers' self-reflection score increase after watching their video and they also found that there are eight general topic that increase including communication in the classroom, the affective climates in the classroom, classroom management, error correction, teacher physical appearance, teaching technique and strategy, professional development, and teaching command in English.<sup>108</sup>

The next research comes from Sumru Akcan under the title *Watching Teacher Candidates Watch Themselves: Reflections on a Practicum Program in Turkey*. This study focused on teacher talk and student participation and interest in lesson. The reflection that done by teacher candidate was supported by their university supervisor, therefore the finding of this study got a good progress for teacher candidate. The finding showed that the use videotaped for self reflection gives opportunity for teacher candidate to think critically about their teaching performance and it is gives significant effect of teacher English language in the classroom.<sup>109</sup> It helped teacher to increase their awareness about student behaviour

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<sup>107</sup> M. Pellegrino and L. Gerber, "Teacher Reflection Through Video-Recording Analysis," 1–21.

<sup>108</sup> Kavoshian, Ketabi, and Tavakoli, "Reflective Teaching Through Videotaping in An English Teaching Course in Iran," 1–38.

<sup>109</sup> Akcan, "Watching Teacher Candidates Watch Themselves:Reflections on a Practicum Program in Turkey," 9.

and response during the teaching practice and their awareness of using their target language in the classroom.<sup>110</sup>

Another research about this concern was conducted by Zafer Susoy entitled *Watch Your Teaching: a Reflection Strategy for EFL Pre-Service through Video Recording*. This study was to investigate the ways students evaluate themselves through watching video recording and students' perception towards watching their recorded teaching session in the practicum. This study was only investigated three students as the participant. Susoy drawn a conclusion, students thought that using video recording to analyze themselves was more beneficial than getting oral feedback and students perception towards the use of video recording was perceived profit and their suggestion for enhancement.<sup>111</sup>

Another the same topic has been analyzed by Kouireos in Australia with the title *Video-Mediated Microteaching – a Stimulus for Reflection and Teacher Growth*. This study was concern at finding the use video recording as reflection and professional growth of pre-service teacher which focused on classroom language, error correction and student centered activity. The researcher use triangulated method to find the answer. Here, the finding showed that videotaped microteaching and collaborative discussion promote trainee's awareness of classroom language, error correction and an understanding of theoretical aspect of primary language teaching.<sup>112</sup>

All those previous studies examined the students' respond, students' perception, general area that affected by students experienced by using video recording to reflect themselves. Yet they did not examine the specific area of teaching skills. Therefore this study intended to investigate specific area of teaching skill which experienced by student teachers before and after doing self-reflection using video recording.

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<sup>110</sup> Akcan, 9.

<sup>111</sup> Susoy, "Watch Your Teaching: A Reflection Strategy for EFL Pre-Service Teachers through Video Recordings," 1–9.

<sup>112</sup> Kouireos, "Video-Mediated Microteaching – A Stimulus for Reflection and Teacher Growth," 8.