

## **CHAPTER I**

### **INTRODUCTION**

This chapter covers background of the study, statement of the research problem, objective of the research, significance of the research, scope and delimitation of the research, and definition of key term.

#### **A. Context of the Study**

Teachers in their learning activity do many various methodologies and strategies. Teaching in Indonesia faces a challenge to improve the quality of teachers in these aspects, both strategy and methodology. Methodology in teaching will remain a methodology that does not have a significant impact on the learner if there is no evaluation done by the teacher. Since teaching itself is generally considered as a profession (Wallace, 1991; Richards and Farrel, 2005), teachers are required to be professional. Teacher professionalism covers a high degree of individual autonomy and self-control of behavior for effective practice (David, 2000; Barber, 1965).

In developing teacher professionalism, teachers should have cognition about all aspects of their work. Teachers need to have information about teaching

practices that are systematic and objective in order to have effective changes in their future teaching (Rani, 2012). It means that they should be an active decision-makers that create and evaluate their concepts, thoughts, and beliefs in their learning process (Borg, 2003). To achieve those goals, teachers are required to be able to make self-improvement in their proficiency. It is in line with the theory stated by Edge (1988) in Wallace (1991), only teacher that can do teacher development.

In the educational environment, students often to be considered as the only problem in the learning circle, rather than teachers do self-evaluation about their teaching activity. Many research place the student as the focus of the research. As the example, a study conducted by Huy (2015); Salma (2015); Miftah (2015) investigated students' difficulties in writing, in which the focus of the research is the students. It means that the research which focuses on the teacher should well-researched as well as research that focuses on the student.

As one of the basic elements in education, further research on teachers needs to be done. Remembering in some cases, teachers rarely examine their own teaching practices. They are not aware on what they have done in the classroom (Richards and Lockhart, 1996). While teachers' professionalism requires a teacher's awareness in their teaching and learning activities. Teachers should question the philosophy and the values behind their work about teaching and learning (Zeichner and Liston, 1996). This has been mentioned by Watson (2001)

in attitudinal knowledge as the teacher becomes the protagonist of their own training working with others on elaborate projects.

The theory of teacher development in this context is under the concept of reflective teaching. Some experts define reflective teaching in various definitions. Schon (1983); Calderhead (1989); Zeichner and Liston (1996); Jay and Johnson (2002) explain that reflective teaching approaches to professional training and development that have been associated with the idea of growth through critical inquiry, analysis, and self-directed evaluation. Reflective teaching sometimes been distinguished from behavioral skills approaches in pre-determined classroom practices. Valli (1997) also stated in particular definition about reflective teaching, it is a teachers' action on how they look back on events, make judgments about them, and change their teaching behavior based on knowledge, research, and ethical knowledge. Reflective teaching is a teacher's attempt to solve the problems they face related to their work as a teacher. In addition, Farrell (2012) recognize that reflective practice as a process in which the teacher looks at concrete aspects of teaching and learning, it enables teachers to stop, look, and discover their ability at that time and how they will develop it (professionally) in the future. Some of the definitions above explain that reflective teaching is a way that teachers can use and explore to improve their teaching practices.

Concerning the problems and those theories, some of the previous studies related to reflective teaching has been done by some researcher in worldwide. The

study conducted by Shukri (2014) investigated about Female teachers' perception of reflective teaching as a teacher development tool in the Saudi Context. She uses a gender perspective (female teacher) as the subject. She presented that there are some teachers' perceptions about teacher development; teachers' development is a kind of ongoing improvement, transformation from the old to the new, from the known to the unknown, from the familiar to the unfamiliar. This study investigated the relationship between teacher development and reflective teaching. As a development tool, she also suggested some points in supporting teachers' reflective performance; reflective practice training, mentorship scheme, teacher's administrator support, teaching and learning research in reflective purpose.

Further research that places reflective teaching as development tools also been conducted by (Tosriadi, Asib & Mamanto 2018). They investigated EFL teachers' engagement in reflective practice. They found that there were five effective tools that can be utilized by the teachers in doing reflection. The tools were teaching journals, peer observation, students' feedback, audio recording, and video recording. They also found that some factors that prevent teachers from being reflective in doing their teaching and learning activity, such as lack of training, lack of support from the institution, and heavy workload.

Some reflective teaching research revealed positive influences of reflective teaching on (1) teacher's professional development (Qing, 2009; Shukri, 2014; Kurniati & Nuraeningsing, 2019); (2) management in education (Baporikar, 2020)

(3) English skills instruction (Loan, 2019; Astuti, Warih, Wahida 2020); (4) practical approach (Shalabi, Sameem, Almuqati, 2018); and (5) alternative assessment (Astika 2014). Those research reviews about reflective teaching have shown that reflective teaching has the capability to contribute and support more effective learning process.

Topics regarding the learning process and teaching activities have become a long-term discussion and become a protracted problem in the world of education. Some previous studies have given some examples of the advantages provided by reflective teaching practice, but, only a few research concerning on teachers' reflective performance (Silvia, 2014). It proves that research on this topic needs to be conducted. Thus, apart from knowing the teachers' reflective teaching practice, this present study attempts to fill the gap by finding out the English teachers' perception on reflective teaching practice and their pedagogical reflection conducted by the teachers. It was expected that this study can illustrate on how reflective teaching practice may help teachers escalate their teaching and learning activity, which can bring them to be a professional English teacher in the future.

## **B. Statement of Research Problem**

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

1. How do the EFL teachers perceive Reflective Teaching?
2. How do the EFL teachers conduct pedagogical reflection?

## **C. Objective of the Research**

In accordance with the statement of the research problem above, the present study aims:

1. to know how the EFL teachers perceive Reflective Teaching.
2. to know how the EFL teachers conduct their pedagogical reflection.

## **D. Significance of the Research**

### **1. Theoretical Significance of the Research**

Theoretically, the researcher expects that the results of this study can enrich the literature on the practice of reflective teaching to a make better understanding about teaching experience.

### **2. Practical Significance of the Research**

Practically, teachers can use the research result from reflective teaching, so that they can improve and maximize their learning activities

**a. Government and policymakers**

The result of the research can give empirical data as a consideration in giving teacher certification requirements, which may affect teacher professionalism in the way of teaching.

**b. The Next Generations of the English Teachers**

To enrich and strengthen their knowledge about the realm of reflective teaching. Teachers can use the research result from reflective teaching so that they can improve and maximize their learning activities.

**c. Other Researchers**

The researcher hopes that other researchers can conduct further research concerning with reflective teaching to know how it is truly beneficial for enhancing teacher skills and professionalism.

**E. Scope and Delimitation of the Research**

In relation to the objective of the research, this study focuses on elaborating the EFL teachers' practice related to reflective teaching and figure out the constraints that prevent teachers from reflecting their teaching. The teachers who are involved in this study are the two selected English teachers who teach at high schools in Tulungagung.

## **F. Definitions of Key Term**

To avoid misunderstanding or wrong interpretation to the substance of the title, the researcher considers the key terms as follows:

### **1. Perception**

Perception in simple definition is a vision, how a person sees something, while in a broad sense is a view or understanding, how someone views or interprets something (Donovan & Leavitt,1978). In this study teachers' perception refer to how the subjects of the study(two English teachers) view and understand reflective teaching as a part of teaching activity.

### **2. Reflective Teaching**

According to Dewey (1933), reflective teaching as an active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the conclusion to which it tends. It is the way in which someone thinking over something after. It describes what happened, why it happened and what was the solution. In this study Reflective Teaching is interchangeable with Reflective Practice which refers to teachers' activity to see back or to introspect their teaching practice



### **3. Pedagogical Reflection**

Teachers' activity to reflect their teaching activity for the purpose of improving their teaching quality and enhancing students' learning experiences (Larrivee, 2008).