

CHAPTER 1

INTRODUCTION

The chapter present the introduction of the study. It covers background of the study, identification of problems, formulation of problem, objective of the study, and significance of the research.

A. Background of the Study

Being a professional teacher is needed in this globalization era. The challenges in this globalization era are getting bigger which makes teacher should not only an agent of knowledge-transfer, but also become an agent of problem-solving. Teachers are not only required to master teaching material, but also mastering another skills in terms of teaching profession. In getting of professional competences, pre-service teacher needs to be well prepared in pre-service teacher education program. It is aimed to develop and facilitate pre-service teacher who will enroll teaching profession in the future through its vision and mission, educational purpose, and quality objectives. In pre-service teacher education program of English Language Education Department of Islamic University of Indonesia, micro-teaching as a bridge for pre-service teacher to apply theories to practices about teaching and learning. Through teaching practice session, the pre-service teacher can plan, teach, and reflect their teaching practice in implementing subject matter competence, pedagogical competence and personal competence in the offline micro-teaching setting. Reflection on teaching is an important aspect

that prompted by lecturer for pre-service teachers in evaluating their teaching practice.

Doing reflective teaching practice, pre-service teachers are required to do self-reflective thinking because they do inquiry process of what they have taught in the classroom like investigating video-taping and writing self-reflective teaching sheet. This study describes to what extent of reflection on teaching as essential practice for pre-service teacher implemented in microteaching subject and how the pre-service teachers perceive reflective teaching process. Rukiye in Schon (1987) said that “reflection helps pre-service teachers to make decisions for their teaching strategies and evaluate them, thus the act of reflection has a central place in the practices of pre-service teachers during their enrolment in teacher education programs”. Besides, reflection is defined as a process in which individuals reflect on actions and thoughts after they have taken place (Schon, 1987). According to Vaughan (cited in Silvia, 2014) who explains that reflective teaching itself has various definition, reflective teaching is a teacher’s attempt to solve problems he or she faced related to his work as a teacher. Moreover, Graves (2002) clarifies that reflective teaching is one of the most powerful tools teacher can use to explore, understand, and redirect their practice. Those definitons reveal that reflective teaching is one way that teachers can use it to improve their teaching development. Reflective teaching practices for pre-service teacher aims to measure the readiness and ability in teaching and become their capital in improving the ability to reviews, identify, manage and resolve issues around their own teaching practices.

As stated by Day (2000), "reasons that teacher education must concern developing future teachers in an holistic way, allowing the pre-service teacher to reflect on their whole selves" (p.68). For pre-service teacher, doing self-reflection actually is an activity that is complex and challenging, because it requires honesty, open-minded, and dare to reveal the advantages and weaknesses based on their perception. According to Mills, et.al (2000) who explain that in the context of school-based teacher education, student teachers will need to be supported by skilled mentors who not only are able to assist with an analytical reflection of another's practice, but also are proficient at reflecting, analysing, and engaging them in dialogue about their own practice. Moreover, improvements in reflective thinking abilities assist pre-service teachers in focusing on students and better recognizing how the classroom dynamics impact student learning. When the pre-service teachers begin to view their students as learners, they are able to focus on more than the descriptiveness issues, such as classroom management, writing lessons, submitting course assignments and supervisor evaluations (Weber, 2013).

Actually, there have been many researchers worldwide talking about reflective teaching practices for pre-service teacher. The study about reflective teaching was also researched by Rukiye Ayen from Middle East Technology University which entitled, "Pre-service teacher's reflective practice: Guide for learning about teaching". His research is all about the participant's case study of doing reflection in order to investigate pre-service teacher's practices with traditional teaching during the act of planning the lesson, the teaching lesson, and at the end of the lesson. Qualitative design was used to collect and analyze the

data. The background of his research is to give the opportunity for students of elementary school in learning mathematic by making a concept by focusing on the reasoning (e.g why it works) and building their personal knowledges. Pre-service teachers are required to make such an environment that basis on that situational. Hence, they need to be given the opportunities to learn about these practices. In order to know students' experiences, the reflection is needed to know the complexities that perceived of classroom environments. Thus, the act of reflection has a central place in the practices of pre-service teachers during their enrolment in teacher education department program. The researcher wanted to know the pre-service teacher's practices on the implementation of the traditional teaching style by looking at their reflection on tasks, learning environment, and discourse of her instructional practice at each phase of her pre-service teacher's lesson (planning the lesson, the teaching of the lesson, and at the end of the lesson). The result of this study about reflection showed that the pre-service teacher's preferred to make a little changes in their initial plan, and some variations in both lesson plan and instruction. Through this, the researcher successfully investigated through descriptions of pre-service teacher' strengths, weaknessess, difficulties surround on their implementation of traditional teaching in mathematic.

Besides, the study conducted by Huang (2001) investigated about pre-service teachers' reflective practice in the context of microteaching by analyzing the context of reflection journals for forty-five secondary teacher education program students in a midwestern U.S University. It aimed to develop system to cultivate pre-service teachers' reflective thinking in the way of understanding how

well pre-service teachers do reflection based on their microteaching performance. This research discussion are divided into eight areas as a result of pre-service teacher' reflections based on writing journal reflective which are teachers characteristics, delivery of instruction, classroom interaction, subject content knowledge, questioning techniques, instructional aids, students, and general education issues. The researcher also suggested about his study within the improvement needs on reflection content, reflective thinking, and compiling teacher portfolios and sharing reflection to engage pre-service teacher in meaningful reflection.

From the researchers above, there are some reasons why pre-service teacher needs to learn to use self- reflective teaching practices. First, activate their self- critical thinking which means reflective teaching practices can make them determine the extent to which the afford they do and the effects in their teaching practices. Reflective teaching also provides the ability creative skills which will improve pre-service teacher's ability to plan, organize, critical thinking, observatory, and create. Hence; a teacher is able to continue develop teaching profession though learning new strategies and variety of teaching and learning process of education. Secondly, building the pre-service teachers' awareness of doing reflective teaching practices which will make them to be reflective teachers. By knowing the importance and advantages of reflective teaching as their essential needs in improving their future professional development. As one of the advantages of reflective teaching teaching practices in (Smith, 1995) that the "product" is a process itself rather that the "knowledges" only because process by

which the workforce continually keeps itself up-to-date. Hence; knowledge received by a student that is not important as much as the process of knowledge delivery. Third, balance the theory and practice. The pre-service english teachers have their own prior knowledges or theories about teaching, but sometimes they can not apply the extent to which the theory learned into practice. Sometimes, they just knew to provide the materials that suit the lesson topic and trying to improvise their teaching strategies without asking why they choose it and why the result are unexpected. Through reflection, pre-service teachers are able to link the theory and practice which bring the flexibility in instructional settings that reflect on techniques, ideas, approaches through personal experience (Pacheco, 2005). In this research, micro-teaching subject become the medium for pre-service teachers in conducting the reflection or reflective teaching on teaching practice in smaller context or micro area. Therefore, reflective teaching which done by pre-service teachers give them chance to analyze their teaching actions and problems critically of what have they learned (theoretically) about teaching basic and principles knowledge in achieving a purpose of “learning to teach” is not be neglected.

Moreover, regarding the importance of reflective teaching practices for pre-service english teachers in micro-teaching context. There are three reasons why researcher study this topic: First, to describe and to what extent of implication reflective teaching practices by considering the characteristics of reflective teaching by Pollard (2008) in micro-teaching subject of English language education department. Secondly, to investigate how the pre-service

teachers perceive reflective teaching practice in terms of challenges, difficulties, and benefits in microteaching subject. Third, to discuss the problems faced by pre-service teacher during teaching practice (micro-teaching) through reflective teaching approach.

Based on the background above, the researcher is interested to do a research which is entitled, “PRE-SERVICE TEACHERS’ PERCEPTION ON THE REFLECTIVE TEACHING PRACTICE IN MICRO-TEACHING SUBJECT OF ENGLISH LANGUAGE EDUCATION DEPARTMENT OF UNIVERSITAS ISLAM INDONESIA”.

B. Identification of the Problem

Therefore, the researcher identifies the problem that related to reflective teaching practices found at micro-teaching subject of English language education department. The researcher proposes the problem identification of the reflective teaching practice implementation from two factors.

The first factor is reflective teaching strategy. The use of reflection tool to do reflection on teaching practices might influence the result of reflective teaching. Actually, there is no limitation to do reflection on teaching because it is based on someone’s experience and feeling of teaching; so, the finding of reflection might include all the teaching aspects that related to improve pre-service teacher’s professional competence. However, the reflection tool that is used might be a guide to do reflection for pre-service teacher to evaluate and to improve teaching performance. Moreover, the ability to optimize reflection tool

effectively might also influence the result of reflection; hence, the extent to what pre-service teacher can utilize reflective tool to evaluate themselves and how they perceive reflective teaching through reflection tools that provided.

The second factor is pre-service teacher's awareness. Reflective teaching is awareness which come from oneself. One of characteristics of doing reflective teaching is attitude. During reflection on teaching practices, most of pre-service teachers might have problem with attitude. This attitude come from the awareness of doing reflective teaching with open-mindedness, responsibility, and wholeheartedness. Moreover, they might felt that this reflective teaching is a complementary aspect to pass the subject, and they might reflect on their teaching practices without allowing these attitudes; hence, knowing the attitudes of pre-service teacher while doing reflective teaching must be considered well.

C. Limitation of the Problem

In this study, the problem will be limited to descriptive qualitative of pre-service teachers' perception on the reflective teaching practice in micro-teaching subject of English language education department of Universitas Islam Indonesia. The problem about descriptive of reflective teaching practice implementation is limited to offline microteaching. Although doing the reflective teaching practices, the respondents may have different on their perception related to the process and result of their reflective teaching practices positively or negatively, hence; the researcher only focus on their own perception without intervention researcher's analysis in this research

D. Formulation of the Problem

Based on the identification and limitation of the problem, the problem of this research can be formulated as follow:

1. How are the reflective teaching practices implemented in micro-teaching subject English language education department?
2. What are pre-service teachers' perception of challenges, difficulties, and benefits on their reflective teaching practice in microteaching subject of English language education department?
3. What are problems or weaknesses faced by pre-service teacher in micro-teaching using reflective teaching strategy?

E. The objective of The Study

Based on the formulation of the problem, the objective of the study can be aimed as follow:

1. To discuss of reflective teaching practices that implemented in micro-teaching subject of English language education department.
2. To investigate about pre-service english teachers' perception of challenges, difficulties, and benefits on their reflective teaching practice in microteaching subject of English language education department.
3. To reveal the problems faced by pre-service teacher in micro-teaching using reflective teaching strategy.

F. Significance of the Research

The results of this research are to give contribution for English teachers, students of English Language Education, English Language Education Department of the Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia, Government or Policy makers and other researchers.

1. For Students of English Language Education

The researcher hopes that this research will give them authentic experience of practicing reflective teaching and motivate other students of English Language Education Department to develop further research about reflective teaching. Besides, this research may be good beginning about the importance of doing reflective teaching for pre-service english teachers in order to develop and improve their teacher professional development future.

2. For English Teachers

The researcher hopes that the results of this research will be useful for English teachers especially teachers in Yogyakarta toward their understanding of reflective teaching based on the pre-service teacher's perception of reflective teaching practice in micro-teaching subject.

3. For English Language Education Department, Faculty of Psychology and Socio-Cultural Science

The researcher hopes that this study can be useful for the English Language Education Department especially in developing knowledge about reflective teaching practice based on the pre-service teachers' perception.

4. For Government or Education policy makers

The researcher hopes that this study can be empirical data for the government or education policy makers to make a requirement of reflective teaching skill as an obligation in getting the teacher certification.

5. For Other Researchers

The researcher hopes that this study can inspire the other researchers to contribute in creating reserach on reflective teaching espeacially in English teacher education within Indonesia context.

