

CHAPTER 1

INTRODUCTION

A. Background

Reflection has become an important tool for student-teachers in improving their classroom teaching during their teaching practicum. Reflective practice approach is helpful for teachers in identifying weaknesses and strengths and improving their practice (Ahmed & Al-Khalil, 2013). As cited by Fatemipour (2013) language teachers can practice reflection by using many useful tools such as teaching diaries, peer observation, students' feedback and audio recording. Unlike the other tools of reflection, video-based self-observation offers student-teacher objective reality where they are able to see themselves teaching in a class. Video-based self-observation guides teachers to reflect back on what truly happened in the classroom and implement changes based on weaknesses and develop action plan to improve their quality of teaching so they can be better teachers.

Improving classroom teaching can increase students' learning and this is possible through improving teachers' own knowledge (Hiebert, Gallimore, & Stigler, 2002). Teachers' knowledge is composed of several categories. Pedagogical knowledge is precisely located by Shulman (1987, as cited by Pineda, 2002) as a component of the knowledge base teachers probably possess. According to Shulman (1987) pedagogical knowledge refers to any knowledge, theory, and belief about the act of teaching and

the process of learning that inform teachers' behaviour in the classroom (As cited in Gatbonton, 2008). Pedagogical knowledge is a specialised knowledge that a teacher needs in order to carry out the teaching activity. Pedagogical knowledge requires teachers to have the knowledge of the material to be taught and knowledge of learning so they can create effective teaching and learning environments for all students.

During their teaching practicum, student-teachers have a lot of opportunities to improve their pedagogical knowledge by conducting reflective practice. Reflective practice allows student-teachers to develop their ability to examine their own practice and reflect on their own concepts, theories, and beliefs about teaching. According to Rodman (2010) teachers with the repeated use of reflection throughout their teacher preparation experience can be useful in encouraging growth and improving pedagogical knowledge, teaching performance and professional development among pre-service teachers. Based on researchers' experience when doing teaching practicum, researcher found a phenomenon where there are two student-teachers who conducted video-based self-observation of their teaching performance in the classroom during their teaching practicum and evaluate their teaching, where there are still a number of student-teacher who effectively utilize reflection during their teaching practicum program. This phenomenon has prompted this research.

Further, other researches about video-based self-observation have been well investigated in recent years and the result of the research has shown that video-based self-observation has shown positive result in developing students teacher skills and enables student teachers to be more interpretive and evaluative in pre service teacher education (Kong, Shroff & Hung, 2009) as well as in the ongoing learning of experience teacher (Sherin & Van Es, 2005; Mercado & Baecher, 2014). However, from those previous studies, there is still less attention paid in investigating the contribution of video-based self-observation on EFL pre-service teacher pedagogical knowledge during their teaching practicum especially in Indonesia. That is why this research investigated the contribution of video-based self-observation on student-teacher pedagogical knowledge during their teaching practicum.

B. Formulation of the Problem

One research question is addressed in the present study. The researcher interrogates, “What are the contributions of video-based self-observation on student-teacher pedagogical knowledge?”

C. Operational Definitions

To avoid misunderstanding, about the terms set out in this study, the author provides some definitions related to this study, as follows:

1. Student-Teacher : The student enrolled in a teacher preparation program before they have undertaken any teaching, student-teacher must successfully complete degree requirements including coursework and field experience before being awarded a teaching license.

2. Pedagogical Knowledge : Teachers’ deep knowledge about teaching and learning process in order to create and facilitate effective teaching and learning environments for all students. This research

investigate teachers' pedagogical knowledge that focus on theories, content, teaching method and curriculum development based on Goodwin (2010)

3. Video-based Self Observation

: The objective observation of one's own attitudes, reactions, or thought processes to see, watch, perceive, or notice based on a videotape of an instructor's own lesson.

D. Aim of the Research

This research aims to know about the contribution of video-based self-observation on student-teacher pedagogical knowledge during their teaching practicum.

E. Significance of the Research

- 1. Empirically** : This study will reveal empirical insight of the contribution of video-based self-observation on EFL student-teacher pedagogical knowledge.
- 2. Theoretically** : This study will expand the approach in improving EFL student-teacher pedagogical knowledge.

3. Practically : to encourage EFL student-teacher to become reflective practitioners during their teaching practicum and improve their pedagogical knowledge through video-based self-observation.