

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Reflective journal in teaching practicum is important for pre-service teachers. As (Loughran, 2002) said, reflection is a suggestion that helps practitioners understand better what they know and do as they deepen their knowledge of practice by rethinking what they are learning in practice. From the reflective journal, the pre-service teachers must be aware of their strengths and weaknesses in their teaching to make better teaching in the future. In other words, it cannot be separated from experience. Reflecting on the experience will give a different experience when pre-service teachers teach in the future. Through teaching, pre-service teachers can reflect on what they have done in the classroom. Therefore, they can improve their teaching and be more professional in teaching. In this research, the participants have joined teaching practicum in several Senior High Schools. In the teaching practicum, they make lesson plans, teach in actual classes, plan semesters and annual programs, and assess students.

The term reflective teaching and professional development, Cholifah, A. N., et al. (2020) argue that reflective journal writing is one of the reflection tools used in a classroom activity for the teacher to reflect on his or her teaching. It has a significant impact on the teacher's professional development. Becoming proactive and confident in their teaching as one of the results of their study, teachers who practiced reflective teaching practice in their actual classes were more successful in their teaching. Nevertheless, this reflective exercise is not only intended for teachers but for pre-service teachers who do teaching practicum.

Practicum is recognized as a crucial feature in teachers' preparation programs. As cited in Castañeda-Trujillo & Aguirre-Hernández (2018), Fajardo and Miranda (2018) argued that the teaching practicum permits pre-service teachers to become exposed to the critical world of teaching English to students of different languages and realize information concerning the quality of current room practices,

the contribution to enhance pre-service teachers' motivation, attitudes, and engagement towards the teaching profession. In doing teaching practicum, teachers need reflection as a means of building teachers' professional development.

Some researchers provide an early sense for exploring reflective journals in teaching practicum in an International context, precisely in Thailand was carried out by (Auliya et al., 2020) the use of the reflective journal in teaching practicum. It focused on finding out the aspect that the pre-service teacher reflected on the contributions of reflective practice to the participants' teaching practices during the international teaching practicum. Only one participant was in this study. The results of the study showed that the pre-service teacher reflected several aspects of her reflection, such as teaching strategies, classroom management, and the socio-cultural dimension. Last, her reflective journal contributed to her teaching practices, such as providing appropriate teaching strategies based on students' needs and characteristics, resolving classroom management issues, and raising her awareness of cultural differences between her and her students. Besides, the previous study about reflective practice (Retnaningdyah, 2020) about EFL pre-service teachers' reflections was focused on the reflection performed by pre-service teachers about student teaching. The participants of this research were 52 pre-service teachers. They wrote a reflective essay after students' teaching practice was done in the previous semester. The findings showed that most pre-service teachers admitted they need to improve their skills in classroom management, they could be good models for students, but they were graphite in explaining the materials. Furthermore, they must search for the most effective methods to teach English to secondary school students.

This study is realized from the phenomenon that pre-service teachers in the English education department at one of the universities in Tasikmalaya have experienced joining a program teaching practicum. This teaching practicum has been carried out in several high schools in Tasikmalaya. In this program, pre-service teachers must make lesson plans and conduct teaching activities for a month. The pre-service teachers are not required to write reflective journals by the universities. But, their pre-service teachers are different. They write reflective

journals to reflect their teaching. So, further, learning can be better and more organized. On the other hand, this study explores what aspects the pre-service teachers evaluate in their teaching practices during practicum in Indonesia so they would be able to know their lack and to improve their teaching performance in the next teaching. because the previous research was in the international context with one participant. Whereas this study concerns four participants from different teaching practicum places.

1.2 Formulation of the Problem(s)

The research problem of this present research is “What aspects do the pre-service teachers evaluate in their teaching practices during teaching practicum?”

1.3 Operational Definitions

To avoid misinterpretation of this research, several terminologies are meant as follows:

- Pre-service Teacher : A student of an initial teacher education who conducts a teaching practicum to prepare to become a teacher.
- Reflective Teaching : An ability to look at what pre-service do in the class, such as processes, problems, issues, and shortcomings from which has been done, and think about why people did it in the previous before to be better at teaching in the future.
- English Language Learning : Learning English as a foreign language will be challenging for the learners and the teacher, and a strategy is needed to teach foreign languages such as English.
- Teaching Practicum : A program implemented by all Faculty of Educational Sciences and Teacher's Training in all universities enables pre-service teachers to experience and feel how real educators become.

1.4 Aim of the Study

This research explores aspects that the pre-service teachers reflected in their reflective practice to evaluate their teaching practicum.

1.5 Significance of the Study

1.5.1 Theoretical Contribution

This study will expand the educational study in terms of reflection and teaching practicum in this research project.

1.5.2 Empirical Contribution

This study can be used for English pre-service teachers as a reference to conduct reflective practice in their teaching practicum.

1.5.3 Practical Contribution

This study will show an empirical understanding of what aspects the pre-service teachers evaluate in their teaching practicum.