

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Pre-service teachers need to gain their professional development since their necessary skills to create a successful teaching learning process have become a challenge (Stair, K. S., et al., 2012). It relates to the situation that they have to develop their teaching skills so as to conduct the better teaching practice. However, to know how far it develops, they require a means to help them to reflect their teaching practices (Jado, S. M. A., 2015). The means can be anything that captures any occurrences in a classroom during their teaching practices, such as photovoice, and reflective journals. Therefore, the teachers can use them as means of reflection for their own professional development in English language teaching.

Reflective journals and photovoice appear to be the means needed. It happens for the fact that both reflective journals and photovoice become the new learning tools for teachers to create an awareness on their current practice. The reflective journals which contain the teacher thoughts, ideas, and feelings will lead them to be aware of what is really happening in the class. This situation can allow them to reflect, analyze and change the teaching learning practice for getting the better practice (Göker, S. D., 2016). In another side, photovoice can also show the real situation during the practice. It can capture their classroom phenomena in the form of pictures so that teachers can identify, represent and enhance their

professional development (Wang & Burries, 1997). Therefore, both are potential to contribute to pre-service teacher professional development.

While developing their professionalism as teachers, pre-service teachers also have to experience different concerns (Farrell, T. S. C., 2013). For them, every occasion of teaching practice in school setting provides them a number of chances to improve how they teach English to students in their following teaching practice by reflecting to those experiences. In that situation, the schools can allow and encourage them to the sharing and cooperation relating to teaching (Niemi, H., 2015). Then, they can promote the conceptual change and acceptance of theory which will strongly relate to their professional development as a teacher (Bell & Gilbert, 1996; Carles & Almeida, 2005, as portrayed by Mukeredzi, 2013).

Studies examining the use of reflective journals in the development of teachers' leadership and teaching skills have been completed (Jado, S. M. A., 2015; Göker, S. D., 2016). They focused on the contribution of reflective practice to teaching practice which showed that writing reflective journals helped them to evaluate their strengths and weaknesses, teaching methods used, awareness of their own teaching, problems encountered in teaching, determining authenticity for aids and materials to be used during their practices. As well as reflective journals, studies relating to the use of photovoice in teacher professional development have also been discussed (Strawn, C. & Monama, G., 2012; Diccico, M., 2014). They revealed that

photovoice had a great impact to pre-service teachers' development since it allowed them to reflect their teaching practice so as to make it better.

Considering the findings of those previous studies, since a pre-service teacher of English is in the beginning period when her professional development is regarded as crucial, the researcher realized that a more specific study was worth doing which involves an English pre-service teacher who wrote reflective journals consisting of her feelings, experiences, ideas, and documentation of teaching. However, it left a gap in how the reflective means could be combined and researched. Hence, this research aims at investigating the contribution of reflection through reflective journals and photovoice on a pre-service teacher's professional development in EFL context.

## **B. Formulation of the Problem**

This study proposed only one question, "How does reflection through reflective journals and photovoice contribute to a pre-service teachers professional development?"

## **C. Operational Definitions**

Some definitions of keywords are provided bellow to avoid misunderstanding, as follows:

1. Reflection : It is the process of considering and examining a teacher's values, beliefs, and approaches to his/her own teaching and learning context.

2. Reflective Journals : It is a means of reflection including teachers' documentation about their teaching practices in the forms of pictures, and notes covering their practices which can help them analyse and decide possible solutions in order to have better teaching practices.
3. Photovoice : It is a means of reflection by analysing images capturing phenomena in the classroom during teaching activities for development purposes of the teachers.
4. Preservice Teacher : It is an undergraduate student enrolling teaching practicum supervised by an in-service teacher in a certain school.
5. Teacher Professional Development : It is a growing process of one's knowledge and skills in teaching in EFL context.

#### **D. Aim of the Research**

This research aims at investigating contributions of reflection through reflective journals and photovoice on a preservice teachers professional development in EFL context.

## **E. Significances of the Research**

### **1. Theoretical Use**

This research will be used by the writer and readers to expand their knowledge about reflection through reflective journals and photovoice and its contributions on preservice teaching practices development in EFL context.

### **2. Empirical Use**

This research will be valuable input for other researchers taking the issue for their future researches.

### **3. Practical Use**

This research will provide English preservice teachers the implementation of reflection through reflective journals and photovoice which can be useful for their teaching development.