

CHAPTER I

INTRODUCTION

A. Background

Reflection is how one's construct their beliefs and looking at things in different ways. Widodo & Ferdiansyah (2016) argued "It does not simply mean that teachers have to think of what happened and why in the classroom. It also enables them to interrogate or question what changes they can make to teach differently" (p.3). By analyzing and evaluating their teaching performance, teachers can improve their teaching.

As student teachers, doing reflection to evaluate their experience is important to improve their teaching skill, such as planning, teaching, classroom management, and so on. Through reflection, student teachers view themselves as individuals who have capacity to see a connection between theory and practice (Gelfuso in Widodo & Ferdiansyah, 2016). Moreover, Qing (2009) stated "It is an approach to teaching and to teacher education, which is based on the assumption that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experiences" (p.2).

Video is one of many tools to help teacher to do reflection. It provides teacher to look back what occurs in the classroom. To collect data and to notice the teaching process, watching video repeatedly is better than memorizing. Sydnor (2016) argued that video help teachers view and

observe the dynamics of the classroom in action and replay certain incidents that might go unnoticed in the moment (as cited in Widodo & Ferdiansyah, 2016).

A study related to this topic was conducted by Widodo & Ferdiansyah (2016) that tried to find ways of engaging student teachers in video-mediated self-reflection in teaching practice. That research uses reflective study that focuses on reflection done by student teacher as reflective practitioner. Meanwhile, my research uses narrative study that focuses on the reflection done by the researcher.

B. Formulation of the Problem

The formulation of the problem in this research is as follows “how does the student teacher reflect on her teaching practice individually mediated by videotaped recording?”

C. Aim of the Research

The aim of this research is to know the process of doing individual reflection mediated by videotaped recording.

D. Operational Definitions

To avoid misinterpretation of the research, it is important to explain the operational definitions, as follows:

1. Student teacher : An undergraduate student in education faculty who involved in a school based internship at Vocational School in Tasikmalaya.

2. Teacher reflection : A process where teacher think over her teaching practices; analyze how something was taught and how the practices might be improved.
3. Videotaped recording : A recording of both the visual and audible components. It was taken while teaching learning process.

E. Uses of the Research

1. Theoretical Use

This research theoretical use is to know how video as a media for teacher reflection can be an ideal solution in enhancing student teacher's self-awareness.

2. Empirical Use

This research will help other undergraduate students in facing the challenges in teaching practice.

3. Practical Use

This research can help teachers in recognizing their strengths and weaknesses in teaching practice.