

CHAPTER I

INTRODUCTION

A. Background

Reflective practice becomes one of the vital aspects needed for English teachers' development, especially for English student-teachers since "...the final aim of reflective practice is improving teachers' teaching quality (Borg, 2011, as cited in Motallebzadeh, Ahmadi, & Hosseinnia, 2018). The teachers can engage themselves in the reflective practice by using reflection tools which are suitable for them, so that they can have a good reflective practice to support their development in teaching English.

Making use of photovoice as a reflection tool is suggested since the photovoice is a visually based, and it was developed with the assumption that people can communicate their knowledge and perspectives through photography (Wang & Burris, 1994, as cited in Bendell & John, 2016). In addition, it allows participants to describe their own constructs through narratives and photographs, reveal their own histories, and offer diverse perspectives related to the topics under consideration (Wang & Burris, 1997, as cited in Mulder & Aubrey, 2014). Consequently, photovoice in this article refers to a process, typically employed in research or community work, where participants are given prompt questions, asked to photograph an image in response, and then to discuss the images in a written or oral narrative.

Literatures state that reflection is an important means for developing subject matter, pedagogical, and pedagogical-content knowledge about how to

teach (Hoffman, Artiles & Lopez, 2003). The reflection is to be aware of what we are doing. Moreover, it is a key concept and essential for teachers since it makes teachers aware of what they are doing and how well they teach.

The previous study concerns on identifying five positive benefits to use photovoice as an evaluation tool. In addition, it discovered that through photovoice, the teachers were enabled to qualitatively assess each student's experience and learning from the field trip by illustrating what the students experienced and thought was significant; providing the teachers a method to evaluate all participating students, including those who are secretive or do not normally contribute to class discussions. Different to the previous study, this research attempts to focus on exploring how the photovoice becomes the reflection tool for an English teacher in her own teaching.

B. Formulation of the problem

The current study formulates a question to answer, “how can photovoice be a reflection tool for an English teacher in her teaching and learning process?”

C. Operational Definition

To avoid misunderstanding, here are the operational definitions of each keyword:

- | | |
|------------------------|--|
| 1. Photovoice | As a tool for teachers to reflect on the teaching and learning process in the classroom. |
| 2. Reflective Practice | It is teachers' reflection on their own teaching |

including examining their teaching methods and approaches, teaching media and learning activities for their students during their teaching and learning process.

3. Teaching Learning Process Important processes that occur in the classroom carried out by students and teachers to achieve the same goals.

D. Aim of The Research

The aim of this study is to know how can photovoice be a reflection tool for an English teacher in her teaching and learning process.

E. Uses of The Research

1. Theoretical Use

Theoretically, this research can be additional concept about how photovoice can reflect an English teacher in teaching.

2. Practical Use

Practically, both teacher and students can use photovoice as a tool for reflection.

3. Empirical Use

Empirically, this research can give additional reference to another researchers that photovoice can be useful in teaching process, especially in reflecting practice.