

CHAPTER II

THEORITICAL BACKGROUND

A. Literature Review

1. Reflective Practice in Teaching

Reflection is essential for bringing understanding to the complex nature classroom, and states that teachers should be trained to reflect on the subject matter and the thoughtful application of particular teaching strategies (Zeichner, 19954, as cited in Saziye Yaman, 2016). Additionally, it helps them aware of what they are doing. By doing reflection, the teachers are able to criticize their own teaching, so that they can make decision which leads the to a development of their professionalism in teaching.

Reflection among educational practitioners is considered as a vital aspect, especially for teachers who need improvement in their teaching practices. Moreover, it becomes the key concept for teachers since it makes the aware of what they are doing and how well they teach. Additionally, the reflection can support teachers' learning (Fendler, 2013; Hoffman, Artiles & Lopez, 2013, as cited in Suratno & Sofyan, 2010). The teachers can make use of the reflection as a powerful consideration for them in making decision of their practices whether they need to develop their ways in teaching. Furthermore, it can be an encouragement for them to provide a better learning process for their students, so that the students can learn better.

Another scholar explains that reflection done by teachers is called a 'reflective practice' (Farrell, 2013). He added that in reflective practice, teachers examine their values, beliefs, and approaches to teaching and learning within their own teaching contexts (Farrell, 2013). Additionally, since the "... reflective practice is evidence-based rather than just contemplating about teaching and that this evidence comes from concrete data that teachers have collected from their classrooms rather than their perceptions of what is happening in their classroom" (Farrell, 2013), the teachers are demanded to do it by using an appropriate reflection tool as the evidence for their reflection.

Based on the explanation, it is constructed that reflective practice refers to 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. By having the reflective practice, teachers can decide what to do in the next teaching and learning process considering the evidence obtained from the reflective practice.

1. Photovoice as A Reflection Tool in Teaching and Learning English

English teachers can use the photovoice as their reflection tool for their reflective practice. It requires them to capture meaningful moments of their teaching process, such as events happening when photographs were captured. Hence, they can share perspectives related to the photographs to others by describing what the photographs are about.

Photovoice is related to making use of images for reflective purposes. It was developed with the assumption that people can communicate their knowledge and perspectives through photography (Wang & Burris, 1994). In addition, it allows them to use it as their reflection tool 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 a consequence, it is a window opportunity for this present research to focus on investigating the photovoice as a reflection tool for a teacher.

3. Benefits of Photovoice in Teaching and Learning Process

Teachers who use the photovoice for their evidence of the reflective practice will get some benefits, as follows:

- a. The photovoice provides numerous entry points for cultivating critical dialogue and knowledge about important issues related to the teaching and learning process that can lead to a better change of the teaching and learning process (Wang & Burris, 1997, p. 370, as cited in Chio & Fandt, 2017, p. 487).
- b. The photovoice offers the teachers to have a 'pedagogical documentation' (Wien, 2011). The pedagogical documentation is a counterfoil to the positioning of the teacher as all-knowing judge of learning since it helps the teachers grasp the idea that learning is provisional and dynamic which may appear to expand and contract, rise, and even disappear (Wien, 2011).

- c. The photovoice helps the researcher improve their teaching since the information gathered using the photovoice resulted in their lessons plan for program changes and improvements (Langdon, Walker, Colquitt, & Pritchard, 2014, p. 26).

Considering the benefits mentioned, it is worthy for the teachers to make use of the photovoice in their own teaching, so that they can have a better teaching.

4. Using Photovoice in Teaching and Learning Process

When a teacher attempts to use photovoice in his/her own teaching and learning process, he needs to understand its goals. Wang & Burris (1997) explain that three main goals of the photovoice are "... to enable people to record and reflect their community's strength and concerns, to promote critical dialogue and knowledge about important issues through large and small group discussion of photographs, and to reach policy makers (p. 369)". Then, using photovoice during teaching and learning process means capturing phenomena happening in classroom which results for the first goal of the photovoice. Before the teachers start to take pictures, they are suggested to consider the following questions adapted from the application of photovoice proposed by Wang & Burris (1997), as follows:

- a. What is acceptable way to approach students to take their pictures?
- b. Should the teachers take pictures of their students without the students' knowledge?
- c. What criteria should the teachers use when evaluating the photographs?

- d. To whom might the teachers wish to give the photographs, and what might be the implications?

When the time comes for taking pictures, teachers should operate camera well in order to have good results of the pictures.

B. Relevant Study

This present relevant with a previous study completed by Behrendt and Krisanna (2016). Their study focused on identified five positive benefits to use photovoice as an evaluation tool: teachers were provided qualitative evidence to evaluate student interaction on the field trip; teachers could evaluate the students' photographs and captions to determine if the field trip met the learning objectives; students were empowered to approach the goals and objectives of the field trip by making the field trip personally relevant; students assimilated and accommodated the new observations and experiences to their own schema; students automatically reflected upon the learning experience as they captioned the photos. 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. As a result, to position this present study differing from the previous one, it attempts to know how photovoice can be a tool of reflection for an English teacher in teaching.