

NARRATIVE INQUIRY : AN APPEALING SELF-REFLECTION `ON A PRE-SERVICE TEACHER IN VIDEO-MEDIATED TEACHING PRACTICA

Vindia Alif Nur Fingky

Program Studi Pendidikan Bahasa Inggris, FKIP, UNTAG, Banyuwangi
Email: vindia0104@gmail.com

Abstract : **Narrative inquiry : an appealing self-reflection on a pre-service teacher in video-mediated teaching practica.** Experience is the beginning of learning about life, perfectly the different of teaching education in another country. however, with the experience can appreciate directly what happened and how it appends. This study discussed and analyzed about the experience and understanding about language, method, culture and the habit of the student in Thailand English education school. Students This Research aimed to improve the pre-service teacher skill in English lesson in International Teaching Practicum Program. This research was conducted by using Self-Reflection on Narrtive Inquiry as a Learning experience. The subject of this research is researcher as a pre-service teacher. The objective of this research was to improve the pre-service teacher skill in English lesson by using Self-Reflection on Narrative Inquiry as a Learning Experience at Darul Ulom Nibongbaru School in Thailand. The researcher conducted autobiographical writing to research about the experience and using the other data collection as an interview, photovoice and reflecting journal to support this research. The researcher as a pre-service teacher through a narrative inquiry can found the pragmatic approach to support international teaching practicum. In this study can help both teacher and student reflect on, question and learn the understanding of pre-service teacher in international teaching practicum program in Thailand from their storied experience. The data gathered trough narrative autobiography, interviews, reflecting journaling, photo voice and video recording as a mediated.

Key words: Narrative Inquiry, Self-Reflection, Teaching Practicum, Video-Mediated

INTRODUCTION

The pre-service teacher focuses on developing their pedagogical skills, linguistics competence, and teaching materials to become professional teachers. Learning as a pre-service teacher includes the ability to create innovation in teaching that requires a pre-service teacher to be able to manage teaching and learning in real classroom context. Furthermore, in the lessons learned, the pre-service teacher is required to take a microteaching class to learn the basic knowledge on how to teach in the classroom. To minimize and decrease the fright of making mistakes in the exercise performed, microteaching sustains pre-service teachers to obtain self-confidence (Bakir, 2014). Learning that provides the potential for pre-service teachers be developed to build abilities in teaching as taught in the classroom. The goals in teaching practicum included building pre-service teacher's belief and motivation, and finally to face the classroom in reality (Danuta, 2012). Microteaching support knowledge received and influence the learning of teaching according to the method accepted by the pre-service teacher. The pre-service teachers are expected

to be able to learn as much as possible from all the studies followed because microteaching greatly influences their abilities and skill in teaching practicum. In addition to their engagement in teaching, the pre-service teacher requires opportunities to completely verbalize the teacher belief and get the method of reasoning behind acknowledged educational practices (Arshavskaya, 2016). Teaching practicum in learning education with real context to provide emotional and self-evaluation through direct teaching.

Reflective practice is one of the learning processes that discusses learning and understanding, and this is learning to become professional in-service teachers. Self-development by observing their own teaching abilities can have a positive effect on each learning (Mathew, Mathew, & Peechatuu, 2017). The pre-service teacher will get the identity and confidence to teach in the classroom. Allowing differences in each student will provide knowledge that will make the pre-service teacher increase the teaching skills. Pre-service teachers have to learn their own teaching practicum and reflect on teaching experience (Nurfaidah, Lengkanawati, and Sukyadi, 2018). Reflective in teaching practicum can be done when the pre-service teacher teaches in class

and evaluates what has been conveyed. Additionally, what has learned by a pre-service teacher will extend their teaching experience in the classroom. Provided that education and emotional education facilities as an assist, learning to teach is to make classes become active and interactive.

Doing reflection can be assisted using tools to support learning for maximum results. During the reflection, a pre-service teacher can use video recording that records the teaching and learning activity in the classroom. Preceding knowledge using a video recording for the teacher and the pre-service teacher inquiry synthesize the characteristics of using video for critical facilities reflection (Rish and Slocum, 2016). Videos will help the pre-service teachers to develop their potential or evaluate themselves to become professional teachers. Through this media, the pre-service teacher observes strengths and weakness in teaching so that it can be evaluated. The video will help the pre-service teacher to see interaction from multiple perspectives (Steeg, 2016). The video-mediated of teacher's reflection, refer to the experience of assisting both pre-service and in-service teachers with video recording selection, specifications in learning, and using video-mediated reflection with the context of the course method in the teaching practicum program.

Mathew, Mathew and Peechatuu (2017) point out that video recording of lessons can further enhance information for reflection, through watching their own video teaching that made pre-service teachers develop an awareness of their professional development. The pre-service teacher does a lot of interaction in the classroom but does not rule out the possibility that many things are missed and forgotten. Video-mediated reflection will give an idea of how the class process is going, and it can give enlightenment, reflect from their shortcomings, and help get various inspiration and ideas for the development of their learning.

THEORITICAL FRAMEWORK

The offerings from this research provide in terms of theory and practice in the development of self-reflection for pre-service teachers. This research discusses how pre-service teachers develop skills and knowledge about learning using video-mediated reflection from their teaching personality. Furthermore, this discussion describes video-mediated which can be a material for reflection for the pre-service teacher to analyze previous learning. The researcher as a pre-service teacher appears a teaching practicum experience program using video recording to ensure purpose

reflective. Development and theory in context, pedagogy, and literacy are intimately related to the existence of the digital age (Forgasz, 2015). Learning will be able to produce more results using tools that support learning such as video recording. In the video recording, it can produce reflection for the pre-service teacher. Applying video as a tool for the reaction has obtained a numerous abundance of awareness cooperatively (McVee, Shanahan, Person & Rinker, 2015). Steeg, (2016) state the video empowers pre-service teachers to view involved classroom cooperation's from various aspects. When groups of pre-service teachers engage together throughout the video, they can receive different interpretations.

Video reflection were made to examine the videos of self-learning, examine various perspectives and then improve what is requiring in learning. In teaching as a pre-service teacher, it hoped that they could develop their own abilities as accurately as possible for the good of the world of education. . The purpose factor of the pre-service teacher present in class is personality, in many contributions to building teacher identity with a period of becoming and meaningful as a professional teacher (Gabrys, 2012). Reflection there a pre-service teacher tried to improve teaching from their

own practical teaching in the interests of teaching and personality. When the pre-service teacher has developed capabilities and applied various methods to support video-mediated learning, the pre-service teacher has been able to teach better and meaningfully. Using video or audio to watch their own learning can make it reflective in developing the pre-service teacher's ability and professionalism (Mathew, 2017)

In arrange to raise the student's level of quality in intelligent exercises, educator instruction programs ought to be outlined to lock in the understudy pre-service teacher with intelligent activities that student's consideration might move past individual concerns to interactive standards and practice. Furthermore, the broader issues of social, political, and moral into school setting. In addition, reflecting on numerous viewpoints of educating is accept to be able to cultivate unused teachers information integration and advancement to a more complex see of educating (Widodo & Ferdiansyah, 2018). However, pre-service teacher demeanor and their need for capacity are dependable for how they get it intellectual practice. Development affecting how they compose their reflections in their narrative. The balanced research with various research references that have proven how reflection research can develop

the potential of the pre-service teacher. In the journal of Widodo and Ferdiansyah (2018), provide results of research, the findings that occurred in this study were a pre-service teacher to exercise their ability to master the classroom to build teacher personality, to know the differences in learning practices, and to apply pedagogical knowledge into classroom action. The pre-service teacher has a purpose to foster personality and professionalism. The reflection in learning using video-mediated using different tools during microteaching and teaching practice. Furthermore, research reveals that video-mediated reflection can build the confidence and competence of pre-service teachers in teaching and apply it in class.

The implication of cases from Steeg (2016), this study opportunity for their literacy instruction practice pre-service teacher, it supports and combines changes in teacher reflection and learning. In video-mediated they open their ways as reflection, think aloud, and become learning systems. This study covers a variety of direct learning in the classroom and learns with various perspectives. The motivation in student learning in the form of teaching practice requires that pre-service teachers provide meaningful knowledge. Pre-service teachers have a big influence on the

running of teaching practices for students and their own studies. Teaching practice requires the pre-service teacher to adapt and learn about teaching in the classroom. Interaction within the classroom will make the atmosphere and learning method function to make the pre-service active in optimizing personality. Using video or audio to watch their own learning can make it reflective in developing the pre-service teacher's ability and professionalism (Mathew, 2017). In the development of the science of learning or self-reflection for the pre-service teacher provides an increase in using technology, using video recording to make video learning itself can provide self-reparation in subsequent learning. Problems related to teaching practicum will be gradually covered by methods based on self-reflection. Learning videos are able to include interactions in class complexes from multiple perspectives (Steeg, 2016).

DATA COLLECTION

The data collection method in this study uses four data to collect data in order to become a valid and reliable study. The data includes narrative autobiography, interviews, reflecting journaling, photo voice and video

recording as a mediated. The data will presently explain as follows:

a. Narrative Autobiography

Autobiography in the field of literature is diverse kind of live narrative to engage the historically established practice of self-representation (Kim, 2016) . Autobiographical narrative inquiry is research that takes the researcher himself or herself as a subject of research, using the story of the researcher self. This research of my stories from teaching practicum experience to research the self-reflection of a pre-service teacher in video-mediated. I as a subject for my research want to know the development of reflection using video-mediated to engage the personality for a pre-service teacher.

b. Interview

I using the interview as part of the validity in finding information about this research. Interviews similarly are replaced as interviews to get information from informants. I will make an interview with one of the teachers to find information about the reflection for a pre-service teacher. Using perspective from other people will help research with valid and reliable information.

c. Reflecting Journal

Reflecting journal is the most important data collection in research. From journal research for information or understanding of what was examined from previous researchers. Many journals that discuss self-reflection, from the journals the using qualified to understand further in the research.

d. Photovoice

Photovoice as a research an opportunity take a photo and analyzing the data discussion. Analyze photos by documenting teaching practicum and describing or telling what is happening. The experience described in the photo will prove that research is highly focused on the results to be achieved.

e. Video Recording as a Mediated

Teaching practice using video recording aims to self-reflection from analyzing the video. Video-mediated is used because it is easier to see directly the disadvantages or advantages that occur when learning takes place. Using video can review how much the pre-service teacher process. By identifying formerly making reflection for self in order to develop teaching skills.

DATA ANALYSIS

Narrative data analysis is included in the data analysis used for qualitative research. Recall of this study Narrative inquiry is a way of understanding human experience story (Kim, 2016). I use story or writing as research data, therefore I use thematic analysis for the data analysis. Thematic analysis is one way to analyze data to identify patterns or find themes through the data that the researcher has collected (Heriyanto, (2018). This method is a very effective method when it is a study intends to explore in detail the qualitative data they have to find linkage of patterns in a phenomenon and explain the extent to which a phenomenon occurs through the eyes of the researcher. Then compiling the code and looking for what themes will be explained as important points in the research. This data analysis technique is very appropriate if research aims to explore what happens in a phenomenon. In thematic analysis has two approaches, namely the inductive and deductive approaches. This study uses a broad content theme and is expected to be more effective, the researcher uses an inductive approach. The main purpose of coding in Thematic Analysis is to create relationships between different pieces of data (Ibrahim, 2012).

The process of research can assist the experience of self-reflection being researched component. The experience conducts the literature of Thematic Analysis research process. In the research, procedures have four conducting to Thematic Analysis by (Ibrahim, 2012).

a. Data reduction

This step reveals the conclusion of the data. The statement includes an idea or opinion that was put forward by the researcher. The result of the research insistence advanced into the focus stage of the content of the research and describe the aims of the research result. Themes' reliability and validity

b. Assign Preliminary Codes

It has been advised that the researcher should require an outside reviewer through this early stage to estimate and classified themes. In other words, to test if the themes the researcher classified are cooperative with the quantity of the text or not.

c. Patterns and Themes

Data collection is a data source that supports information comes from other data materials. This step includes regaining data

using data display and aims to make sense of the data that is collected.

d. Review Themes

These workers have review the use of some points to serve researchers to achieve having represented data in a kind of ways.

e. Produce and Report

Some of their ideas to create meaning from the data were selected by this research. The steps of data design and display must not become secluded from data reduction, because they are complementary.

RESULT

1. Teacher as Curriculum Implementer

Curriculum improvement should be seen as a handle by which agreement pre-service teacher needs begins to a change of understudy learning (Alsubaie, 2016). Curriculum implementation is the process of defining the fillings of the curriculum by the pre-service teacher (Nnabuike, aneke,& otegbulu, 2016). As a pre-service teacher in conducting teaching,

practicum requires development in the curriculum. The pre-service teacher has to know about the practice of teaching and is responsible for introducing the curriculum in the classroom. Pre-service teachers who can learn and also apply it can be implemented by students. Make the curriculum as a teaching guide and problem-solving of every problem in class. Under the statement of the researcher as follows :

Before joining the International Teaching Practicum, I had a practice teaching in a primary school in Indonesia, because from my country and I had studied the curriculum in college, teaching was very familiar and comfortable. There are certainly many differences regarding the curriculum in Indonesia and Thailand, but I just take the principle "wherever the place is, teaching is to provide education and development the teaching skill". As teachers when teaching practicum we bring all instructions or material to students using rules and procedures according to the curriculum. But the real problem is I don't know what a clear curriculum looks like in Thailand. I have asked a guidance counselor teacher from Indonesia, but she also doesn't understand the curriculum being applied, because what my tutor teacher

does is only teach what the school has compiled. (Autobiography, 12 September 2019)

2. Managing emotion is the key in Teaching Young Learners of English

Within the handle of getting to be a professional, every single instructor will regularly go through an arrangement of encounters that are cognitively, physically, and candidly challenging (Riesky, 2013). As a pre-service teacher, have been provided with teaching about emotional learning from students. Training and teaching practice in class has been able to practice teaching experience about the atmosphere in the classroom. Teachers of English are attempting difficult in starting the imaginative thoughts and in broadened of the instructing handle. Incorporate considering aptitudes in their instructing and learning handle. Other than, the center more on the chances for understudies to utilize language within the genuine setting and circumstance by setting up the English learning exercises such as the medicinal instructing, English Camps, the upgrade of reading exercises through English corners in schools. It is well known for language instructors that victory in learning is closely related with how learners confront the method, sentiments and the way

feelings are connected to the reaction of a jolt being the language learning and the reaction the utilize of the information obtained by the client of the dialect. Muzdalifa azima as a guidance conselor expressed during the interview :

As a student with the English language education department, it is essentially being educated about learning to manage classes and dealing with students. However, when I teach in Thailand school it has a very different atmosphere. The first time it was very difficult to conquer my students, but as I progressed I began to understand and talk like friends and teachers at the same time. Although it is not easy to use a foreign language to communicate with them, practicing conversation is able to familiarize them with communicating in English. In my opinion, to emphasize students' emotions to stay focused on learning is indeed a little difficult to remember grades 1 to 3 are very difficult to control. Climb on the table to hit the door with a wooden stick, to explain if it's a bad thing it's also difficult because they have to use koenji so they learn, but because I have lived in Thailand for a long time when I was in exchange school until I taught today I learned a lot about the local language

which made it easier for me to communicate with them. (Interview, 16 September 2019)

3. Teacher as Reflective Practitioner

General states of mind incorporate things like language mindfulness, social compassion, open-mindedness, social the activity, and brilliance (Broeder and Stokmans, 2012). As a line of research within the region of reflective teaching, the investigation of teachers' perception of their level of reflection has not received due research consideration (Sarab and Faghihi, 2016). This is attributed to the difficulty of developing and validating intelligent teaching inventories. The results uncovered as pre-service teachers maintained positive impact toward reflectivity and had the see that the environment was generally conducive to reflection on teaching practices and impacts on understudies. Providing learning education is indeed the obligation of every pre-service teacher. The following is the researcher's statement from the results of the reflective journal :

I am forming a connection with someone with a teacher, student, neighbor, or even someone who is not yet known to be able to influence our identity and contribute to our

well-being. Forming a sense of belonging in a shared mission to someone is the major of contribution to our sense of personal meaning in life. At this point, the relationship far from being a beginning of signifying and pleasure becomes a cause of anxiety and dissatisfaction. however, by starting a supportive relationship will also have a positive impact on us. The relation is the basis of life learning about respect, motivation, and experience. In learning as a teacher or mentor, how to build a connection with all students is important. I think communication is one of the most important ways to make connections to understand and share knowledge. By knowing and understanding the basic ways to establish a good and useful relationship as a professional teacher. Also, I must learn to understand conditions as they should, with the right problem solving will build a relationship that is also right. As a pre-service teacher must also know the worst conditions of each action taken, especially by creating relationships. (Reflecting Journal, 09 September 2019)

The importance of reflective teaching is further stressed by the evidence that teacher education

researchers have conferred increasing research engagement in a wide range of reflective practice issues such as teachers' professional role identities and their reflective practice (Farrell, 2011). In fact, the positive impact for teacher or researcher it will be very meaningful, happy, valued, helping each other and supports. The method includes the acquisition of certain cognitive aptitudes and states of mind which empower the practitioner to portray a circumstance in terms of its particular components, to analyze it with the point of recognizing connections, causes, and impacts, and to compare the current circumstance with comparative circumstances experienced in the past with an eye on elective ways of doing things.

4. Learning Teaching Understanding in Kindergarten

In line with this, Brigman & Webb (1978) describe executed a inquire about the venture that involved kindergarten understudies and a classroom curriculum designed to instruct prerequisite learning and social skills, to make strides these abilities and school accomplishment. The performance trends regarding listening and behavior for kindergarten students in classrooms that used English education indicated a steeper

improvement rate than for children in comparison classes. There was a significant and positive difference between children who received speaking with English language training versus comparison students regarding listening comprehension and behavior the evaluation that included attending, social skills, hyperactivity, and oppositional behavior. English education in kindergarten research provides evidence that entire classrooms of students can be taught prerequisite learning and social skills and, as a result, show increases in school success behaviors. Also, students can transfer the new behaviors to increase achievement.

The opinion of the researcher :

Being a teacher is an experience that allows me to foster compassion and sincerity. Feelings that we face sad or angry we must leave when we first set foot in the classroom. We have to make a positive thought to have a positive impact on students when learning takes place. I realize to make others happy we must make ourselves happy and to give knowledge to others we must be knowledgeable first. Knowledge does not have to be academic, but it is very important also to have patience, politeness, ethics, and love. Giving positive things will also have a good effect on

us. Love and smile are the keys to conquering all people, especially children. Why smile? because with a smile we give a piece of happiness to everyone who sees. A smile also gives a positive impression of ourselves for others and ourselves. It is very good for self-improvement to foster knowledge gained from various sources. As Robert Einstein has said, "The only source of knowledge, is experiences". Therefore, for me, the experience is the door to the world. Where the door will take me into the next world, like a new environment or a new person. Experience is a science that comes naturally in every human life, depending on the human being can use it or study it or not. (Reflecting Journal, 14 September 2019)

CONCLUSION

The video-mediated to have played an imperative part in directing them to move reflectivity advance by raising the awareness towards broader points of view of language teaching. That administered peer discourses is important devices for the advancement of reflection in pre-service educator instruction since an empower exchange among pre-service educator

and direct them to gotten to be mindful of numerous points of view (Hatton & Smith, 1995). Such sees have imperative suggestions for the pre-service instructor who has an important part in guiding and helping teachers beliefs and practices within the process of getting to be reflective practitioners. Although pre-service teacher has profited incredibly from this involvement, uncovered that in a few cases, a needed the information required to supply any criticism. This calls for more formal back from the teacher instruction program. One setting for this formal bolster may be a more viable strategies module which can make broad utilize of video-mediated, giving educator learners to create their viable competencies and thinking abilities through social reflection.

Language use is additionally a range that into genuine thought. Pre-service teachers appeared to have experienced troubles primarily with classroom interaction patterns. Analyst needs seem to be more related to features of communicative competence instead of with English as a scholarly subject, a finding which calls for instructor teachers to return to the substance and structure of the English Language module inside teacher instruction educational program bearing in mind the particular needs of prospective essential English language

Discoveries from this think about could be especially enlightening to English as a Foreign Language (EFL) lecturers, program creators, and pre-service instructors working within the field of teaching education. These findings emphasize the need for the consideration of collaborative awareness-raising responsibilities within Initial Teacher Education programs which will empower pre-service teachers to create important links between important instructive data and genuine practice as a way of addressing and reproducing their theories, and, eventually, take duty for their claim teaching. It is therefore

suggested that pre-service teachers set up relative learning opportunities in settings where information is developed and understood in collaboration with others included within the handle of local source.

REFERENCES

- Alsubaie, M.A. (2016). *Curriculum Development: Teacher Involvement in Curriculum Development*. Journal of Education and Practice. Vol.7, No.9
- Arshavskaya, E. (2016). *Complexity in mentoring in a pre-service teacher practicum: a case study approach*. International Journal of Mentoring and Coaching Education. Vol. 5 No.1,pp. 2-19
- Baden,. M.S and Niekerk,. L.V. (2007). *Narrative Inquiry : Theory and Practice*. Journal of Geography in Higher Education. Vol.31,No.3,pp.459-472.
- Bakir, S. (2014). *The Effect of Microteaching on the Teaching Skills of Pre-Service Science Teacher*. Journal of Baltic Science Education. Vol.13.No.6, pp.789-801
- Brigman, G. & Webb, L.1978. *Ready to Learn: Teaching Kindergarten Students School Success Skills*. The Journal of Educational Research. Florida Atlantic University. Vol. 96(No. 5).
- Broeder, P. & Stokmans, M. 2012. *The Teacher as Reflective Practitioner*. Netherland : International Conference on Language, Media and Culture. Vol.33,5-9
- Chan,. E.Y. 2017. *Narrative Inquiry : A Dynamic Relationship between Culture Language and Education*. Australia Journal of Teacher Education. Vol.42,6,pp. 22-34
- Coyle, D. 2015.*Meaning-making, language learning and language using: an integrated approach*. International perspective on inclusive education. Vol.7, pp.235-258
- Danuta, G.B. 2012. *Reflectivity in Pre-Service Teacher Education a Survey of Theory and Practice*. Katowice : Wydawnictwo Uniwersytetu Śląskiego.
- Darasawang, P. (2007). *English Language Teaching and Education in Thailand: A Decade of Change*. English in Southeast Asia: Varieties, Literacies and Literatures Newcastle D. Prescott (ed.) Cambridge Scholars Publishing pp. 187-204.
- Dostal, H.M. & Wolbers, K.A. (2015). *Video Review and Reflection for Ongoing Inservice Teacher Professional Development*. Video Research in Disciplinary Literacies. Vol.6, pp.329-351
- Farrell, T. (2011b). *Keeping score: reflective practice through classroom observations*. RELC, 42, 265-272.