

THE PRE-SERVICE TEACHERS' REFLECTION IN ENGLISH FOR YOUNG LEARNERS TEACHING PRACTICE

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Abstract: This study aimed to explore the use of self-reflection for the pre-service teachers (PSTs) in an English for Young Learners teaching practicum. Through conducting classroom observation, semi-structured interview, and document analysis, the result of this study revealed that PSTs are able to develop their teaching knowledge and teaching skills in term of classroom management, language pedagogy, and preparation trough having self-reflection. Further, the usage of video recording provides self-critical and continuity for the pre-service teacher. Teaching reflection is projected to improve the teaching practice. Doing reflection in teaching practice is immensely important for professional development as student teachers are prepared to be a professional educator. As a result, the implication of this study will be further discussed.

Keywords: reflection; pre-service teacher; EYL teaching practice.

INTRODUCTION

Teacher must reflect their teaching practice. Through reflection, he/she could self-evaluate what goes improper and what could be perfected from the teaching practice. Therefore, it is paramount that the teacher reflects once the teaching practice ends. Thus, based on the reflection, the teacher could improve at the sequence teaching practice.

In other words, reflection is more of a process rather than a result. Reflection has its roots on the constructivist approach. Constructivist approach underlines the teacher to be aware toward their beliefs and views (Ültanı 2012). The teacher reflects the teaching and learning process to conduct a fruitful learning experience as a part of education, teacher should maintain a continuum process of reflection (Arslan 2019). In the process of reflection, the teacher could raise their awareness, personal, beliefs, and values that results, influences and is reflected in their professional teaching practice (Marcosa, Sanchez, and Tillemab 2011).

The term reflective practitioner is synonymous with the continuum process of reflection. Reflection, as a part of the teacher's

lifelong learning professional development, is to enable the teacher to critique teaching process

and make a better-informed teaching decision (Larrivee 2000; Pazhoman and Sarkhosh 2019). In teaching practice, reflection refers to problem-solving that is the ability to look back in a critical and creative way, to analysis the task and also to look forward and make anticipatory planning during the teaching process (Beauchamp 2015; Chi 2010; McAlpine et al. 2004). For pre-service teachers, the purpose of the reflection is to evaluate what they have done to determine what changes might be made in the future. Hence, there are advantages of being a reflective practitioner (Leigh & Bailey, 2013; Nurmaulid, 2017). First, the teacher is aware of what the teacher actually does. Second, it promotes collegial sharing as a means to enhance teacher collaborative learning. Then, the teacher could gain insights to progress own teaching. Next, doing reflection actually avoids burnout and saves time to prepare teaching. Fifth, doing reflection is an affirmation to the current teaching practice. Finally, doing reflection is the bridging gap between theory and practice. Moreover, (Fatemipour 2013; Williamson, Mears, and Bustos 2015) mentions some tools of reflective teaching which are

categorized into three including formative other teachers and self-generated sources of feedback from learners, formative feedback from information. The tools are listed as follows:

Table 1. *Ways of gathering information for teachers' reflection*

Some tools of reflective teaching		
Formative feedback from learners	Formative feedback from other teachers	Self-generated sources of information
<ul style="list-style-type: none"> - Five-minute papers - Teacher assessment - Questionnaire - Dialogue journals - Written assessments - Student focus groups 	<ul style="list-style-type: none"> - Peer collaborations - Case interviews - Field notes and classroom ethnographies - Dialogue with supervisors - Observation schedules - Classroom observation - Video recording 	<ul style="list-style-type: none"> - Retrospective fieldnotes - Teaching journals - Lesson plan and lesson reporting

As a matter of fact, the Ministry of Education and Culture stated verbatim that the teacher should do reflection. The regulation of Minister of National Education No. 16: 2007 about Teacher's Standard of Academic and Competence Qualification is the legal basis of the notion. One of the core competences of being a teacher is that the teacher should do reflection. The teacher should do reflection continuously once the learning process finishes and apply the result of reflection to improve the sequence learning process.

Due to the fact that reflection is important, it is apparent that every teacher possess the ability to reflect their own teaching. Regretfully, there are many teachers neglect the reflection phase due to confusion or simply are not accustomed to the practice (Kim 2018; Töman 2017). Therefore, the principal step is to expose the teacher to reflection in the first place.

Moreover, for the pre-service teacher, who are on the initial step to teach and going to be the future of teacher, they need to be exposed to do the reflection. The objective is solely to train the pre-service teacher to be able to conduct self-reflection. Clarke (2006) and Clarke et al. (2014) argued that pre-service teacher is concerned about their teaching practice as to whether their teaching practice is effective. In the university, the pre-service teacher counts on the peers and the lecturer to give feedback or reflection about their teaching practice. Once the pre-service teacher enrolls in a classroom, the pre-service teacher is secluded from the peers and lecturer. On one hand, it is required for the pre-service teacher to reflect their teaching. Meanwhile, on the other hand, the pre-service teacher has a limited access, even impossible, to gain feedback or reflection from their peers or lecturer. This issue calls an

imperative action to train the pre-service teacher to self-reflect.

As an endeavour to educate the pre-service teacher, the English for Young learners (EYL) Subject in the English Language Education Department has equipped with a reflection phase in the teaching practice. Every Sunday morning that lasted for a semester, the pre-service teacher who takes EYL subject teaches young learners of English. The students of the EYL are 4 to 12 years old children. The teaching practice is lasted for 3 hours from 8 a.m. to 11 a.m. The material in the teaching and learning process covers vocabulary, spelling, pronunciation, and very basic English skills. The lecturer of EYL supervises the teaching training to provide a written feedback. Meanwhile, the pre-service teacher makes a video to record the teaching and learning process as a means to provide self-reflection at the end of the teaching training session. As Zein (2017) argues that the larger emphasize attention in teaching young learners was on the young language learner rather than to the language itself. Therefore, the pre-service teacher should pay attention to the development of child-friendly pedagogy. The pedagogy would not arise itself and pre-service teacher would not be able to achieve teaching expertise to reach children-friendly pedagogy without reflection (Mergler and Spooner-Lane 2012; Nilsson and Karlsson 2019).

Further, Güngör (2016) conducted a study about the pre-service teacher and the reflection practice. The objective of the study was to investigate whether the reflective practice can be promoted and how the practice contributes to the professional development, self- and peer-reflection. The result of the study indicated that the reflective practice promoted self-correctness and self-decisions that leads to a better teaching

performance. Then, the study provided a bridging gap between theory and practice between ideal and real teaching considerations. The study suggested that the pre-service teacher needs the encouragement to make video, journals, and self-reflection to develop critical reflective practice that leads to the professional development. However, the shortcoming of the study was the subject of the study involved the pre-service teacher neither had the experience of microteaching, internship, nor observed the young learners.

Beddal (2013) conducted a similar study that investigated the reflective practice in a training course for young learners' teacher. The results pointed that the reflective practice had a significant effect on the research subject on the matter of practical technique and classroom management. The study claimed the research subject demonstrated a substantial positive progression during a limited training time. In other words, reflective could enhance teacher professional development program effectively in a short time. However, the study did not involve the pre-service teacher in a formal education setting. The subjects were mere a course participant.

Other previous researches are identified related to the reflection skill of pre-service teachers. Halim et al. (2011) conducted research on examining the content of student teachers' reflective thinking toward their teaching practice. Student teachers were able to relate various aspects of teaching and learning such as 1) students' enjoyment, achievement and diversity, 2) pedagogical practices, 3) peer coaching and 4) reflection to their day-to-day teaching. Yet, this research is limited only two student teachers. Meanwhile, Santagata & Guarino (2011) conducted action research by using recorded teaching video to develop pre-service teachers' (PSTs) orientations. It aimed to enhance the knowledge and skills for analysing and reflecting mathematics teaching in ways they generated knowledge for improving their teaching technique. Nonetheless, both studies suggested to conduct direct observation since some aspects of teaching and learning were not recorded well.

Although some previous researches are conducted for pre-service teachers, there is still a need to conduct a research regarding reflective process that is taken further to be incorporated into the actual teaching practice as it suggested by some previous studies (Chee Choy, Yim, and Sedhu 2019; Liu 2015; Salajan and Duffield 2019; Yalcin Arslan 2019). Hence, this research

is intended to examine the reflection of teaching PTs by having self-reflection and recorded teaching videos to gain more comprehensive insight from the PTs teaching practice. By viewing videos of their teaching, PTs become more aware not only of their embodied teaching techniques, but also of non-embodied aspects of teaching (e.g., pace of teaching, pedagogical decisions, classroom management, etc). Those, more studies regarding the use of recorded teaching videos in reflection remains important.

Furthermore, although several studies related teaching and reflection have been conducted in Indonesia (Murtisari 2019; Nurmaulid Sakti 2017; Yanuarti and Treagust 2016; Zulfikar and Mujiburrahman 2018), those study are generally conducted in general education context. Hence, this study will be the initial study that investigates reflection and teaching practice in English for Young Learners context. The use of video recording as an instrument to develop the pre-service teacher self-reflection is investigated as well. In addition, the study will complete and perfecting the previous studies aforementioned. This study will investigate the subject who has experience in microteaching, internship, and observe young learners. Finally, the subject of this study is the students of formal education in English Language Education Department of a respectful private university. Additionally, some practical suggestions regarding teaching reflective in EYL context will be addressed as well.

METHOD

This study belongs to qualitative research since the main objective of this case study is to provide an in-depth, rich, and holistic description about the pre-service teacher's reflection in their teaching experience, especially teaching English for young learners. The research involves 34 fourth-year students of EYL subject in the English Department. They are 30 females and 4 males. The pre-service teacher chooses EYL subject as their elective course in which the elective course is offered since the semester 6, thus, there are three EYL courses across the undergraduate degree. The first two courses are intended to deepen the pedagogy of young learner. Then, at the last semester of EYL course is intended to give the pre-service teacher a teaching practice of young learners. The pre-service teacher has a weekly program of EYL that is conducted every Sunday lasted for three hours. Through this program, the respondents are required to record their teaching videos as well as

their lesson plan. Further, they were also asked to join follow-up interview section in order to confirm some of the aspect of their teaching reflection.

The researcher employs three techniques: observation, interview, and document analysis. The various techniques are intended to provide in-depth analysis and to provide triangulation as a means of validity and reliability. Meanwhile, the research instruments are video recording, semi-structured interview guideline, and lesson plan. The usage of video recording is to provide the development of pre-service teacher as they study and reflect their own teaching practice. The researcher employs the video recording to distil the fact whether there is a development in the teaching practice based on the reflection. Then, the semi-structured interview is intended to provide insight toward the development of the pre-service teacher according to their self. The researcher watched the video as well to develop the interview guide. Finally, the lesson plan is intended whether the result of reflection is reflected in the lesson plan.

In order to describe the reflection of pre-service teacher in EYL, the researcher uses content analysis. It involves inductive analysis processes that are represented in three main phases including preparation, organizing and reporting (Elo and Kyngäs 2008). The assessment is the similar as the researcher give the pre-service teacher to assess their own teaching practice. The video is watched numerous times to provide rich and depth data that are meaningful to the objective of the study. The video is also

analysed to gather a similar theme and classify codes that are intended for systematic comparison method. The theme and codes then assigned to the interview and lesson plan until the data reaches saturation. Hence, the concepts of reflection for pre-service teacher in teaching EYL are derived from the data in inductive content analysis. The examples in Table 2 illustrate the reflection categories used in the analysis. Further, to reach the validity of collected data, the researcher performs triangulation data. Triangulation gives the results validity by combining multiple sources of data and methods.

RESULTS AND DISCUSSION

Prior to enlighten the extent of using self-reflection and video usage reflection to the pre-service teaching practice, the researcher felt the urge of describing the problem in the classroom encountered by the pre-service teacher. Once the problem identified, the pre-service teacher would be able to solve, develop, and perfecting their teaching practice. The researcher provided a table to present the theme and code found in the video. There were three themes and ten codes of problem. The comprehensive table is depicted in the table 2. Meanwhile, the document analysis from lesson and video recording from the pre-service teachers' video recording and lesson plan as well as the data from the semi-structured interview were displayed into two sections below: the pre-service teachers' reflection on the teaching practice, and their perception on the use of video recording to self-reflection.

Table 2. The list of code and theme

No	Code	Theme
1	Communication skill	
2	Confidence	
3	Being Attentive	Classroom Management
4	Body Language	
5	Voice	
6	Visual Contact	
7	Knowledge of Subject Matter	
8	Grammar and Pronunciation	Pedagogy
9	Method and Approach	
10	Material	Preparation

The extent of pre-service teachers' reflection on the teaching practice

Classroom management

Once the pre-service teacher watched their teaching practice, they could identify their weakness in their teaching practice. The most common identifications were in the teaching

skills and classroom management. Managing the space, the time, student's engagement and participation are considered as the core element of classroom management (Freeman et al. 2014; Korkut 2017).

Moreover, in EYL teaching practice, even though the teaching practice is intended for

simulation as a part of learning process, the pre-service teacher felt as if a real teaching. Many teachers who do not receive adequate classroom management training feel unprepared to manage their student behaviours in their classrooms. They felt nervous, burdened, and depressed. One of the pre-service teachers admitted in the interview that:

I was nervous at the time. Teaching young learners is different from teaching junior high school like my internship experience. It is harder to manage the class. I just went along with the condition and had not had the time to look at my

lesson plan and my time schedule had screwed up. I planned carefully for the teaching practice but when I face the young learners, I could not possibly implement it. It seems that I could not possibly focus on the entire class when all the children come to me and ask my help. I could not give a proper attention to the entire class. (IT1_teacher#23)

This finding is similar to the previous research (Agustiana 2014; Han, Turgay and Tulga 2019; Peker 2009) highlighting the pre-service teachers' anxiety in their teaching practicum. Additionally, similar with the previous pre-service teacher, there was another who admitted that their classroom management was not going well. The problem for this particular subject was her voice. She has a low voice and the students' voice overwhelmed her. She had to scream her voice to grasp the young learners' attention. She acknowledged that:

The young learners would not listen to me. They were busy playing and doing something other than my instruction. It was like that I was not even there. Maybe, I only instructed them once and in English. Maybe, I should repeat my instruction or translate into Bahasa Indonesia, so they could understand. Or, I could ask them whether they understand my instruction or not. And I think that my voice is not loud enough to say my instruction. I also noticed that sometimes I have wrong pronunciation. (IT1_teacher#5)

The pre-service teacher responsible as well toward their teaching practice (Postholm 2012; Walkington 2005; Zein 2016). When they found their weaknesses, they did something about their weakness. They furnish their teaching practice based on the weaknesses they found. They did not accept the fact and give up about their teaching. Identifying weakness and solve the problem indicated that they were responsible toward their

teaching practice. As a part of lifelong learning and professional development, this attitude should be maintained throughout teacher's life.

Finally, the pre-service teacher kept questioning their practice, actions, and attitude based on their wholeheartedness. They strived to keep improving their practice. They did not satisfy the current practice and would seek another alternate method, approach, or technique to make the teaching practice more effective for their teaching practice. Wholeheartedness would allow the teacher to evaluate a problem for a different perspective (Nurfaidah 2018; Rodgers 2002).

Next, after doing self-reflection, the pre-service teacher had successfully developed their confidence. She admitted that reflection helped him to develop his confidence as a part of his classroom management. She admitted:

Through reflection, I could see that my weakness is on my confidence. I was not confidence to speak in front of the children. I could not give the students warm-up activity because of this problem. I suddenly go to the main topic without giving the students greetings, pre-teaching, or apperception. Therefore, it affected my presentation and material delivery. Therefore, I try to develop my confidence, try to be calmer and relax in front of the students. (IT2_teacher#17)

Besides, there were several pre-service teachers that admitted they should engage the young learners more in the teaching and learning process. They admitted that the learning approach and techniques they employed were lacking and needed more development. The young learners were easily distracted and bored, for the pre-service teacher should be able to cope the problems (Damar, Gürsoy, and Korkmaz 2013; Uztosun 2018). One of them stated that:

I get confused in the classroom. I think one technique did not suffice for the entire learning time. It seems that the children got bored with the technique and I need to do something about it. I prepared one activity and I thought it was going to be enough for one meeting, but it was not. There was one time that there was nothing to do. The activity has finished and there was a lot of time left. I need to fill the time. I think my preparation was not enough. (IT2_teacher#8)

Further, with the regards of classroom management, there was one pre-service teacher acknowledged that she did not give a proper attention. She also realized that she engaged in

more repetitive instruction rather than using body language. When she realized her shortcoming, she stated that:

Watching my teaching practice video made me realize that I was too focus on one place. I did not move as often as I should. I should have been moving from one place to another place and give proper attention to all the young learners. I also did not give them a proper feedback. Therefore, maybe the students seemed to be bit boring in my class. When I move around the class and give them enough attention, they are all active and the teaching process runs well. Besides, I used to instruct the students more using words or sentence. When the students did not understand, I directly translate it into Bahasa Indonesia. I realized that this was not a good instruction, because I speak Bahasa. The young learners should hear more English rather than Bahasa. So, I changed from translating into body language and gesture. I conclude that the students learn more when I use body language or gesture. For example, when I instructed them to sit, and I translate into Indonesia they understand, but when I repeat the instruction for the second time with the same instruction, they did not understand. When I use body language and gesture, the second time I instructed them, they understand. (IT1_teacher#22)

Based on saturated data, the main problems for the pre-service teacher were classroom management. This result is in line with the previous studies conducted by Keser & Yavuz (2018); Peters (2012); and Sueb (2013). The problem was acceptable since the pre-service teacher barely had a teaching experience. The only teaching experience they had was the internship. The arising classroom management problem called an immediate solution. Thus, the pre-service teacher could solve the classroom management problem prior they had their hands-on real-world teaching.

A mere fact that they had not had the experience should be made into an excuse. The pre-service teacher should be more than ready to take any challenge in the real-world teaching problem, particularly classroom management. In order to speed up their experience, the pre-service teacher should be taught how to manage the classroom well. Therefore, self-reflection is a viable solution. Self-reflection serves as double-sided blade. The pre-service teacher could criticize what they had done based on what have been learned. Furthermore, training the pre-service reflection would benefit them in the future. Reflection is a part of professional

development when teacher should do it overtime. In the future, there may be none available to criticize and evaluate their teaching practice. Train them to self-reflect will train them to self-evaluate and self-critical about themselves.

Pedagogy

Despite the fact that there were numbers of shortcomings, none of the pre-service teacher complained about their subject matter. The entire pre-service teachers were confident regarding their subject mastery matter. However, there were some of the pre-service teacher expressed their uncertainties about their material design. One of them stated that:

I should have made my flash card more colourful and bigger so the students who sat in the back can see the picture clearly and also attract their attention. I think my material is not interesting and too difficult. As a result, the students are not interested enough in my presentation. I also did not provide the vocabulary on my flashcard when I should have put the vocabulary in it. (IT1_teacher#16)

After analysing their teaching videos and having self-reflection, it was indicated that the pre-service teachers were able to develop their teaching practice. The most noticeable development was that the pre-service teachers' pedagogy theme in proficiency and grammar code. They made a fewer mistake in grammar and pronunciation. Based on the better pronunciation and grammar, one of the pre-service teachers acknowledged that:

I did not realize that I have a lot of misspelled pronunciation. By doing self-reflection, I could identify my weakness. Once I identified my pronunciation as my weakness, I tried so hard to correct my pronunciation. I even tried to speak as the native does. I believe that the young learners should be exposed to the correct form of pronunciation. If I do it wrong, the young learners may bring them for their live. It will be hard to correct their pronunciation. I have to do it right. I also try to ask the students to repeat the pronunciation after me to train their pronunciation and help them to remember the vocabulary. (IT1_teacher#2)

In spite of many weaknesses spotted, there were several pre-service teachers that noticed their strength. Through reflection, they made their teaching practice better. Moreover, they improve their teaching practice based on their strength. One of them stated that:

I like my teaching practice. The one in particular is my flash card. I think my flash cards is perfect. They are colourful, sturdy, and clear. The activity that I planned along with the flash cards also runs well. The students engaged in the activity actively and I gave them a good feedback. Therefore, in the next meeting, I tried to make my flash cards better than perfect and I try to keep my performance. (IT1_teacher#11)

The pre-service teacher demonstrated three integral parts of reflection, open-mindedness, responsibility, and wholeheartedness. The pre-service teacher opened their mind about their weaknesses. They opened to the idea that their teaching practice had many shortcomings and they were ready make their teaching practice better. The fact that they saw their weakness in teaching and committed to improve their teaching practice. The fact that they accepted questioned, and criticized their own teaching underlined that they a step closer to become a reflective practitioner. Being open-mindedness was not easy. They must not be an idealist. They must accept and realize that their teaching practice needed an evaluation and far from perfect.

To sum up, the pre-service teacher experienced a meaningful, hands-on, real teaching experience. They taught the young learner as well as to practice a professional development. A reflective teacher means that enable to be critical about one's own teaching. There are many questions arise in teaching and they need to be answered, whether the method implemented is appropriate, whether the feedback given is sufficient, whether the explanation is comprehensible. Answering the questions without any practical basis or empirical evidence and merely rely on experience will establish ineffective teaching. Being reflective teacher means, first, heuristically solve the problem based on the fact in the classroom, based on the theory, and based on the empirical evidence. Second, they are attentive to the institutional and cultural contexts in which they teach. Third, they take part in curriculum development and involve in school development. Fourth, they take responsibility of their own professional development (Mathew, Mathew, and Peechattu 2017; Salajan and Duffield 2019).

Preparation

The apparent findings were the pre-service teacher could differentiate their teaching practice before and after having teaching reflection. The self-reflection helped the pre-service teacher to criticize, evaluate, and improve their teaching practice, especially for preparing their teaching materials. The majority of the pre-service teacher acknowledged that doing reflection is useful as well as important to their teaching practice development. One of them admitted that:

Doing reflection is important. I could evaluate my teaching practice such as my teaching media, the materials and exercises for my students. Reflection allows me to be more critical about myself. There are many mistakes that I did in my teaching practice. Doing reflection helps me to correct my mistake. What I like the most about reflection is that I do not feel embarrassed. When my teacher corrects my teaching practice, my teacher writes it down on my assessment sheet and sometimes I do not realize that I make the mistake, or I cannot understand what my teacher is writing. The teacher did not give clear feedback and I cannot improve my teaching practice. Therefore, doing reflection is helpful. (IT2_teacher#8)

The pre-service teachers were able to evaluate their teaching practice based on the empirical evidence. The video-recording is a paramount instrument for them to be able to question, criticize, evaluate, respond, and prepare their teaching practice and make their teaching practice to be better. The process of reflection is a never-ending process (Özen, Raşit and Öztürk 2016). This is a part of long-life learning The stage of reflection done by the pre-service teacher was in line with the Schon's theory (1984) of reflective practice (Chee et al. 2019; Slade et al. 2019). Reflection takes place before, during, and after the teaching. Before teaching means that teacher prepare and plan the entire teaching instrument related in place in order to establish a fruitful learning experience. During teaching means that the teacher implements the teaching instrument based on the plan. After teaching means that the teacher evaluates the teaching practice and prepare for the next teaching.



Figure 1. The phases for teaching reflection

The extent of pre-service teachers' perception on the use of video recording to self-reflection

The pre-service teachers had generally positive attitude toward the usage of video recording for self-reflection. The students expressed numbers of opinion toward the extent of video recording for their self-reflection. The most notable findings from the interview were presented as follows:

Video recording made me feel secure. At first, I thought that my performance would be seen by the entire class with my teacher. There, my teaching would be evaluated by my teacher and my friend. It would be a huge embarrassment. My friend could make a very mean comment and I would be very disheartened. However, my teacher asked to video the teaching and learning process and evaluate our own teaching instead. I was relieved, I am not confidence in my teaching. (IT2_teacher#4)

The pre-service teacher expressed her worried about doing feedback of teaching practice in the classroom. She was not happy with her teaching practice and if the teacher decided to make the feedback session in the classroom, she would be distraught. Furthermore, she was anxious about the possibility of having her friend make a harsh comment about her teaching practice.

Further, the video-recording allowed the pre-service teacher to be self-reflect. The necessity of using video recording as an instrument to self-reflect has been admitted (Coffey 2014). The pre-service teacher is trained to be more critical on their self. Orlova (2009) stated that through video recording, the pre-service teacher will be motivated since they are not mere focus on their teaching pedagogy implementation. The pre-service teacher will also examine their nonverbal side of their teaching, the pre-service teacher will also focus on their communicative competence, language proficiency, language functions, and the interaction built between teacher and student.

There was another remark expressed about using video recording in self-reflection. This particular pre-service teacher admitted that using video recording for self-reflection could implement what has been learned and train the pre-service teacher to be more critical of their teaching practice.

The best part about video recording is that I could be very critical about my own teaching. I can implement what I learned in the classroom and evaluate what I did based on the theory that I had learned. I became critical to myself. From the

video recording, I also can prepare a better material for the next meeting. For example, I made a very bad material that my students cannot understand. By watching the video, I can avoid the mistake in the next meeting. I also can avoid repetitive mistake. For example, I did not greet the students when opening the class, I can avoid this mistake in the future mistake by remind myself about the mistake I made in the previous meeting. (IT1_teacher#22)

Employing video recording is beneficial to train the pre-service teachers' analytical skill as well. It is in line with the previous findings by Murtisari (2019). She found that self-reflect using video recording makes the pre-service teacher more analytical, focus more on attention to the classroom management issue, teaching pedagogy, and language issue of the pre-service teacher rather than a general, descriptive and personal feelings issue. It is also supported by (Brouwer 2015; Dayan et al. 2015; Tripp and Rich 2012; Xiao and Tobin 2018). Video recording allows the pre-service teacher to be more scientific, basing a judgement based on truth and evidence, and posing a clarification using facts in the field rather than using personal feeling and baseless assumption to evaluate and criticize.

Aforementioned, the pre-service teacher will more critical toward their self when using video-recording self-reflection. Self-critical train the pre-service teacher to self-awareness and to be idealist. They will pursue the perfect and keep perfecting their self and their teaching practice for the better students and their self. The pre-service teacher will not satisfy with their current teaching practice. They will criticize their self and seek the solution of their teaching shortcomings. Furthermore, the effect of employing video recording to self-reflect is beyond and bigger that a mere self-critical. Through video recording, the pre-service teacher will be able to do self-reflect by their self in the future. When the pre-service teacher goes to the real world of teaching, when no one looks at their practice, the pre-service teacher will be able to do self-reflect. Reflection is an important aspect of teaching and a part of long-life learning. When a teacher stops reflecting, the teaching practice is questionable. Therefore, it is important to be able to self-reflect without help from colleagues. The video recording provides the solution. Moreover, the video recording provides an immediate solution to the pre-service teacher reflection.

CONCLUSION

There is a great extent of reflection toward the teaching practice of the pre-service teacher. There are numerous improvements in the teaching practice of the pre-service teacher once they implement reflection in their teaching process. Thus, reflection should be trained, taught, implemented in every aspect of teaching and learning process specifically for the pre-service teacher. As a matter of fact, the pre-service teacher develops their competencies greatly through reflection. The pre-service teacher learns many things through reflection which are not taught in the classroom.

The next problem should be addressed is the extent of using video recording for self-reflect. The pre-service teacher should be able to self-reflect in the future as a means of long-life learning. The pre-service teacher should realize that they need to strive for the perfection of teaching and keep developing their teaching skill. Video recording provides a self-critical and continuity for the pre-service teacher to develop their self in the future when there is no colleague, lecturer, or supervisor to advise them, correct them.

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