



The Effectiveness of Reflective Practice with Video Recording on English Teachers' Teaching Performance

Ramadhani Sundari¹ and Sitti Fatimah²

Student of English Language Education¹ (English Department, Faculty of Language and Arts, Universitas Negeri Padang), Jl. Prof. Dr. Hamka Air Tawar, Padang, 25173

Lecturer of English Language Education² (English Department, Faculty of Language and Arts, Universitas Negeri Padang), , Jl. Prof. Dr. Hamka Air Tawar, Padang, 25173. Correspondence Email: ramadhanisundari14@gmail.com

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Abstract

This research is an experimental research. This research employed pre-experimental design using quantitative approach with one group pre-test and post-test design. The quantitative data are obtained from the teacher's final video recording. The research aims to determine the effectiveness of reflective practice with video recording on English teachers' teaching performance in UNP. The population of this research was English teachers of PPG participants of Universitas Negeri Padang in Academic Year 2021. The research sample was 19 In-service English Teachers of Teachers Certification Program (PPG) of Universitas Negeri Padang. As this is the quantitative research, the researcher used the Paired Sample T-test in SPSS 22 for Windows to analyze the data. It is found that the mean score of teachers' teaching performance has decreased by 4.21 points, bringing the average score down from 83.49 to 79.28. Therefore, the degree of significance of 2.5% or 0.025 was used by the researcher, hence, it is found that the significance (2-tailed) value on teachers' teaching performance was $0.029 > 0.025$ which means that H_0 was accepted and H_a was rejected. Based on the research results, it can be concluded that the use of reflective practice with video recording has no significant effect on English teachers' teaching performance.

Keywords:

Reflective practice, Teacher Certification Program, video recording, teachers' teaching performance

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INTRODUCTION

Reflective practice is widely recognized as the most effective method for developing effective teachers who desire a better understanding of their work. Schon (1983) defines reflective practice is the ability to reflect on one's actions in order to engage in a continuous learning process. Farrell (1999) claims that reflective teaching encourages teachers to appraise their excellent understanding of their teaching practice and how their teaching would be effective. Based on the statement above, it can be seen that reflective practice can increase teacher's awareness of the learning that has been done in the classroom. It is strongly advised that teachers use reflective practice to continue to improve their understanding of teaching and learning as professionals.

Furthermore, reflective practice is a process of self-evaluation and self-observation, which means to look at what someone do in the classroom, why do it, and to see if it works (Tice, 2004). So that, as lifelong learners, teachers should continue to study and evaluate their teaching in order to develop the habit of assessing past actions and create meaningful learning for their students.

Teachers can use some tools to do reflective practice. Various procedures for carrying out reflective practice have been developed. There are some different platforms that teacher can be used for doing reflective practice. According to Richards and Lockhart (1996), reflective journals, lesson reports, surveys and questionnaires, audio or video recordings, observation, and action research are six options for teachers to engage in reflective practice. Most of the teachers commonly use observations and reflective journals as reflective tools. Whereas video recording can be more effectively used as a reflective tool.

In this study, the researcher focused to find out the effectiveness of the use of reflective practice on teachers of Teacher Certification Program (PPG). Teacher Certification Program is a huge hope for the Indonesian country in terms of forming teachers who are not only professional and capable of enhancing national education quality, but also capable of developing high-quality and competitive Indonesian human resources. Moreover, the teachers who take PPG not only provide opportunities to build up professional knowledge and skills, but also encourage reflection on proper classroom attitudes and techniques. According to Regulation of Indonesian Minister of National Education No. 16 of 2007 about standards of academic qualifications and teacher competence point 4, "Teacher develops professionalism in a sustainable manner by taking reflective action". In PPG class, the teachers have to be mastered to use any kind of reflective tools to reflect their own teaching performance. As a certified teacher, the PPG teachers is expected to have the capability to reflect their own teaching through some different tools of reflective practice, especially with video recording.

However, it is found that in PPG class there are a lot of teachers did not implement reflective practice in the class. According to Richards and Lockhart (1996), the majority of teachers lack knowledge about their responsibilities in the classroom. Many teachers did not take the time to reflect on their teaching and learning practices. The majority of teachers still do not know how to reflect on their teaching performance by using reflective practice.

Based on the observation, most of the PPG teachers have some problems on their teaching and learning process during the pandemic. The first problem is students participation. The teachers feel there are some reasons why the students do not involve actively in the classroom. Through this problem, the teachers might do reflection to their teaching performance. Farrell (2015) states reflective practice allows teachers to create and recreate their own beliefs and practices in order to deliver the best learning environment for their students. Based on this idea, reflective practice can help the teacher to find out the problems with their performance and also the teachers can improve it for the next lessons. Only reflective teachers can improve learning by refining and modifying their practices.

The second one is the difficulties of using certain kind of ICT. Most of the teachers only use repetitive media in their learning. The teacher seems do not want to

use different kind of ICT media due to the lack of understanding to learn the new ones. The use of media in learning is very important. Thus, the teacher can take criticism/suggestions from lecturers and colleagues to this problem through reflective practice.

Based on the background above, the use of reflective practice for English Teachers Certification Program teacher can be an effective way to solve problems in the classroom, especially on the teaching performance of the teachers. This research is a part of Research and Development (R&D). However, this research only focused on trying out the learning model that has been designed based on the needs analysis from previous research and finding out the effectiveness of reflective practice with video recording. Therefore, the researcher conducted an experimental research to do the treatment. The two previous researchers have found out the validity and practicality of the “*Reflective Practice With Video Recording Learning Model*”.

There are several related studies that have been done by previous researchers. First, Zahid and Khanam (2019), it is found that teachers' skills and performance were found to have improved during training as they revised and modified their teaching strategies through reflective practice. Next, a research done by Noureen, Zahid, Karamat and Arsyad (2020). It shows that reflective practices are crucial. Providing reflective training for prospective teachers can change their attitudes toward teaching and bridge the gap between theory and practice. Then, the study from Pellegrino and Gerber (2012), the findings of this study revealed that reflection practices have an effect on teachers' instruction, teachers' feelings of empowerment, and beliefs about education's purpose.

Based on the explanation above, the use of reflective practice especially with video recording were proved to be effective in improving teachers' teaching and learning in many aspects. However, none of the researchers combined the research about the effect of the use of reflective practice with video recording on English Teacher Certification Program. Thus, the researcher is interested to do experimental research which is entitled, “The Effectiveness of Reflective Practice with Video Recording on English Teachers' Teaching Performance.

METHOD

The type of research conducted is an experimental research. This study employed pre-experimental design using quantitative approach with one group pre-test and post-test design without control variable. This design was chosen because there was only one class of PPG in Universitas Negeri Padang.

The researcher took In-service English *Teachers of Teachers* Certification Program (PPG) to use pre-test and post-test design to determine the outcome of the treatment. The design is represented as follows:

<i>One Group Pre-Test and Post-Test Design</i>		
O_1	X	O_2

Source: Sugiyono (2015)

Where :

- O_1 : Pre-test (Before Treatment)
- X : Treatment
- O_2 : Post-test (After Treatment)

This research's population were English teachers at Universitas Negeri Padang's PPG program. The researcher used total sampling to obtain the sample. Total sampling is a sampling technique in which the number of population and sample that were used is equal (Sugiyono, 2015). The reason why the researcher took this kind of sampling because there were only one PPG class in UNP, and the researcher took all PPG teachers except PPG teachers who had participated in the previous research about the practicality of reflective practice with video recording. The researcher was invited 19 In-service English *Teachers of Teachers Certification Program* (PPG) at Universitas Negeri Padang in academic year 2021 as the respondents in this research.

The instruments for collecting the data are rating scales, titled "Skor Proses Pelaksanaan Praktik Pembelajaran" or "Scoring rubric of the Implementation Process of Learning Practices" is used to asses teachers' teaching practice and "Rubric Penilaian Produk Rancangan Pembelajaran" or "Scoring Rubric of Lesson Plan" to asses teachers' lesson plan (RPP). Those instruments that researcher used in this research were taken from LMS (Learning Management System) of PPG E-learning through the supervisor and the instruments based on *Technical Guidelines for Teacher Certification Program In Position* issued by Ditjen GTK (2021).

Each item in the instruments was rated on a five-point scale namely Very Good=5, Good=4, Fair=3, Poor=2, Very Poor=1. The measurement of teachers' teaching performance score based on the criteria taken from Arikunto (2010) as follows:

No	Score Interval	Category
1	80-100	Very Good
2	66-79	Good
3	56-65	Fair
4	40-35	Poor
5	<40	Very Poor

The data was analyzed statistically because the researcher used quantitative data analysis to manage and analyze the data obtained from the study. The quantitative data are obtained from the teacher's final video recording.

1. Pre-Test

Before giving the treatments, the respondents' teaching performance marks were retrieved from Management Learning System (LMS) and this is taken as their pre-test mark. This pre-pest was a teaching and learning activity of In-service English *Teachers of Teachers Certification Program* (PPG) before being given the treatment.

2. Post-Test

Post-test was given after PPG teachers got the treatments. The teachers are requested to re-record their teaching and learning in the classroom and also collect the lesson plan after getting the treatment by doing reflective practice with video recording. After that, the PPG supervisor will asses teaching and learning process and lesson plan of each teachers by checking the scoring rubric that has been provided. This score was taken as their post-test mark after implementing the treatment.

In the analysis the data, the data was collected through pre-test and post-test. The researcher used the formula as follows:

1. To assess the teachers' score through pre-test and post-test.

$$\text{Teachers' score} = \frac{\text{Total score}}{\text{Total number of items}} \times 100$$

(Technical Guidelines for Teacher Certification Program In Position, 2021)

2. To find the teachers' improvement, the formula used is the one suggested by Gay (2012), the formula as follows:

$$\% = \frac{Y - X}{X} \times 100$$

Where :

- % = the teachers' improvement
- Y = the mean score of post-test
- X = the mean score of pre-test

3. To Calculate the frequency and the rule percentage of the teachers' score, the formula used is the one suggested by Gay (2012) with formula:

$$P = \frac{f}{N} \times 100\%$$

Where :

- p = percentage
- f = frequency
- N = total number of respondent
- 100% = fixed number

4. To find out the normality test. Normal distribution test was calculated before the t-test. It aims to investigate whether or not the distribution of the data was normally distributed. The data computed by using SPSS 22 for windows. The statistical calculation of normality test used Kolmogorov-Smirnov.

To analyze the normality distribution with Kolmogorov-Smirnov test.

Normal data distribution is obtained if the sig. > 0,025

While, the data not normally distributed if the sig. < 0,025

5. To find out the hypothesis test. After the normality test, the hypothesis test was calculated. This test is used to find out whether the research hypothesis is accepted or rejected. The data computed by using SPSS 22 for windows.

RESULT AND DISCUSSION

Research Finding

These research findings can be seen in the following table.

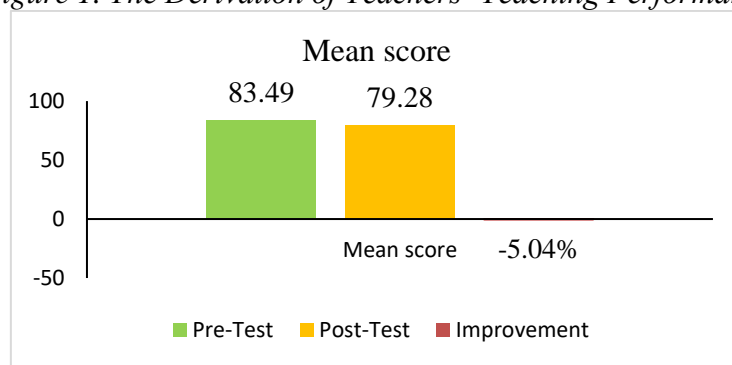
Table 1. The Result of Teachers' Teaching Performance Score

	N	Statistic	Minimum	Maximum	Mean	Standard Deviation
Pre-Test	19		77.60	90.40	83.4947	3.30075
Post-Test	19		66.00	94.00	79.2842	7.32919
Valid N (listwise)	19					

Table 1 above shows 19 teachers who became the sample in pre-test and post-test of teaching performance. The minimum score in the pre-test was 77.60 and the maximum score was 90.40. Otherwise, in the post-test the minimum score was 66.00 and the maximum score was 94.00. The mean score of teachers' teaching performance was 83.49 in the pre-test with the standard deviation was 3.30075 and 79.28 in the post-test with the standard deviation was 7.32919. Based on the data above, the teachers' mean score of pre-test was higher than the teachers' mean score of post-test, and it can be concluded that there was no improvement on teachers' teaching performance after getting the treatment.

The details of the derivation of teachers' teaching performance was explained in the figure 1 below:

Figure 1. The Derivation of Teachers' Teaching Performance



The figure 1 above shows there is no improvement of teachers' score from pre-test to post-test. The mean score was not significantly improved, it can be seen the score in pre-test was 83.49, meanwhile in post-test was 79.28. The figure above also shown that there was a decrease of 5.04% in teacher performance score after getting the treatments.

Meanwhile, Table 2 below shows the quality of teachers' teaching performance within five categories.

Table 2. The Quality of Teachers' Teaching Performance

No	Score	Category	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	80-100	Very good	17	89.5%	10	52.6%
2	66-79	Good	2	10.5%	9	47.4%
3	56-65	Fair	0	0.0%	0	0.0%
4	40-55	Poor	0	0.0%	0	0.0%
5	<40	Very poor	0	0.0%	0	0.0%
Total			19	100.0%	19	100.0%

As seen in Table 2 above, in the pre-test 17 teachers' teaching performance (89,5%) were rated into Very Good category and two teachers (10,5%) were rated into Good category. However, in the post-test there were only ten teachers (52,6%) were rated Very Good, and nine teachers (47,4%) were rated Good. It also showed that the

frequency and the percentage of the teachers' teaching performance of the pre-test were better than in the post-test, because the rate percentage of pre-test in Very Good Category was higher than percentage of post-test.

Normality Test

The results of the normality test are shown in the table below.

**Table 3. Test of Normality of Teachers' Teaching Performance
One-Sample Kolmogorov-Smirnov Test**

		Pre-Test	Post-Test
N		19	19
Normal Parameters ^{a,b}	Mean	83.4947	79.2842
	Std. Deviation	3.30075	7.32919
Most Extreme Differences	Absolute	.171	.157
	Positive	.171	.134
	Negative	-.125	-.157
Test Statistic		.171	.157
Asymp. Sig. (2-tailed)		.144	.200

The data analysis of teachers' teaching performance in pre-test and post-test is shown in Table 3 above. It was found that in the pre-test, the significance (sig. 2-tailed) value was 0.144 and in the post-test was 0.200. The data were normally distributed if the level of sig. was higher than 0.025 with a 2.5 % degree. From the table 3 above, it can be seen that the pre-test and post-test score data were higher than 0.025. Then, it indicates that the data were normally distributed. It also implies that the analysis of t-test can be conducted since the data is normally distributed.

Hypothesis Test

To find out the effectiveness of reflective practice with video recording on teachers' Lesson Plan (RPP) and teachers' teaching performance, the researcher used a Paired Sample T-test in SPSS 22 to test the hypothesis.

The Table 4 below explains about the paired samples statistic of teachers' teaching performance.

Table 4. Paired Samples Statistic of Teaching Performance

Pair		Mean	N	Standard Deviation	Standard Error Mean
1	Pre-Test TP	83.4947	19	3.30075	.75724
	Post-Test TP	79.2842	19	7.32919	1.68143

The table 4 above shows the mean score in pre-test of teaching performance was 83.4947 from 19 data. Then, the Standard Deviation was 3.30075 with Standard Error mean was 0.75724. Meanwhile, the mean score in post-test was 79.2842. It also shows in post-test the Standard Deviation was 7.32919 and Standard Error Mean was 1.68143.

The next table below shows the paired samples correlation of teachers' teaching performance.

Table 5. Paired Samples Correlation of Teaching Performance

Pair		N	Correlation	Sig.
		1	Pre-Test RPP & Post-Test TP	19

The table 5 above gives explanation about the correlation value on teachers' teaching performance. It shows that the correlation value was 0.094 and the significance (sig.) value was 0.702. It can be seen sig. was higher than 0.025. It means that there is no correlation a between the use of reflective video recording on English teachers' teaching performance.

Table 6. Paired Samples Test of Teachers' Teaching Performance

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Standard Deviation	Standard Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Sample 1 Pre-Test TP- Post-Test TP	4.21053	7.74983	1.77793	.47523	7.94583	2.368	18	.029

The data was analyzed using the Paired sample test in SPSS 22 and the results are shown in Table 6 above. Based on the t-test, the table shows the sig. value (2-tailed) is 0.029 which is more than 0.025. It showed that the treatment did not affect the increase on English teachers' teaching performance.

Hence, it means H_0 is accepted and H_a is rejected. It also indicates that there is no improvement on teachers' teaching performance after giving the treatment and the treatment had no significant effect on teachers' teaching performance.

The interpretation of the hypothesis can be seen below:

H_0 : Sig. (2-tailed) > 0.025

H_a : Sig. (2-tailed) < 0.025

H_0 was accepted if significance (2-tailed) > 0.025, it means that there was no significant effect of reflective practice with video recording on English teachers' teaching performance. Then, H_a was accepted if sig. (2-tailed) < 0.025, it means that there was a significant effect of reflective practice with video recording on English teachers' teaching performance.

Based on the Table 4.9 above, it shows that sig. (2-tailed) was higher than 0.025. It explains H_0 is accepted and there is no significant effect of the use of reflective practice with video recording on English teachers' teaching performance.

Discussion

Based on the findings of the research above, it is found that the implementation of reflective practice with video recording on English teachers teaching performance at UNP has not been running well. It is discovered that the mean post-test scores were lower than the mean pre-test scores. Theoretically, reflective practice is supposed to improve teachers' teaching performance.

Several previous studies have been done by some researchers about the use of reflective practice in teaching and learning activities. Most of the reserachers find reflective practice may give improvement on the teachers development in teaching and learning activities. First, based on the findings found that this research results were

different from the research outcomes obtained by Noureen, Zahid, Karamat and Arsyad (2020) They found that doing reflective practice on professional practices helped prospective teachers improve teachers teaching skills and enhance their professional development. The researchers also discovered that teachers who received formal reflective practice training were more competent than prospective teachers who did not receive such training. Meanwhile, in this current research, some of the PPG teachers who received the treatment showed that reflective practice did not improve significantly on their teaching performance.

This research may also contradict with Fatemipour and Hosseingholi's (2014) findings which claim reflective practice has a significant effect on the improvement of EFL teachers' performance. By doing reflection, the teachers can see their teaching performance and do self reflection.

Furthermore, this research is also different from the research by Zahid and Khanam (2019). The researchers found that after training, there was a significant difference in reflective skills performance between trained and untrained teachers. The researcher also concluded that reflective practice aided teachers in the development of teachers teaching and learning skills and reflective practice should be a part of every teacher's professional development. It is recommended by the researchers that the reflective teacher training needs to be focused on the deliverance of reflective skills to the classroom which could be possible through metacognitive microteaching sessions and prospective teacher's self-reflection practices.

Taking the suggestions from the research above, it can be seen that this research was not running effectively because the time given to the teachers in doing reflection was limited. Related to the problem that researcher faced, it is supported from the research conducted by Maulid (2017) He found that most of teacher said lack of time is one of the problem that teachers complained in doing reflective practice. The teachers need a longer time to do reflective practice especially with video recording. Then, to achieve satisfactory results, it also may be preferable to provide direct reflective practice training to the teacher.

CONCLUSION

Following the completion of the Pre-Experimental Research about "The Effectiveness of Reflective Practice with Video Recording on English Teachers' Teaching Performance" on English teachers of PPG at UNP, the researcher concluded that the use of reflective practice with video recording did not affect significantly on English teachers' teaching performance. It can be seen from the decreasing pre-test and post-test mean scores. The mean score of pre-test on teacher's teaching performance was 83.49 with standard deviation 3.30075. In the other hand, the mean score in the post-test on teacher's teaching performance was 79.28 with standard deviation 7.32919.

Moreover, in the pre-test there were 17 teachers (89.5%) whose classified into Very Good classification on their teaching performance. In the post-test, there were only 10 teachers (52.6%) left in Very Good classification on their teaching performance.

Based on that results, the use of reflective practice such as video recording could not enhance English teachers' teaching performance. In terms of the conclusion, the researcher suggests the following:

1. The teachers are recommended to do reflective practice regularly in order to increase their teaching performance in the classroom. The teachers should learn how to reflect on themselves properly.
2. To the future researcher, this research was conducted during covid-19 pandemic and the treatment was carried out via online (Whatsapp). Therefore, the researcher would suggest future researchers to conduct the treatment directly in order to achieve the best possible results. Future researchers also can test the effectiveness of reflective practice with video recording on different research subject, such as microteaching students, pre-service teacher, and others.

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