

ENHANCING EFL IN-SERVICE TEACHERS' TEACHING SKILL THROUGH THE ROLE OF VIDEO-BASED REFLECTIONS

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APA Citation: Zainuddin., Antoro, S. D., Mulyono, H., Solihati, N., Rosalina., & Ferawati. (2022). Enhancing EFL in-service teachers' teaching skill through the role of video-based reflections. *English Review: Journal of English Education*, 10(2), 637-644. <https://doi.org/10.25134/erjee.v10i2.6286>.

Received: 02-02-2022

Accepted: 28-04-2022

Published: 30-06-2022

Abstract: The essential purpose of the research was to examine EFL in-service teachers' perceptions after watching their teaching video recording. This research attempted to explore more insight of the video-based reflections roles focusing on teacher development. The research applied a qualitative design with eight EFL in-service teachers as participants. The data were conducted through semi-structured interviews, journal reflective, and video recording. All these data were then analyzed using thematic analysis. The result demonstrates that video-based reflection is an accomplished way to gain self-evaluation. These in-service teachers have gained new views, and have chances to analyze both deficiencies and potencies using video-based reflections in their teaching experiences. Conclusively, video-based reflections can promote teachers' professional development.

Keywords: *English as a foreign language; teachers' teaching skill; video-based reflections; in-service teachers; reflection.*

INTRODUCTION

The practice of reflection in education has been comprehensively investigated, especially video reflection in the last decade (Sablić, Miroslavljević, & Škugor, 2021). Referring to reflection itself, it can be considered an element of self-evaluation to determine someone's competence, which is interrelated with thinking and behaving. In this regard, Dewey in Lebak (2017) suggested reflection

to be fundamental in the learning process, and views it to be "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends".

Building on Dewey's belief, Hamel and Viau-Guay (2019) associates this idea with educators in a way that reflection supports to encourage teachers' performance in the classroom. In more detail, self-

reflection is crucially needed for teachers to evaluate previous activities in the classroom to improve their future performance (Bergman, 2016). Thus, reflection is now perceived as a key factor in developing teaching quality.

In the same vein, Mann, Davidson, Davis, Gakonga, Gamero, Harrison, & Mosavian (2018) highlighted that such videos have often been used as an instrument to improve professional teachers in various fields, for instance in mathematics and science. As indicated by Wass and Rogers (2022), videos allow actions in teaching schemes to be monitored and focus on the mentors and tutors' individualized, contextual, and relevant professional development. Similarly, Gelfuso, (2016) offers a framework of reflection which assists pre-service teachers to create 'warranted assertibility' about literacy teaching and learning. The evidence presented through videos has an excessive impact on teaching programs. Unfortunately, there has been little discussion with regard to this method in the Indonesian teaching community. Hence, the objective of this study is to explore the use of video-based reflection for EFL teachers in Indonesia and teachers' perception of video-based reflection.

Our inquiry into this current study was prompted by the following questions: (1) What is the EFL in-service teachers' perception of watching a video of themselves in their teaching program? (2) Does video recording help EFL in-service teachers improve their teaching skills during the teaching program? The primary objectives of this current study are to explore the perception of English as a foreign language (EFL) for in-service teachers after watching a video recording of their teaching process. It is intended to accomplish two aims: first, it is designed to develop the literature on EFL teacher education in Indonesia by scrutinizing critical issues in an undertaking of teaching sessions. Second, it is aimed at harnessing more teaching skills, improving methods and performances in the subsequent teaching sessions, in addition to gaining fruitful insights to teachers in other educational and cultural contexts.

METHOD

A qualitative approach was employed in this current research in order to gain an insight into the perceptions of in-service teachers after watching their teaching recording. Subsequently, the narrative

inquiry was implemented in this study because the researcher was interested in porting intensely personal of the teachers' experience.

Thus, Bell, (2010), p.21 indicated that a narrative inquiry is a strategy which includes reflective autobiography, personal story, or the incorporation of extracts from the respondent's stories to illustrate a theme that developed by the researcher. Therefore, this current study conducted from May to June 2019. The journal reflective and semi-structured interviews were used to collect the data. As a result, this study took a month and thirteen days to collect all the data.

Eight EFL in-service teachers who taught English as a foreign language in secondary school have participated in this research. Participants engaged from five different schools in Jakarta. The participants selected by purposive sampling. With this regard, Robinson (2014) declared that purpose sampling techniques are non-random methods to ensure that specific categories of instances within a sampling universe were identified in the final sample of a study. The criteria for selecting the participants because of two main reasons: (1) English teachers of secondary school who teach in Jakarta and, (2) The teachers volunteered to engage in this research. All of the participants were aged between 22-50 years old, and their teaching experience ranged from two up to thirty-three years whose backgrounds were:

Table 1. Background of the participants

Me mbe rs	Name*	Sex	Level of Teaching	Teaching Experience s
1	Mr. Arya	Male	Senior High School	3 years
2	Mr. Gio	Male	Junior High School	8 years
3	Ms. Leen	Female	Senior High School	3 years
4	Ms. Deli	Female	Junior High School	2 years
5	Mrs. Nada	Female	Junior High School	2 years
6	Mrs. Arana	Female	Junior High School	33 years

7	Mrs. Aleena	Female	Junior High School	30 years
8	Mrs. Dania	Female	Junior High School	27 years

RESULTS AND DISCUSSION

Results

This study was examined to explore the perceptions of EFL in-service teachers after watching their teachings videos. The data was presented based on the reflective journal and interview. The main goals of this study were supporting the teachers in identifying their teaching for improving the teaching skill. With this regarding, the teachers highlighted that the video-based reflection was beneficial in teachers' development. The teachers revealed a change process in these following steps: (a) recognizing the need to change, (b) brainstorming ideas for change, (c) implementing the ideas, and (d) evaluating changes (Tripp & Rich, 2012).

Recognize the need to change Gain a new perspective

The teachers gain new insight into their teaching. The most exciting finding was that seven from eight respondents claimed that this is their first time to watch their teaching during the entire teaching experiences. For instance, several teachers confirmed in these following statements:

"This is the first time that I used video for self-reflection. I felt there are some weaknesses that I can recognize". (Mrs. Dania interview in-line 46-47)

"I was shocked because this is my first time having reflection through video" (Mrs. Aleena interview in-line 27-28)

"I haven't seen my performance during 32 years of teachings" (Mrs. Arana interview in-line 21-22)

Perceiving themselves for the first time during the teachings' experiences was gain a new perspective and realized something new. Hence, observing themselves through a video provided them a chance to evaluate and realize the way of the teaching process. The teachers mentioned that it is like placing a mirror on their face. Reflecting through video supported the teachers to comment on their teaching in real situations.

Mrs. Dania felt she gained something different and

funny to watch her video. When the researcher investigated how was her feeling to watch of her video, and she declared,

"It is funny because during this time we watched others' teachers and gave commented about their mistakes. Then, after watching ourselves, we realized that there were several weaknesses. Then, for me, having self-evaluation through video was great tools because I can see every single performance of myself." (Mrs. Dania interview in-line 119- 121)

Watching the own teaching video realized the teacher that teacher during this time, the teacher focused on others' teacher performance than reflecting their own performance. In addition, she mentioned that the video-based reflection such a significant component as self- evaluation.

Focus analysis

Teachers explained that they had reflected themselves by reviewing what was going on in the classroom. Then, the other teachers obtained feedback from the supervisor's comment. It was beneficial because teachers can understand what needs to be enhanced. Similarly, with other teachers who represent the feedback from the student in every year. The reflection showed several benefits in the process of teaching. In addition, the teachers contrasted the reflection of what they organized earlier with video-based reflection. As a result, the teachers defined the video more beneficial because the video showed whole the part what they have done from opening to closing. Every single portion can be seen while supervisors and students' feedback, they only listen without knowing in which portion that needs to be improved. While analyzing the video, the teachers have a specific part of being identified. For instance, Mrs. Aleena indicated,

"In my first video because I identified that I was talking too much" (Mrs. Aleena interview in-line 166-167)

The teacher above specified the way she was delivering the materials that she realized how she talked more than the students. Hence, Mrs. Arana focused on their pronunciation, grammar structure. She explained,

"From the video, I knew when I am teaching, I have weak points in using the articles, an in several sentences. It is better to prepare the media

which is suitable for the materials.” (Mrs. Arana interview in-line 180-182)

143-146)

The explanation from the teacher overhead can be concluded in two aspects. First, the teacher recognized what have done in the previous activities. Then, she also prepared the plan for better performance in the future.

See with own eyes

After watching their video, the teachers were feeling thankful because they can see the reality of themselves during this time. The focus of thankful here because the teachers mentioned that watching the teachers' performance presented the teachers a new chance to see their performance with their own eyes. Through video, teachers were seeing their performance along the time how they are delivering the materials and their communication with the students. Everything is easy to be recognized. For instance, the teacher realized that she was too serious in order to deliver the materials. She mentioned,

“My viewpoint video is ... oh, this is the way that I am teaching, and I realized that I am too serious in teaching.” (Mrs. Arana interview in-line 90-91)

Mrs. Arana realized how serious she is while explaining the material. Watching themselves with their own eyes gave them a more obvious situation then listened to the suggestion from the students and supervisors.

Brainstorm ideas for change

After recognizing each part in the video, the teachers enquire to write what would they improved and changed for the next. The main focus of the teachers was realized how teaching method is essentials. Previously, the teachers mentioned that they found several weak points on their selves. Several teachers highlighted by the comment,

“Video helped me to see my teaching performance to evaluate how I teach in the class. It was beneficial to prepare things for the next teaching. I need to up my voice, be active in approaching the students, and motivating the students more.” (Mrs. Deli interview in-line 73-76)

“Maybe I would develop an enhancement in instructional media during my teaching. In each session, I would yield an entertaining media based on the lesson plan.” (Mrs. Deli interview in-line

Watching the video of teaching assisted the teachers to brainstorm several ideas for developing the teaching performance in the upcoming sessions.

Gain a new change

The following stage, the teachers had a plan to change their teaching method became students center in order to gain fun learning and to make active interaction with students. For example, Mr. Gio reflected in this statement,

“From the video, I realized how important the teaching method is. Because my teaching method is still on the teachers' center, then, I would implement the student's center approach for the next performance.” (Mr. Gio interview in- line 73-76)

The teachers focused on the teaching method while analyzing their video. Numerous of the teachers mentioned that they applied the teachers' center than students' center. As regard, the video presented how their method didn't show excessive interaction with the students. Moreover, the teachers assumed to change the method for the upcoming sessions.

Implementing ideas

Implementing the ideas are the next steps after brainstorming the ideas for change. Teachers commented that they generate the change after identifying their self on video. With this concern, the teachers mentioned that they prepared a change for the students in upcoming sessions. In addition, the teachers specified the ideas what must be employed in the classroom. For example, Mrs. Nada explained,

“I am a spontaneous teacher. I am preparing the plan, but I am teaching the classroom differently.” (Mrs. Nada interview in-line 125)

The teacher taught based on the contextual. She performed based on her mood. Therefore, planning and action were different. Hence, reflecting through video. Then, she supported the ideas with her planning for the future sessions as corresponding to her ideas,

“Then, after watching my teaching video, I decided to develop the lesson plan with the material which is concentrating on the students' creativities. The lesson plan will assist us as

teachers to deliver the materials properly. Then if I have extra time in the class, I will generate a vocabulary with a flashcard.” (Mrs. Nada interview in-line 158-161).

Some participants expressed how they desired to implement new things to develop their teaching for the next. As a result, the teachers always struggled to give their best effort to make better teaching and learning. Overall, video-based reflection revealed as substantial elements supported the teachers to increase their teaching quality.

Vivid images

In order to reflect ourselves, the teachers declared that from the video, the teachers perceived obviously about the real situations. In this case, Mrs. Deli stated,

“From the video, I noticed our manner, how we performed, and how we noticed the students. In fact, I realized that without video, I could not see my performance clearly.” (Mrs. Deli interview in line 53-57).

The vivid images helped the teachers to evaluate the situation in detail. How the teachers act, how the teachers speak, exclusively of activities can be recognized easily.

Repetition

The value of reflecting through video is the video can be watched multiple times, which is the function to reach more and more something that needs to be identified. In proven in these following sentences that the teacher explained,

“We could play the videos many times to observe and convince ourselves that I lacked here. Then it could be an archive for us to see the progress of our teaching in the long term.” (Mr. Gio interview in line 291-294)

Evaluating changes

Video realized Mrs. Aleena how she was active in class without giving a chance to the students to explore their ideas. As regards, she attempted her best to develop classroom interactions to obtain active learning. Mrs. Aleena highlighted,

“I noticed that I was too much delivering with speech method, but effectively in the next teaching, I was struggling to talk less to allow the students to explore their thoughts. With this reflection like this, it influences the teachers”.

(Mrs. Aleena interview in-line 166-170)

Mrs. Aleena presented how video helped herself to change her teaching strategies. She took an effort to implement the new activities that she evaluated in the reflective journal after watching her first video.

Proof

Video can be an element as proof when the teacher performance was improved. The teachers recognized the enhancement of the part that they have been predictable earlier. One of the teachers indicated how her performance improved in order to approach the students, and she stated,

“From the video, I noticed several parts in myself. The part that I focused on was my action. I realized that I lack noticing the students in my first video. But in the second video, I am trying to approach my students one by one by questioning, “Do you understand?” (Mrs. Deli interview in-line 65-68)

The video showed the proof of how the teacher became more aware in order to check the students’ understanding. As regards, the teacher above proved the implement of her change in the teaching process.

Formative evaluation

The formative evaluation is an activity which has a goal to involve the feedback to improve the next performance. The teachers such has a new motivation after analyzing their performance to develop their teaching method. The number of teachers defined that video has a beneficial tool as the self-evaluation by stating,

“By watching my video, I sensed a lack of confidence because the students in the classroom were passive and also only several students coming to the school. Moreover, in the second video, I noticed that I have a significant intonation when explaining the materials.” Mrs. Nada

“Here what I think, Oh, the fact I realized that I am full of weaknesses and I supposed to do this, but it is not like what I hope.” However, I am happy because all of those are great feedback for me.” (Mrs. Deli interview in-line 11-17)

“In my mind, video is helping the teacher to recognize the mistake. And I will prepare for this and if I can for the next semester I will ask the students to record my teaching. I feel that I am lucky.” (Mrs. Arana interview in-line 180-184)

Interestingly, one of the teachers have stated that she would request her students to record her in teaching for the next time because reflecting through video helped the teachers to identify the weaknesses in details. Overall, the teachers contributed how video-based reflection is vitally needed for the teachers to ensure great feedback from themselves by observing by their own eyes.

Discussion

As mentioned in the literature review that two initial objectives of the study were to explore the teacher's perceptions of English as a foreign language (EFL) in-service teachers after watching the video recording of their teaching. This study aimed to generate valuable insights to teacher educators in Indonesia contexts. This study also has a conclusively huge purpose of developing the quality of the teacher in the next teaching sessions which has similar goals with the previous studies such as (Baecher & McCormack, 2015; Tripp & Rich, 2012), which focus on developing teachers' quality.

The present study yielded the two significant aspects; Firstly, the teachers presented the positive impact of the used video-based reflection as evaluation tools for analyzing themselves. These results agree with the result of the previous study, in which Baecher, Kung, Jewkes, & Rosalia (2013) indicated that observing the video of teaching involved to obtain the teachers more aware of assessing and prepared themselves for the future teaching. In similar with (Tripp & Rich, 2012) which stated that the benefit of observing videos is to support the prospective teachers and encourage the teachers' development in teaching. Interestingly, the teachers indicated how video-based reflection helps them in fostering the teachers' development. Secondly, eight of EFL teachers mentioned how video-based reflection assisted them to improve their teaching in the way the teachers' delivering the material, the teaching method, and the preparation such has been declared above.

In addition, the teachers mentioned that reflecting through video is easier to recognize the weak points. In a nutshell, my research findings specified the valuable of video-based reflection in order to gain the teachers' perspective about their own teaching. With this regard, the outcomes of this research revealed that video-based reflection is a

component as self-evaluation to assist the teachers in being aware of the teaching sessions. Reflecting through video by teachers' itself is gain a new perspective to identify the strengths and weaknesses in details.

However, Zhang, Lundeberg, Koehler, & Eberhardt (2011) claimed that watching the others teachers' recordings were enormously contributing in teachers' enhancement than watching videos of one's own teaching because the others teacher's recording assisted the teachers in gaining a new perspective about how their performance. By the present results, previous studies have demonstrated that Gelfuso (2016) video supported to capture the teachers' performances in the real context and writing the comment in the reflective journal is essential in order to provide the video with knowledgeable to create "warranted assertability" to support professional improvement.

CONCLUSION

This study contributed the EFL in-service teachers in expanding their teaching quality in the classroom by reflecting themselves through video-based reflection. These findings enhance our understanding of how important of video-based reflection with the purpose to reflect what has accomplished in preceding performance.

The key strengths of this study are the teachers have reliable data to observe and recognize their performance with their own eyes. As mentioned earlier, the teachers highlighted, such as having a mirror on their face. By the same token, this study declared the idea that the teaching skills can be developed in view of the teachers has a high desire to improve the part that needs to be established.

Additionally, this study has attempted to enrich the literature on EFL teacher education in Indonesia by examining essential concerns in undertaking the teaching sessions and to the development of an EFL teacher education curriculum. Finally, a number of significant limitations need to be considered. Firstly, this study focused on EFL in-service teachers' perception after watching their own teaching video. The second, this study identified the impact of video-based reflection in improving the teaching skill. Furthermore, the researcher should provide the codes while watching the video for the participants is recommended for the future study in order to assist the teachers in supporting the statement in the specific.

ACKNOWLEDGEMENT

Earlier findings of the research in this paper was presented at the 2nd International Conference On Advance and Scientific Innovation, ICASI 2019, 18 July, Banda Aceh, Indonesia.

FUNDING

The current research was funded by Universitas Terbuka, Indonesia.

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