

## **CHAPTER ONE**

### **INTRODUCTION**

In the Chapter One, the researcher explains the background of the study. This chapter also explains about the background of the study, research questions, identification and limitation of the study, purposes of the study and the benefit of the study.

#### **Background of the Study**

The lecturers should have strategy to support their teaching and learning process such as reflection. Reflective strategy is important, because the lecturers have to improve their quality in their teaching and learning process. According to Ahmad, Said, Zeb, Rehman, Ahmad, & Khan (2013), quality of teaching and learning depends on reflection of the lecturers. The lecturers have to use reflective as the habit strategy to improve the quality of teaching. For example, when the lecturers of English Education Department (EED) face the problem in their teaching, they can use reflective teaching as the strategy to make good quality of teaching.

Reflective teaching is not only strategy to develop lecturers' teaching, but also to measure the lecturers' effectiveness in their teaching. Biggs (2003) said that the effective lecturer means that they have to become reflective practitioner in their teaching. For example, the EED lecturers have to reflect their teaching when they want to become effective lecturers. The lecturers should do the reflection routine, because it can make the lecturers become more effective lecturers in their

teaching. It means that reflective teaching is important to apply in EED to build the effectiveness of the lecturers.

Some of the lecturer usually faced some obstacle when they reflect their teaching. For example, the lecturer did not want to change their material and method in their teaching although the material and method that they use is not appropriate for their students. Hillier (2005) states that it is too difficult to alter the material and method in lecturers' teaching. Hence, the researcher wants to know how English Education Department lecturers reflect on their own teaching. The researcher also wants to find out the obstacles faced by the lecturers of EED UMY in conducting reflective teaching.

### **Identification of the Problem**

There are some problems that the researcher wants to identify. First, the lecturers should make the appropriate material for their students. Reflective teaching can train the lecturers in EED to be more aware to make the suitable material for their teaching. In the reflective teaching, some of the lecturers think that they have given the best material for their students when they reflect their teaching. When the lecturers reflect their teaching, they should develop their material, even if the result of their teaching is successful. According to Hillier (2005), the lecturers do not only give the suitable content of the course for their students, then the students can learn about it, but also the lecturers should develop their material. Hence, the lecturers have to think back about their material in their teaching and the lecturers should try to develop their material.

On the other hand, reflective teaching persuades the lecturers to modify their method if they have some problems in their teaching process. The lecturers should make new methods in their teaching because it can make the students interested in classroom activity. Posner (1993) said that the lecturers can find other material resources to find the suitable method by reflective teaching. For example, when EED lecturers have a lot of students in several classes, the lecturers should think the condition of the students to make the suitable material for the students. Therefore, it is persuading the lecturers to modify their method when they do reflective teaching. Thus, the lecturers should modify their method with the suitable class.

Some of the lecturers were confused to identify their problem when they do the reflective teaching. According to Hillier (2005) the lecturers become perplexed with the problem in their teaching and learning process. The researcher will identify EED lecturers' problems that they usually face during reflective teaching, because the lecturers should find the solution of the problem. If the lecturers did not know their problem in the reflective teaching, they cannot solve their problem. Thus, reflective teaching persuades the lecturers to be more aware with their problem in the teaching and learning process.

Therefore, the lecturers should decide the best method for their students by reflective teaching. The lecturers can also make the suitable material to support teaching and learning process. After the lecturers reflect their teaching, the lecturers should develop their material to increase their ability in the teaching and

learning process. Then, the lecturers should identify their problem in the reflective teaching first.

### **Limitation of the Problem**

This research will focus on how the lecturers do reflective teaching and the obstacle during reflective teaching. The researcher only focuses on the method and the material that the lecturers give for their students. Based on the identification of the problem, the researcher limits the study only in English Education Department at Universitas Muhammadiyah Yogyakarta. Therefore, the research is only valid at English Education Department in Universitas Muhammadiyah Yogyakarta.

### **Research Questions**

1. How do English Education Department lecturers reflect on their own teaching?
2. What are the obstacles faced by the lecturers of EED UMY in conducting reflective teaching?

### **Purpose of the Study**

1. To know how English Education Department lecturers reflect on their own teaching.
2. To find out the obstacles faced by the lecturers of EED UMY in conducting reflective teaching?

## **Advantage of the Study**

### **Researcher**

The researcher can get some benefits from this research. First, the researcher can learn how the lecturers reflect their teaching. The second benefit is the researcher can be aware that reflective teaching is very important thing that the teachers have to support the teaching and learning process.

### **Lecturers**

The lecturers also get some benefit such as they can improve their reflective teaching after they read this research. The lecturers can also take the reflective teaching as the strategy to support teaching and learning process.

### **Students-teacher**

This research also gives the information about how to do reflective teaching, so the student-teacher can implement this strategy in their future. The students-teachers can also more belief that their lecturers usually use reflective teaching as the strategy to support teaching and learning process.

### **Institution**

The institution can improve the quality of teaching and learning process by reflective teaching. So, the institution can read this research that explained about the benefit of reflective teaching. The institution can apply the strategy for the lecture.

## **Other Researcher**

The other researcher can continue this thesis for the other subject. The other researcher can also compare this research with the other research to complete the information about reflective teaching.

## **Outline of the Study**

The structure of this research is organized as follows. In the Chapter One, the researcher explains the background of the study as the basic of this research. This chapter also explains the research question, identification and limitation of the study, purposes of the study and the benefit of the study. In the Chapter two, the researcher explains about the stages of reflective teaching from Jacobs, et al (2011). This chapter also explains about the cycle of the reflective teaching from other researcher. There are also shown some benefit of the reflective teaching. Then, this chapter also shows the problem of reflective teaching. In chapter three, the researcher explains about the research methodology of this research. This chapter also explains about the respondents, data collection method and data analysis of this research. In the Chapter Four, the researcher explains about the result of the research. This chapter also explains some problems that the lecturers face in the reflective teaching. Hence, this chapter will answer the research question of this research. The Chapter Five explains some information about the conclusion of this research and also the implication. The discussion of each point will be presented as follows.