

The Development of My Set Induction Skill during My Teaching Practicum Program: A Video-Mediated Self-reflection

Dwi Oryza Fatinah¹⁾, Budi Setyono²⁾, I Putu Sukmaantara³⁾

¹⁾ Universitas Jember Indonesia
E-mail: dwiorzya.1326@gmail.com

²⁾ Universitas Jember Indonesia
E-mail: budisetyono.fkip@unej.ac.id

³⁾ Universitas Jember, Indonesia
E-mail: sukmaantara@gmail.com

Abstract: Researching my set induction skill during teaching practicum program is essential because it is the crucial step that could determine the success of teaching and learning process. Interesting set-induction could help students focus on the topic to be learned, connect their prior knowledge with the new topic, and motivate them learn the materials. In this research, I did self-reflective study on how I developed my set-induction skill. I accomplished this research by videotaping my teaching performance, and continued by writing self-reflective journal based on the video. I analyzed the data using thematic analysis. The analysis revealed 5 themes, i.e., gaining students' attention, building students' motivation, assessing students' prior knowledge. providing content overview, and determining students' expectation. It is suggested that teachers videotape their teaching performance and do critical reflection based on the recorded video to plan better teaching performance.

Keywords: Set induction skill, video self-reflection, self-reflective research

INTRODUCTION

To facilitate students' learning, teachers are required to possess content and pedagogical knowledge. In this framework, teachers have to understand the materials deeply and know how to teach them to the students effectively. Teachers have to know the basic concept of teaching skills in order to create a good teaching performance and facilitate their students to understand the materials. According to Usman (1995), teachers are required to possess eight teaching skills. Those teaching skills are questioning skill, reinforcement skill, variation skill, explaining skill, set induction and closure skill, leading small group

discussion skill, classroom management skill, and teaching individual skill before conducting teaching practicum.

The present study is a self-reflective research investigating the development of my set induction skill in a school where I conducted teaching practicum. Through the recorded teaching video of my own, I conducted self-reflection focusing on my set induction skill development. Set induction skill in this study means a teacher's skill in preparing pre-instructional activity (opening activity) that can attract learners' attention to learn the topic. Researching set induction skill is important for a number of reasons. First, set induction skill is intended to give students' orientation on the topic to be taught by connecting of what students have already known (prior knowledge) and the new materials that will be learned. Thus, it can build continuity from lesson to lesson (Aubertine, 1968). Second, set induction skill can motivate students to learn the new material enthusiastically and make students curious to know about the topic to be learned. Those all induce students' readiness both physically and mentally to learn a new topic. Third, set induction skill will affect students' perception on the lesson they will follow. If students' perception on set induction is positive, it will make it easier for teachers to manage the learning process and facilitate students' learning. In contrast, if it is inappropriately conducted students will not be interested to follow the lesson.

As other teaching skills, acquiring set induction skill also takes time and needs adequate practices. It appears that teaching practicum activities become a good moment for student teachers to practice this skill. Asking student teachers to do self-reflection is a recommended activity suggested by some experts. According to (Fukkink & Tavecchio, 2010), self-reflection is an important process as it can lead to new ideas or perspectives. By doing self-reflection, teacher knows the whole performance along with the strengths and the weaknesses, which might help them to get some new ideas of improvement. There are some tools that can be used as media to do self-reflection, e.g., photos, portfolio, interview, and video. This present study will use video as a media to make self-reflection in teaching practicum. According to Wang & Hartley (2003), video has been regarded as having the

potential to provide a means by which the complexities of teaching might be captured thereby enabling teacher education students to observe and reflect upon what they are seeing. By examining the video self-reflection, teacher can record themselves for the whole performance from the beginning up to the end of it for they can see every detail of their performance and they can make a reflection.

From the previous articles reviewed, it was revealed that the development of student teachers teaching skill through video-mediated self-reflection was not yet examined. To fill the gap, the present study will investigate the development of my teaching skill, i.e., “my set induction skill” when I conducted teaching practicum in a junior high school through video-based self-reflection. Based on the research background the preseny study aimed to analyse the development of my set induction skill during my teaching practicum through video-mediated self-reflection. This research is expected to give information to develop the basic of English teaching skill for preservice English teacher by using self-reflection.

LITERATURE REVIEW

Teaching Practicum and Self-reflection

To become good teachers, student teachers are required to experience the real teaching through teaching practicum program. Through their teaching practicum experience, the student teachers could personalise learning, nurture a supportive classroom, implement a relevant curriculum and continuously monitor and evaluate the students' performance. Teachers with increased education and experience are better able to support learners (Cowan & Goldhaber, 2015; DiCarlo, Baumgartner, Ota & Jenkins, 2015). Further, (Minott, 2008; Orlova, 2009; Rich & Hannafin, 2009:4) claim that “pre-service teachers for example, may grow from the experience of teacher reflection”. Therefore, teacher needs to learn from their reflection of experiences they get during the teaching practicum.

Zeichner & Liston (1996) state that reflective practice is the ability to consciously and thoughtfully examine using productive reflection with one's teaching practices, so as to learn and grow from the reflection. Reflective practice is crucial for allowing practitioners “to

evaluate their own strengths, weaknesses and learning needs in order to maintain a level of competence in accordance with the professional norm". (Hulsman & van der Vloodt, 2015: 356). By reflective practice , it enables teacher to reflect and know the detail about the strengths and weaknesses and make them think critically how to improve it for the better performance.

Pedro (2006) points the importance of reflection as a key element of good educational practice for, through reflection, one gives deeper consideration to the cognitive, social and moral implications of teaching. Cornish & Jenkins (2012) state that teachers who engaged in critical reflection will get an impact on their development as a key element for their continual self-improvement and teacher quality. Teacher who used to reflect on their performance, usually knew their weaknesses and knew what to do for the better future teaching. Fukkink & Tavecchio (2010) state self-reflection is an important process as it can lead to new ideas or perspectives. Having reflected on on their own teaching, teacher gets to know the detail of performance and gets to think critically of what to do, how to face the situation, and how to set the class if they had to teach similar class situation in the next performance.

Video-mediated Self-reflection

By providing opportunity to reflect upon their performance, the use of video recording in microteaching could improve the communication competence of pre-service teachers (Borg, Kallenbach, Morris, & Friebel, 1968; Holodick, Scappaticci, & Drazdowski, 1999). Through video recording, student teachers could see their performance and reflect on how their performance was. Snyder (2011:56) says "video reflection allows preservice teachers to examine their own teaching [somewhat] detached from the actual experience and to make the reflective comments of others come to life". The permanence and objectivity potential of video can allow educators to repeatedly and closely examine classroom practice (Orlova, 2009) and sustain professional development (Hennessey & Deaney, 2009). Teachers are able to watch the video as many times as they want, they can repeat and pause it, and comment about anything they see of their performance.

Tripp & Rich (2012) state that video is a beneficial tool in helping the instructor to improve their teaching. It enables teacher to improve and find a new way in evaluate and change the way in teaching. Several studies also reported that video helped instructors assess the strengths and weaknesses of their teaching (Rich, et al., 2007; Tripp, 2009; Schmidt & McCutcheon, 1994; Struyk & McCoy, 1993; Wu & Kao, 2008). When teachers know how their performance was, along with the strengths and the weaknesses, they knew what to do the next, and also might think critically what action that has to be changed for future performance.

Galvis & Nemirovsky (2003:67) also claim that “the use of video gives teachers the potential to isolate and capture important and puzzling moments that can occur and might slip their attention in the constantly moving place the classroom is”. Video could capture the complexities, see the detail of the performance, notice a certain aspect about the teaching process that they miss or might not remember. Using video to reflect help teachers to identify gaps between their beliefs about good teaching and their actual teaching practices (Rich & Hannafin, 2008; Bryan & Recesso, 2006; Grainger, 2004; Griswold, 2004; Miyata, 2002; Pailliotet, 1995). It serves as a tool to notice what happened in the classroom. Teachers can match what they expect in the classroom with what really occurred in the classroom. They can analyze what contradiction and confirmation about their process in teaching.

Developing Set-induction Skill through Video-mediated Self-reflection

In gaining successful teaching and learning process, a teacher has to master eight teaching skills, i.e. (1) the questioning skill, (2) reinforcement skill, (3) variation skill, (4) explaining skill, (5) set induction and closure skill, (6) leading small group discussion skill, (7) classroom management skill, and (8) teaching individual skill. Set induction becomes the focus of this research because it is a part of teaching skill that plays an important role in teaching and learning process. It is crucial step to attract and motivate students to learn the topic.

Aubertine (1968) defines set induction as “Inducing a learning set is the initial instructional act on the part of the teacher for the purpose of establishing a frame of reference deliberately designed to facilitate the creation of a communicative link between the experiential field of the pupils and the desired behavioral goals of the learning experience (the lesson)”. By this statement, we know that set induction is a part of teaching that serves as a tool to relate the prior knowledge to the new material. It is also as a tool that help the teacher to make students concern by their experience to the material follow. There are four key components of set induction: perceptual, cognitive, motivational, and social (Dallat, 2013). The first key is perceptual, it relates with the first impression of the students which influences the expectations of the students. The second is cognitive set, “... process of informing participants where they have been, what stage they are now at, and where they are going. This involves five main components, namely providing prior instructions, reviewing previous information, ascertaining expectations, outlining functions and goal setting” (Hargie, 2004: 272). The third is motivational set, teacher should has a motivational set in their set induction because it relates with the enthusiasm of the teacher in emphasizing the strategy which affects the student responses. The fourth is social set such a personal motivating, warm greeting, humor, orientation to success, and the pleasant exchanges which all of them make the environment friendly and make students comfort in joining the lesson.

According to Dallat (2013), set Induction has 5 main purposes: (1) to gain attention, (2) to increase motivation, (3) to assess understanding of prior learning, (4) to provide an overview of content that will follow (NB: using advanced organisers or concept mapping (Buzan) may prove useful), (5) to determine the expectations of participants”. In summary, set induction should prepare students’ readiness by organizing a good set induction. As a student, so many things they are focused in the classroom before the teacher come, but as a professional teacher, they required to get students focus/ attention by the first time they enter the class. Along with that statement, Shuck (1969) states that the purpose of set induction is to focus pupil attention on some commonly known experimental referent (*orientation*) which

becomes the vehicle by which the teacher makes the passage from the known to new material (*transittransition*) and builds continuity from lesson to lesson.

Ways to Implement Set Induction Skill

According to Hunter & Russell (1976) there are various ways for teachers to implement this induction skill. Among them are provocative questions, linking existing knowledge or past lesson contents with the objectives of teaching and learning, using pictures or cartoons, visuals, graphics, mind maps, stories, and surprise them with unexpected things or facts. The study of Hamdi Ishak, Ab Halim Tamuri, Rosadah Abdul Majid, & Safani Bari (2012) also found that there are some examples of induction set implemented by teachers, using questioning methods, topic discussions, creating connection with the previous lessons and making sure that students prepare beforehand. According to Yusuf (2013), ways to set a good set induction skill are (1) AGM: attention gaining method (perform or do something, do nothing, start talking in low tone, eyes focus on students with disruptive behavior); (2) IM: Interest method (e.g., ask perplexing questions, show specimens, samples or real objects, present a case study, show pictures, give demonstration); (3) PLIC: Put the lesson in context (e.g. ask questions to assess prior knowledge/skills, review previous lessons and link them to what is to be learned in class, give them learning objectives). Those were some points in how to good in set induction skill. In this present study, I will use observation sheet of set induction, Sulthon (2009) which consist of; a). Methods used to introduce the lessons by using students experiences,. B) From how to introduce the lesson causes students to focus on the subject/discussion,. C) The relationship between the introductory and the subject matter is clear,. D) The way used opens the lesson is relevant to the topic conversation and student's knowledge and experience,. E) The teacher provides a leading question that is clear and easy for students to understand,. F) Teacher uses variations in opening to attract attention and motivate students to enthusiastically learn the core of learning, such as: *Voice*: the teacher varies the pitch, volume and rate of speech, *Mimic and movement*: the teacher changes movements and movements (hands and body) to clarify the presentation, *Eye contact*: the

teachers give an eye contact to the students, *Changing the position*: the teacher moves in the classroom to make sure students understand and pay attention to the set induction,. G) The teacher uses media in opening the lessons to focus students attention; *Visual media*: the teacher uses visible aids (pictures, objects, or writing in the whiteboard), *Oral media*: the teacher uses a variety of live or recorded voices in opening the lessons.

Previous Studies on Video-mediated Self-reflection

Previous studies on video-mediated self-reflection have been conducted by previous researchers in different contexts since 2007. To begin with, in the USA, Welsch & Devlin (2007) examined the use video-based reflection (VBR) and memory-based reflection (MBR) of preservice teachers. The participants were divided into two classes, class 1 and class 2, which the whole classes completed MBR and VBR. For completing MBR, the preservice teacher asked to plan, teach and after all they asked to write a reflection of their performance based on their memory. The same case with VBR, MBR also asked preservice teacher to plan, teach and videotaped the teaching lesson, after all, they asked to review the video and write the reflection based on the video. The results showed that VBR was an effective tool comparing with MBR to enhance preservice teacher performance in teaching, reflect on the extent of students learning, what they would adapt for future teaching and also enhance their ability to be critique their own performance.

Chau & Cheng (2009) in Hong Kong examined the effect of digital video on reflection in an ePortfolio environment. The participants were asked to plan, showcase, record and reflect both of their language learning experience and accomplish in digital format and then upload file for publication in the system. The finding showed that digital video is a useful tool that can motivate students to improve their showcases and also create their confidence.

Bower, Cavanagh, Moloney, & Dao (2010) in Australia reported the video reflection system for developing students' communication competence based on a cycle of reflection, feedback, strategy revision and practice. The participant was a pre-service teachers of mathematics (n=12) and languages (n=14) which they asked to record their presentation, and

complete the self-reflection and reflect on their own and their peer presentation. The results of the study showed that video give a positive impact such enabled students to know their strength and lack, also evaluate their own presentation skills, and to share some feedback with one another.

Pellegrino & Gerber (2012) in Georgia examined teacher reflection through video-recording analysis. There were five participants which in the first time they asked to provide the detail of their experience of teaching. Then they asked to record and view their teaching and they asked to complete the observation instrument. The finding showed that they more enthusiast in teaching after viewing the recording, and it also has an impact in teachers' feeling empowerment in their teaching practice.

Tripp & Rich (2012) in the USA examined how video analysis influenced the change of teacher teaching. It took over two months which the participants asked set up the procedures of teaching, the goal and the criteria they want to focus on, then they asked to record their teaching, analyze their performance (watch and comment the video), and discuss analysis (present to group, add some question, and what strategies for improving). The finding seemed that video analysis was beneficial for teacher change because through the video they can recognize the need to change, brainstorm ideas for change, implement ideas, and evaluate changes implementation.

In Australia, Coffey (2014) investigated the use of video footage by the students along with the tutor feedback. The students were asked to write a plan for teaching, video-taped their presenting lesson, viewed the video and wrote a reflection about the strength and the weaknesses. The tutor also provided the written feedback which consisted of verbal and non-verbal skills, instructional strategies, use of time, vocal skills, and classroom climates. The findings showed that video-footage was more powerful because the study participants could see their strengths and weaknesses which might be out of their tutors' feedback.

Calandra, Sun, & Puvirajah (2014) examined the use of video self-reflection in Georgia. This study analyzed two participant which were required to plan, enact, and reflect on their practice teaching which at least they record three lesson and then their review for

the critical incident. The finding was indicated that video give a good impact such enable them to recognize elements of their teaching that they would change, enable them to see that the important point while teaching is focus on the students like what they saw in the video, it also enable them to see each part was connected for the whole.

Sydnor (2016) in the USA examined the use of video to enhance reflective practice. The participants were five student teachers, they asked to record their teaching three times in the semester. Then they viewed the recording along with the university supervisor. The student teachers explained about the objective and the goal of the lesson. Then the supervisor viewed and paused the recording and asked the student teachers whether the performance in the video match or not with their objective and goal, and let them to explain it. After dialog session, they asked to complete the written reflection and analysis. The finding showed that by video reflection, student teachers became less focused on themselves and more focused on their students, less focused on the mechanics of teaching and more focused on student engagement, and less focused on what they had done in the past and more focused on what they could do to improve their practice going forward.

Kourieos (2016) in Cyprus examined the use of video by eleven student teachers through recording video, pre-observation self-reflective form, and post observation and classroom discussion. There are two stages, the first stage, student teachers (work in group) involved in microteaching and video- taped the performance which ended in twenty minutes, in the first stage they decide what level/ school grade their group want to teach, the language they will use, and the aims of the lesson, which is followed by completing a reflective form (ie. they should reflect and comment for their own teaching performance). In the second stage, student teachers asked to watch all their video- taped in the first stage and then wrote an evaluation (post- observation). The finding seemed had a positive impact on student teachers' awareness because involved in post- observation classroom discussion which they reflected on their own performance and also their group's teaching performance which they saw more detail through the video- taped.

In California, Ajayi (2016) conducted research on video for self-reflection. He recruited four internal teachers to whom he asked to record their practice and wrote the reflective essay and interviewed them. He used four level models of Smyth's (1989) as a guide for evaluating. Those four models are: 1) describe what happened during teaching, 2) inform the classroom situation, 3) confront the classroom situation in broader context, 4) reconstruct a positive action in teaching process. The findings showed that video had a positive effect on four intern teachers who help them to link the real classroom problems with the solution and also helped them to understand deeply the theory of the teaching practice.

Based on the previous studies about video-mediated self-reflection that analyzed some cases in teaching and learning process and being conducted in many different countries, there were still some teaching skills, such; set-induction skill, explaining skill, classroom management skill, etc., which have not been explored yet especially in Indonesian context. Therefore, to fill the gap I will conduct this present research focusing on set induction skill and being conducted during my teaching practicum program.

RESEARCH METHOD

The present study aimed to know how I developed my set-induction skill during my teaching practicum program. On account of it, the present study was designed as self-study research, based on my experience during my teaching practicum program. Percy (2014) used self-study as a mechanism for innovation and change within a framework of practice-based education in teacher education. Self-study is validated through collaboration including testing, sharing, and challenging exemplars of teaching practices (LaBoskey, 2006).

I used the opportunity of teaching practicum program at a senior high school in Jember to collect the data for my self-study research. I video-taped my teaching performance followed by writing reflective journal focusing on set-induction skill. I got permission from the English teacher and students to videotape the teaching-learning process. It took me two months to finish my teaching practicum program at this school. During the teaching practicum program, I was supervised by a university supervisor and mentor teacher. I was

assigned to teach English to the seventh-grade students based on the schedule of English subject. The data from 5 videos were analyzed by applying thematic analysis, a method for identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). Thematic analysis can be a method which works both to reflect reality, and to unpick or unravel the surface of reality (Braun & Clarke 2006). It is used to analyze classifications and present themes (patterns) that relate to the data. It illustrates the data in great detail and deals with diverse subjects via interpretations (Boyatzis 1998).

FINDINGS

The results of thematic analysis revealed five themes, i.e., gaining students' attention, building students' motivation, assessing students' prior knowledge. providing content overview, and determining students' expectation. These five themes will be discussed in the following paragraphs.

How I Developed a Skill to Gain Students' Attention

A teacher usually faces classroom conditions that are different from one another. For every condition, a teacher has to attract students' attention to make them involved in teaching and learning process. In the first meeting, to attract their attention, I did greeting. I asked their conditions, and their readiness (*e.g.*, "Are you ready?"), I repeated that question twice until the whole students answered "ready". Next, I showed them printed pictures followed with leading question. For the second meeting, I did the same steps with previous meeting. The difference was that in the second meeting I felt more confident, by making some eye contacts and smiles for every step. In this meeting, the class was so noisy, so I kept myself silent while I looked around the class without saying anything (do nothing) until some of them got my code and asked their friends to be quiet for the learning processes to be started. Next, I delivered them a simple and clear leading question while showing them a printed picture. In the third meeting, I did the same steps with the previous one. In this meeting, I

tried to walk side to side to make them pay their attention on me also gave them more reinforcement as my response for them. In this meeting, I showed them a picture through slide through LCD, and it really helped me make the students focus on the material. For the fourth and fifth meetings, I did the same ways with the previous one. The difference was that I felt confident enough, I enjoyed my teaching, and enjoyed communicating with them. The teaching and learning process became more fun and student really payed their attention to the materials.

How I Developed a Skill to Build Students' Motivation

Building students motivation is important in set-induction skill as it helped students involved in teaching and learning process. In the first meeting, to build their motivation in learning, I showed them a printed picture of unfamiliar person. In the second meeting, I opened the teaching and learning process cheerfully, I gave them a headband which was written in their attendace number, I showed them a printed picture of family while asking them *“What is on the picture? What it is called, if father likes fishing and mother likes singing?”* that question made students think ~~ought~~ about family and hobby. I gave them some reinforcements, and gave assignment in motivating ways, suach as ~~like~~ I asked them to draw their family because the topic of that day was *“Hobby and family members”*, and students seemed more intrested in learning. In the third meeting, to make them feel motivated, I brought a real thing (clock). I also asked them to sing a song when the topic was about “day and time”, I invited them to sing a song about days in a week (i.e., *“Sunday, Monday, Thursday, Wednesday, etc.”*). In the fourth meeting, when the topic was about about “date, month and year” I asked them to repeat after me when I mentioned new vocabulary, suc as *“January, February, March, April.....”*. In the fifth meeting, I greeted them enthusiastically, gave some reinforcements like *“Great”, “Good job”*, brought them real things because the topic was about “things in the classroom”. I asked them to mention the real things and asked them to mention that I showed them in slide together. I have to make students happy because when they are happy, they stay motivated in learning.

How I Developed a Skill to Assess Students' Prior Learning

To make learning process goes on smoothly, teacher had to ensure that students remember about what they have learned in the previous meeting. This purpose was to ensure that the students were ready for the next level in teaching and learning process. In the first meeting, I asked them about previous learning *"What have we learned in the last meeting?/ Who remembered what we have learned in the previous meeting?"*, they looked confused and I helped them by saying it in Indonesian language. In the second and third meeting, I did the same ways with the previous one, asked them about previous meeting. In the fourth meeting, I asked the topic of the third meeting, i.e., telling day and time. I asked them to mention *"What are days in a week?"*. They answered *"Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday"*. In the fifth meeting, I asked what they have learned in the fourth meeting and asked them to mention months in a year.

How I Developed a Skill to Provide Content Overview

In providing a content overview, I linked them to what to be learned in class and gave them learning objectives. I linked them to what to be learned in class by showing them some pictures along with leading questions. It made them think in a glance about the topic. In the first meeting, when the topic was about "self-identity", I showed them a printed picture of unfamiliar person. While they were looking at the picture, I gave them a leading question *"Do you know who the picture is?"* If you don't know about the picture, what is your question to know about the name?". It made them think some questions such *"Who are you?, What is your name?, and Where is your address?"*. Those questions related with the topic "Self identity". In second meeting, when the topic was "hobby and family member", I provided them a printed picture of family and asked them *"What is it called, when there is father, mother, brother, and sister?"* they answered "Family". Another question is *"What is it called when each family really likes certain activities?"*. They answered "Hobby". That question related with the topic *hobby and family members*. In the third meeting, when the topic is about telling day and time, to attract them for guessing the day, I showed them a

picture of flag ceremony through the slide, and asked them “*When do you usually do a flag ceremony?*” and they answered “*Monday*”, referring to the topic of day and time. In the fourth meeting, when the topic was “date, month, and year”, I showed them a picture of calender by asked them “what are stated in calender?”, and asked them to mention months in a year. In the fifth meeting, when the topic was about “things around us”, I showed the a picture of classroom by asking them “can you mention what are there in the classroom?”. and asked them to mention a real things that I broght to the classroom. These made them think in glance about the topic that was about “things around us.

How I Developed a Skill to Determine Students’ Expectations

After showing them a picture and asked them some questions, I used to ask them about what was their guessing about the new topic. In the first meeting I forgot and didn’t ask them about what topic they are going to learn today. In the second, third, forth and fifth, to determine students attention, I said, “*After showing you pictures, can you guess, what the topic today is?*”. Mostly they were good in guessing the topic of the day.

DISCUSSION

The findings revealed five themes in the development of my set induction skill during teaching practicum program. They are: how I developed my skill to gain students’ attention, to build students’ motivation, to assess students’ prior knowledge, to provide content overview, and to determine students’ expectation. Skill to gain students’ attention was very important in teaching and learning process as it helped students to focus in lesson. Paying attention may create motivation, and motivation will trigger engagement in learning process. It was in line with statement by Taylor and Parsons (2011) who claim that students’ attention also shows student’s willingness, need, desire and compulsion to participate in the learning process. “Attention is the first step in the learning process. We cannot understand, learn or remember which we do not first attend to” (Thorne, G., and Thomas, A., 1998).

The second theme was gaining a skill to build students' motivation. To build students' motivation via a learning fun, interactive communication, an enjoyable classroom atmosphere, I showed interesting slides, pictures, gave students reinforcement, delivered simple and clear leading questions that make them curious and motivated to learn. Their motivation was very important for their learning process. As Bernaus and Gardner (2008) reported that motivation is an essential component of effective teaching and the implementation of motivational strategies itself can effect students' achievement in learning English. Wegner, Minnaert, and Strehlke (2013) stated that "[t]he learner's motivation is mostly regarded as a central condition for successful learning.

The third theme was gaining the skill to assess students' prior knowledge. Assessing students' prior knowledge was very important because it connects students' background knowledge and the new one. It is the way to open students' mind to receive the new materials. Wenk (2017) stated that "[n]ew learning is constructed on prior knowledge. The more we understand about what students already think, and the more we help them engage with their prior understandings, the more likely they are to learn well – and the less likely they misinterpret the material in our courses".

The fourth theme was the skill to provide content overview which gave students information about something new in a glance. It might catch students' thoughts a little about the next materials which made them ready to learn the next materials. The last theme was the skill to determine students' expectation. It was also important to know students' expectation or their guess about the new material. By guessing the new material, students could imagine what comes next so that they were ready to receive the new lesson.

The progress I have made on the development of my set induction skill during my teaching practicum program mediated by video self-reflection is also in line with the previous studies examining changes in teaching through reflection mediated by video. Tripp & Rich (2012) in his research found that video analysis was beneficial for teacher change, as they

could recognize the need to change, brainstorm ideas for change, implement ideas, and evaluate changes implementation. Coffey (2014) also found that video was more powerful that participants could see the strenghts and weaknesses. Ajayi (2016) also found that video had a positive effect which helped teachers link the real classroom problems with the solution, and helped them understand deeply the theory of the teaching practice. Those previous studies revealed that video-mediated self-reflection affects preservice teachers to make better transformation in their process of being a good and professional teacher.

CONCLUSION

The findings of the present study revealed that self-reflection mediated through video could develop my set induction skill. I made progress in applying set induction skill in English class that I taught during my teaching practicum program. During my teaching practicum program, there was a progress in developing skill in gaining students' attention, building students' motivation, assessing students' prior learning, and determining students' expectations.

In reference to findings, teachers and pre-service teacher are suggested to videotape their teaching performance and do self-reflection based on the recorded video for better teaching performance. In addition, it is suggested that student teachers are always assigned to do self-reflection on the development of their teaching skill during their microteaching practice.

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