

Reflective Diary Experiences on Pre-Service English Teacher Teaching Practicum; Constructing a New Framework

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ABSTRACT

Fitria, W. 2023. *Journal Reflection on Pre-Service English Teachers' Practicum Teaching*. Disertasi. Program Studi Doktor Kependidikan, Program Pascasarjana, Universitas Jambi. (Promotor 1) Drs. Syahrial, M.Ed., Ph.D (Promotor 2) Prof. Urip Sulistiyo, S.Pd., M.Ed., Ph.D. (Promotor 3) Delita Sartika, S.S., MA., Ph.D.

Keywords: *Pre-service English teacher, practicum teaching, journal reflection, grounded theory, SWIS, teaching centric*

Journal reflection is one of the most important things for pre-service teachers in practicum teaching, so that this study aimed to analyze teaching experiences of pre-service English teachers focus on journal reflection, their perception of their experiences in writing journal reflection and provide some improvements and construction a new theory which can be used for teaching practicum in teacher education. This study was a qualitative study as grounded theory is used to analyzed the data. Ten pre-service English teachers were chosen purposively, they come from one Islamic public university in Jambi, they consist of eight female and two male students. The Documents and interviews were used as the technique of collecting the data. Both of data collections are analyzed by carrying out open coding system. The findings showed that the predominant theme that emerged through the analysis of both the interview and journal reflection for pre-service English teachers was predominantly about reflecting on their classroom teaching skills as demonstrated through their performance on teaching practice, and most of pre-service English teachers focused their reflection on the technical aspects of teaching and this was the first characteristic of a teaching- centric reflection that emerged from the data. Besides, identifying SWIS (Strength, weakness, and suggesting Improving in Teaching) was one of benefits in writing journal reflection. Finally, based on the theory and reflective diaries of participants the new framework of reflection was constructed.

ABSTRAK

Fitria, W. 2023. *Journal Reflection on Pre-Service English Teachers' Practicum Teaching*. Disertasi. Program Studi Doktor Kependidikan, Program Pascasarjana, Universitas Jambi. (Promotor 1) Drs. Syahril, M.Ed., Ph.D (Promotor 2) Prof. Urip Sulistiyo, S.Pd., M.Ed., Ph.D. (Promotor 3) Delita Sartika, S.S., MA., Ph.D.

Keywords: *Calon guru Bahasa Inggris, praktek mengajar, jurnal refleksi, grounded theory, SWIS, yang berpusat pada pengajaran*

Jurnal refleksi merupakan salah satu hal terpenting bagi para calon guru dalam praktek mengajar, sehingga penelitian ini bertujuan untuk menganalisis pengalaman mengajar calon guru Bahasa Inggris yang berfokus pada refleksi yang berbentuk diari, persepsi mereka terhadap pengalaman mereka dalam menulis diari refleksi dan memberikan beberapa penyempurnaan dan konstruksi teori baru yang dapat digunakan untuk praktikum pengajaran di bidang pendidikan guru. Penelitian ini merupakan penelitian kualitatif karena grounded theory digunakan untuk menganalisis data. Sepuluh guru bahasa Inggris prajabatan dipilih secara purposif, mereka berasal dari salah satu perguruan tinggi negeri Islam di Jambi, terdiri dari delapan mahasiswa perempuan dan dua mahasiswa laki-laki. Dokumen dan wawancara digunakan sebagai teknik pengumpulan data. Kedua pengumpulan data tersebut dianalisis dengan menjalankan sistem open coding. Temuan menunjukkan bahwa tema utama yang muncul melalui analisis wawancara dan refleksi jurnal untuk guru bahasa Inggris pra-jabatan adalah tentang merefleksikan keterampilan mengajar di kelas mereka seperti yang ditunjukkan melalui kinerja mereka dalam praktik mengajar, dan sebagian besar guru bahasa Inggris pra-jabatan. Guru memfokuskan refleksi mereka pada aspek teknis pengajaran dan ini merupakan ciri pertama dari refleksi yang berpusat pada pengajaran yang muncul dari data. Selain itu, mengidentifikasi SWIS (Kekuatan, Kelemahan, dan Saran Peningkatan dalam Pengajaran) merupakan salah satu manfaat dalam menulis jurnal refleksi. Akhirnya, berdasarkan teori dan catatan harian reflektif para peserta, kerangka refleksi baru dibangun.

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CHAPTER 1

INTRODUCTION

1.1. Background of the Research

A teacher has the job of managing the activities and the students in the classroom in different ways while a lesson is in progress. Besides, they have important roles in the classroom, the roles will suit the lesson type, activities, lesson aims and the level and age of the students. A teacher may act as a planner, an informer, a manager, a parent or friend or a monitor at different moments. When students do an activity, one role that the teacher has is to ensure that the students are doing what the teacher wants them to do as in Brown and Lee (2021) said that teacher has to play their own role in every process of their teaching.

Moreover, teachers are the direct movers and implementers of the curriculum in the classroom. They provide direction and guide students as appropriate. Mathew et al. (2017) reiterate that teachers are the greatest asset in any education system. Teachers have a very important role in building students' interest in learning something. They engage students in different learning experiences; responding to students' needs and problems and demanding time when they reflect on daily teaching and learning activities, and teachers are required to maintain the attitudes of students from various backgrounds.

Furthermore, the importance of teacher is also drawn in The Regulation of The National Education System number 20- 2003 in chapter XI, point 39, sub point 2 that stated an educator is a professional who plans and the teaching-learning process, treats, supervises, and evaluates the students' learning process as well. Moreover, in point 4 of the Regulation, it was stated that the teacher's position, as professional element, aims at improving their role as the agent of teaching-learning. Besides, teachers are professional educators who have

the primary duty to educate, to teach, to guide, to direct, to train, to assess, and to evaluate students from early childhood education to secondary education level (President of Indonesia, 2005). Hence, the existence of teacher is aimed to improve the quality of national education.

In the other hand, understanding the steps to be a professional teacher is also worth to know. That professional teacher is the peak after several processes that have to be through. In the process of becoming a professional teacher, the candidate should pass some steps, those candidates are also called pre-service teacher. Brown and Lee (2021) proposed that this term is used to describe student teachers who are enrolled in a teacher education program. They complete supervised field-based teaching experiences with the support and mentorship of university faculty and some cooperating teachers. These are students trained from higher education institutions to become professional teachers. who have little to no experience teaching in the classroom.

Furthermore, pre-service teacher is prepared to be trained to possess 21st century skills so that he can go out into the teaching world and adequately prepared (Sutton, 2011). Therefore, the pre-service teacher is being one of the essential processes to be professional teacher in the future. The opportunities to elevate teaching knowledge and improve the teaching skill are really wide open in the process of becoming a professional teacher.

In this context, the process of becoming a professional teacher is drawn from the teaching practicum program that the pre-service teacher is required to do. The teaching practicum program is also known as *Pengenalan Lapangan Persekolahan (PLP)* which aimed to be a mean where the pre-service teachers will be able to get experiences as much as they can. Besides, through this way of process, the pre-service teachers are exposed to

valuable opportunities to acquire professional knowledge, improve their teaching skills and gain teaching competence (Chan, 2023). Moreover, teaching practicum program is a continuation component of the LPTK, that is known as *Lembaga Pendidik Tenaga Kependidikan*, education program. Hence, this kind of program is an activity of pre-service teachers to practice their ability in conducting learning process in partner school (The Ministry of Research, Technology, and Higher Education, 2017). Therefore, teaching practicum program is absolutely necessary to make the pre-service teacher is able to apply teaching skills in real situations and gain various lessons from his experiences during the process.

By obtaining the facts above, it is clear that the journey to be a professional teacher is not easy. Particularly for English teacher in which his job deals with the subject that needs extra effort to be taught. English is considered as the important language in Indonesia that enable to assist the improvement of individual's status and opportunities in many aspects of human life such as education, technology, global trades and business (Derakhsan, 2018). Furthermore, English in Indonesia is taught as a foreign language in which occurring many issues and challenges to teach. Here, the role of English teacher is totally getting harder and obviously needs mature sets of preparation. Thus, that kind of preparation should be well-planned by the English teacher. That is why the teaching practicum program is necessarily needed by pre-service English teacher since the proper competences that a professional teacher must have not only acquired by the teachers automatically, yet they are formed while in the teaching practicum program and even since the beginning of their education in prospective teacher program (Yin, et.al., 2018).

Meanwhile, teaching practicum can be one of the programs in MBKM (*Merdeka*

Belajar – Kampus Merdeka). MBKM (*Merdeka Belajar Curriculum*) is a policy assigned by Indonesian Minister of Education and Culture in order to encourage students to be able to possess various discipline knowledge that is needed to prepare their future career. The learning process of this program provides challenges and opportunities to develop students' creativity, capacity, personality and necessity as well as independency in seeking and finding knowledge through reality and actuality such as required ability, real problem, social interaction, collaboration, self-management, work demands, target and achievement.

Currently, most universities have implemented the Indonesian National Qualifications Framework (KKNI) Curriculum since 2018, which is the Merdeka Belajar Policy in line with the KKNI. Merdeka Belajar is a policy that aims to encourage students to master a variety of useful knowledge and skills in the world of work. Meanwhile, the description of qualifications at each level of KKNI is stated as Learning Outcomes (LO), which include aspects of building national identity, mastery of science and technology, the ability to be able to do quality work, as well as the authority and obligations of a person according to the level of qualification. There is the relevance of MBKM and KKNI seen in the strategy of achieving Learning Outcomes in each course and graduate of the study program.

Learning activities contained in the MBKM curriculum, namely: 1) internships/industrial practices; 2) project in the village; 3) student exchange; 4) research; 5) entrepreneurship; 6) independent studies/projects; 7) humanitarian projects; 8) teaching in schools. Since teaching at school is one of the programs, so the students are prepared to be the real teacher in the time of teaching practicum.

In relation to the teaching practicum program, there are some challenges which

should be faced by the pre-service English teacher. Perhaps, while going through this process, pre-service teacher is missing some important steps in teaching since it is a new experience for him to teach in actual classroom condition. One of the steps is reflection. Reflection means as one of the key elements in helping the developing of teachers' thinking quality who reflect on their own teaching philosophy and focus on their pedagogical reasoning skills (Albakri, Abdullah and Jusoh, 2018). Besides, reflection is also illustrated as the reflective thoughts upon the teacher's feeling while teaching (Dewey, 1993). Another supporting idea has been proposed by an expert that classified reflection into three hierarchical categories, that is technical reflection, practical reflection, and critical reflection (Manen, 1997). Reflective practice in teacher education relates to teachers' thinking or cognition about teaching and learning which is deeply influenced by their beliefs, assumptions, experience, and knowledge (Borg, 2008).

In line with this, for pre-service English teacher, it is one of the crucial components that he has to do. Reflection assists the pre-service English teacher more competent in teaching, to think about the appropriate actions and reactions in classroom so that he can improve his teaching. Through reflection, the pre-service English teacher has the opportunity to reinterpret and reframe his experience from different point of views (Munby&Russel, 1990). If the pre-service English teacher is able to review the way he teaches, his feeling while facing the students, his knowledge and valuable experiences through reflecting study as his modals to further develop the effectiveness of his teaching in the future, it will be one of the advantages that the pre-service English teacher could get. Therefore, in order to internalize and develop the pre-service English teacher's reflection strategy, it is absolutely needed by the teacher to have a whole good understanding towards reflecting study.

In the light of the importance of reflection in the learning in professional development of pre-service English teacher, some educational institutions encourage their educators to encourage the pre-service teachers to use journal reflection in teaching practicum program. For instance, in Malaysia all the teachers' education institutions have urged to implement the reflecting study especially in teaching practicum program. In addition, based on research which conducted by Albakri, Abdullah and Jusoh (2017) Most of Universities in Malaysia, have instructed all of their student teachers to provide their self-reflection on their teaching after each lesson conducted (Josuh, et.al., 2017). Freese (2009) has found that the way of teaching of their participants was improved after a reflecting study in which they did not get to use it before. Another additional point which shows the importance of reflecting study for pre-service English teacher has been presented on a report from the Organization for Economic Co-operation and Development (OECD) inquiring into practices in 30 countries including Australia, the United Kingdom, and the USA suggested that universities need to introduce reflective practice into pre-service teacher education programs (Kuswandono, 2023). Thus, by looking at certain facts regarding the reflecting study of pre-service teacher, the researcher put her interest in conducting research which focus on reflecting teachers' study of pre-service English teacher in teaching practicum program since she rarely found that it is used by pre-service teacher.

Some studies related to journal reflection by the pre-service English teacher have been conducted by several researchers recently. The first research was conducted by Albakri, Abdullah and Jusoh (2018) which focused on ESL student teachers' reflection during practicum through reflective journals in Universiti Pendidikan Sultan Idris, Tanjong Malim, Malaysia. The result of their research showed that there are three main themes that the

student teachers focused in their reflections, which are managing learning, pedagogy and teacher attributes. While the challenges highlighted were difficulty in socializing with members of the institutions, lack of professional support and lack of ability to manage a classroom.

Another research was conducted by Althahab, Alsuhaibani & Gillies (2021) who studied about the reflective diary experiences of EFL Pre-service teachers. As the result, they found that positive attitudes were given by the participant toward the use of reflective diary. This study also showed some numbers of diary used advantages although all the diaries were considered as descriptive writing and some of them were descriptive reflection. Besides, there was research conducted by Freese (1999) from University of Hawaii, in Honolulu as the second related study. The result of her research which focused on the role of reflection on pre-service teachers' development in the context of a professional development school was to suggest that use of the framework helped develop pre-service teachers who actively think about their practice to improve their teaching and their students' learning. The effect of using the reflective process in teacher education programs, particularly in professional development school were also discussed in this research.

Although there is a varied study of the use of journal reflection in practicum teaching, there is still a lack of study in pre-service English teachers, especially for Islamic private university. Beside that, the studies which talked about journal reflection before did not give any recommendation for a betterment of the journal reflection yet. There are many issues and a gap that could be explored in is topic about journal reflection. Starting with this problem, the researcher wants to explore and focus on reflecting teachers' study of pre-service English teacher while they do teaching practicum program. Conclusively, based on the explanation above, the researcher aimed to conduct the research entitled **“Writing**

Reflective Diaries Experiences on Pre-Service English Teachers' Practicum Teaching".

1.2. Research Questions

Considering the importance of journal reflection of pre-service English teachers from their Teaching Practicum Program, the following research questions were developed.

1. What aspects of teaching practicum do pre-service English teachers focus on their journal reflective diaries?
2. How do pre-service English teachers perceive their teaching practicum on writing reflective diaries?
3. How should the new framework be constructed?

1.1. The Objectives of the Research

The objectives of the research are:

1. To analyze the teaching experiences of pre-service English teachers' focus on their journal reflection
2. To analyze pre-service English teachers' perception of their experiences in writing reflective diaries
3. To provide a new form or framework of journal reflection model in teaching English with MBKM program

1.2. Limitation of the Study

The study findings are limited in transferability due to participant from only 10 pre-service English teachers who wrote their reflective journal on their teaching practicum program. The data of this study are limited only to the responses and experiences of the participants. Thus, this study is confined to the

results of the in-depth interviews and the analysis of pre-service English teachers' journal reflection. There are limitations in the study upon gathering the data and results from the interviews and the journal reflection

A significant limitation is presented in that some male pre-service English teachers and some female pre-service English teachers as participant who took part in the research. They have their practicum teaching in the level of Junior High school. There is no difference level noted between the male participants and the female participants and it could not be considered on the basis of gender. The results of this study will be open for further researches.

1.3. Significance of the Study

The significance of this research is divided into two categories, theoretical and practical. Theoretically, the researcher believes that by writing reflections help the pre-service English teacher to learn about teaching in their practicum program. By exploring this issue, it will be seen how writing reflective journal in teaching practicum gives similar results to the finding of those similar studies and whether the support is sufficient to help teacher student reflective writing. Thus, this study will show some benefits of writing journal reflection, as perceived by the participants of the study.

Practically, it is important for English Education Department to develop their students' understanding of the value of reflection on their practice so that the process of teaching would be more meaningful. Thus, exploring the process of writing reflections on the course and the substance of these reflections' is necessary to provide and get more understanding of the pre-service teacher and

teacher educators' views of the value of reflection. Through this understanding, the teachers or lecturers could consider suitable ways to integrate reflection, with assessment and suggest alternative approaches to assess written reflections.

Furthermore, the practical significance of researching and analyzing pre-service teachers' involvement with reflection through their reflective journals will give useful information to trainers and policy maker about the strengths and weaknesses of the provision they offered (e.g. support and guidance, course materials and assessment practices) so that improvements can be made, if needed.

1.6 Definition of Key Terms

Pre-service English teachers refer to those who study in English Department, and have practicum teaching program.

Reflection refers to the activity which pre-service English teacher do in their practicum teaching program.

Reflective diaries refers to the written reflection which pre-service English teacher will be written weekly during the practicum program.

CHAPTER II

LITERATURE REVIEWS

The purpose of this literature review is to provide insights into the concepts of ‘reflection’ in the literature and to structure the foundation for this study. There are many meanings of the term ‘reflection’ as presented by many different experts and this is a problem for educational research since they are ambiguous and confusing (Rodgers, 2002; Akbari, 2007; Clara, 2015). Thus, it is crucial for the researcher to clarify what reflection entails in the literature before exploring the participants’ perceptions of this term especially in the context of teacher education. This chapter also highlights some of the issues concerning reflection as it is currently debated as well as reveal any gaps that exist in the literature. The discussion has organized in this chapter, which was identified as a result of reading, and which have particular relevance to the aims and context of the present study. These themes will shed light on what ‘reflection’ is, how reflection is integrated and develops professional practice, how reflection helps to shape student teachers’ thinking in becoming reflective teachers, and how journal reflection is taught and assessed on teacher education program.

2.1 Teaching Practicum in Indonesian Pre-Service Teacher Education

Pre-service teachers are starting to develop their potentials in teaching. Hence, teaching practicum is a good start and first step in applying the principles they have learned from the academic for about 4 years. Moradkhani et al. (2017) argued that teachers should have the opportunity to reflect on their own philosophy of teaching and learning. They can have the ability to plan and organize learning as well as the ability to apply learning

strategies (Ma'rufi, Buduyasa & Juniati, 2017).

The teaching practicum is a central component within a Pre-service English in teacher education program. It is a crucial period in the Pre-service teachers' journey to becoming teachers as it provides opportunities for them to learn to teach in a school setting and work under the supervision of an experienced teacher as well as a university advisor. It is considered as important as it is the time when theory meets practice and good meets reality (Reed, Dagli, & Odame, 2020). It is here that the PSTs experience the real world of being a teacher, and the real ground of knowledge production (Johnston, 1994), where they bring theory into practice including having opportunities to develop skills for designing lesson plans, delivering the lessons and classroom management.

There are two kinds of practicum teaching in Indonesia. Practicum teaching based college, it is called micro teaching and then it is continued by conducting school based practicum teaching. College based Practicum teaching is aimed to familiarize pre-service teachers with the four competencies (planning, teaching strategies, content- mastery and micro-teaching competency). Generally, it offers a variety of fundamental topics related to the teaching of English in the classroom including lesson planning, aspects of foreign language teaching, aspects of classroom techniques, educational technology and classroom management. In the sequence of the course, pre-service teachers are given the opportunity to simulate real teaching situations by teaching their classmates at the College. Pre-service English teachers are required to use the schools' English language curriculum to micro-teach their classmates at the College. Every pre- service teacher should teach two training sessions. At the end of each session, the course teacher and other pre-service teachers work collaboratively to provide the pre- service teacher with comprehensive feedback. Based

practicum courses are the practice of English language teaching.

On the other hand, School based practicum is aimed to provide pre-service teachers with valuable opportunities to practice English language teaching in real classrooms. It also aims to familiarize pre-service teachers with content knowledge in the schools' English language curriculum and prepare them for a learner centered foreign language pedagogy that is currently applied in the Basic Education schools. In addition, it helps pre-service teachers to understand the school social community and develop a sense of responsibility towards their students and school staff.

Hence, after explaining the concept of practicum teaching, the researcher decides that reflective practice plays an important role in practicum teaching. Where, by applying reflective practice, pre-service teachers can study their teaching methods and determine what works best for the students (Larrivee, 2000). Self-assessment will do to reflect on the difficulties and provide necessary interventions. In this manner, reflection using varied techniques could be useful so that pre-service teachers will have the basis on how they can improve their teaching.

2.1.1 Navigating Time and Differences for PPL and PLP for Preservice Teachers

Preservice teacher education in Indonesia is a dynamic and evolving process that plays a crucial role in shaping the future of education in the nation. PPL and PLP are integral components of this preparation. Beside that, Preservice teacher education is a pivotal phase in preparing individuals to become educators who can effectively contribute to the development of the Indonesian education system. Two essential components of this preparation are PPL and PLP provided.

Practical Teaching Experience (PPL) serves as a bridge between theoretical knowledge acquired in teacher education programs and the practical realities of the classroom. In the Indonesian curriculum, PPL is strategically positioned to allow preservice teachers to apply their theoretical understanding in authentic teaching environments. The curriculum emphasizes the importance of hands-on experience, enabling preservice teachers to develop pedagogical skills, classroom management strategies, and a deep understanding of the diverse needs of students. Furthermore, PPL in the Indonesian curriculum is designed to integrate theoretical knowledge with real-world teaching scenarios. Preservice teachers engage in observation, co-teaching, and eventually take on the role of the lead teacher under supervision. This integration ensures that preservice teachers not only comprehend educational theories but also learn to apply them in diverse classroom contexts. To sum up, Indonesia's rich cultural and linguistic diversity is reflected in its classrooms. PPL is structured to expose preservice teachers to this diversity, fostering an inclusive and culturally sensitive approach to education. The curriculum emphasizes the need for preservice teachers to adapt their teaching methods to accommodate the unique needs of students from various backgrounds.

In contrast with PPL, PLP encourages preservice teachers to adopt a lifelong learning mindset. The curriculum recognizes that the education landscape is continually evolving, and teachers must engage in ongoing professional development to stay abreast of new pedagogical approaches, technological advancements, and changes in educational policies. Besides, Collaboration is a key theme in PLP, emphasizing the importance of learning from peers, mentors, and other professionals. The Indonesian curriculum promotes collaborative practices that facilitate knowledge exchange, skill development, and the establishment of a supportive professional community. This collaborative approach not only

benefits individual teachers but contributes to the overall enhancement of the education system.

Furthermore, PPL is structured to optimize the use of time for preservice teachers. Clear timelines are established for each phase of PPL, ensuring that preservice teachers have sufficient time to observe, practice, and reflect on their teaching experiences. This structured approach aims to maximize the benefits of PPL within the limited timeframe of preservice teacher education programs. While PPL has a more structured timeline, PLP is designed to be flexible and adaptable to the varying needs and schedules of educators. Recognizing that teachers have diverse commitments and responsibilities; the Indonesian curriculum allows for personalized pathways in professional learning. This flexibility enables educators to engage in PLP activities that align with their specific interests and career aspirations.

In response to the educational changes, PPL and PLP in the Indonesian curriculum are evolving to respond to emerging trends, technological advancements, and shifts in educational paradigms. For this part, it can be said that PPL is adapting to incorporate digital tools and online learning environments. Preservice teachers are encouraged to explore innovative teaching methods, leverage educational technologies, and develop digital literacy skills that are essential for contemporary classrooms. In contrast with this, PLP is evolving to encompass emerging pedagogies that align with modern educational philosophies. It encourages preservice teachers to explore and incorporate learner-centered approaches, project-based learning, and other innovative teaching methods into their professional repertoire. PLP provides a platform for preservice teachers to experiment with these approaches and refine their skills through reflective practice.

In conclusion, PPL and PLP are cornerstones of preservice teacher education in the Indonesian curriculum. PPL serves as a foundation for practical knowledge, integrating

theoretical understanding with real-world teaching experiences, while PLP forms a continuum of professional growth, emphasizing lifelong learning and collaboration. The temporal aspects of PPL and PLP are carefully navigated to optimize the use of time in preservice teacher education, with structured timelines for PPL and flexible timeframes for PLP. Furthermore, the evolving nature of PPL and PLP reflects the curriculum's responsiveness to educational changes, incorporating technological integration and emerging pedagogies. As Indonesia strives for educational excellence, the continued refinement of PPL and PLP will play a pivotal role in shaping the capabilities of future educators and, consequently, the quality of education in the nation

2.2 Reflection in Educational Context

2.2.1 Historical Background of Reflection in Education

The idea of reflection in education can be traced back as far as Dewey (1916) who argues that reflective thinking initially is prompted by a desire to deal with some puzzled condition or doubt or problem as a result of “routine actions” (p. 78). According to Dewey, routine action is usually fixed and not sensitive to the changing situation because it is controlled by several aspects such as tradition, habit, and institutional expectations. This confusion, he explains, often prompts people to identify, inquire into, and resolve problems pertinent to their doubt/problem which may stimulate reflection. Dewey (1916) holds that reflection involves active and persistent efforts to investigate and discover the root cause of the problem, as well as to produce some alternative solutions. From this notion, Dewey suggests that true reflection must engage education practitioners in real life problems and reflection should be a central part of the attempt to resolve them in a rational manner.

A little different from Dewey's 'routine actions' as the point of departure for reflection, Schön (1987) sees that professionals invariably use knowing in action (p.25) in dealing with problems. Knowing in action refers to the ways professionals act on the basis of what they know from their past experiences but are not necessarily able to articulate that knowledge. The term that Schön uses to describe this is "tacit knowledge" or "intuition". Schön argues that professionals may not be able to work effectively if their knowledge remains tacit. They need to be able to identify in order to solve problems and he described this as a process of reframing. Schön maintains that 'knowing in action', which tends to be tacit and spontaneous by nature, may come as a surprise to the practitioner – and thus can generate unexpected outcomes. At this moment of surprise, Schön argues, professionals can begin to question their assumptions of 'knowing in action' by reflecting on their thinking. Thus, in Schön's terms, reflection can transform knowing in action into knowledge in action. The notion of a 'puzzled condition' (Dewey) and the notion of a 'moment of surprise' (Schön) are understood, in this study, to be common points of departure for reflection by pre-service teachers.

Although there are a number of models and conceptualizations for reflection with different characteristics and emphases (see Barnett et al., 2004), Rodgers (2002) proposes that there are some understandings that are shared amongst these different models:

1. Reflection is a meaning making process that moves a learner from one experience to the next with deeper understanding of its relationships with and connections to other experiences and ideas.
2. Reflection is a systematic, rigorous, disciplined way of thinking, with its roots in scientific inquiry.
3. Reflection needs to happen in a community, in interaction with others.
4. Reflection requires attitudes that value the personal and intellectual growth of

oneself and of others. (p. 845)

It is important to underline that as professional learning is dynamic and unique, as relationships and socio-cultural conditions vary so much from place to place, what is considered successful teaching and meaningful reflection in one context may not be directly applicable or transferable in other contexts. Drawing from an interview with Pete Frazer, a 30-year veteran teacher in the US, Nemser (2001) highlights that teachers should be prompted to think about ‘why’ questions and to act differently in different contexts. Their professional learning should involve seeking educational solutions from different angles. In this regard, reflective action engages teachers in continuous self-evaluation and development with respect to their teaching.

2.2.2 Definition and Concept

This part investigates the concept of reflection, emphasizing its importance in asking questions and challenging received opinions and accepted practices. Reflection is the focus of this study because reflection is one of all the tools employed by pre-service teachers to interrogate their classroom practices during the practicum to seek out their weaknesses to boost their teaching within the process of learning.

Self-reflection is much like the process of orienting, where an individual uses both a map and a compass to navigate through unfamiliar territory. Educators equipped with learning theories and pedagogy, are asked to maneuver through ever changing circumstances of the classroom (in terms of learners’ behavior, teaching strategies, curricular changes, etc) and successfully execute teaching. Professional reflectivity aids in the reorientation of cognitive, behavioral and affective responses to the contextual demands

of teaching (Dewey, 1910). This is further supported by Schon (1996) who defined reflective practice as persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that supports it and the further conclusions to which it tends. The reflective educator is able to take note of his/her surroundings, and hone-in on alternative pathways to reach a desirable destination (Yuan & Mak, 2018). In other words, a reflective teacher should deconstruct and then reconstruct the events, emotions, and accomplishments of a teaching experience.

On the other words, reflection can be simply defined as looking back at something and thinking about what happened, and why. It is a way of trying to learn from our experiences and to use this knowledge to guide what we do in the future (Killen, 2006; Farrell, 2014). Reflection in education can be traced back as far as Dewey (1933), who claims that reflective thinking is initially motivated by a desire to deal with some perplexed condition, doubt, or problem as a result of "routine actions." According to Dewey routine action is typically fixed and insensitive to changing circumstances because it is affected by a variety of factors like tradition, habit, and institutional expectations. This ambiguity, he describes frequently prompts people to recognize, investigate, and resolve problems related to their doubt/problem, which may stimulate reflection. Moreover, he believes that reflection entails active and persistent efforts to analyze and find out the main problem, as well as to generate some alternative solutions. Furthermore, Dewey said that reflection must engage education practitioners in real-life problems, and reflection should be a central part of the attempt to resolve them rationally.

In contrast to Dewey's, Schön (1987) stated that reflection can be described as a starting point as a routine actions. He observes that professionals invariably use "knowing

in action" (p.25) in dealing with problems. Knowing in action" refers to how professionals act based on what they know from previous experiences but are not always able to comprehend that knowledge. This is referred to as "tacit knowledge" or "intuition" by Schön. Schön insists that professionals may be unable to work effectively if their understanding remains tacit. They must be able to identify to solve the issues, which he described as a reframing process. Schön insists that 'knowing in action, which seems to be tacit and spontaneous by nature, can catch the practitioner off guard – and thus produce unexpected results. Furthermore, he insists that in this moment of surprise, professionals can start to question their preconceptions of 'knowing in action' by reflecting on their thinking. Thus, reflection, in Schön's terms, can transform knowing in action into knowledge. In this study, the notions of a 'puzzled condition' (Dewey) and a moment of surprise' (Schön) are understood to be common points of departing for reflection by pre-service teachers.

2.2.3 Levels of Reflection

Besides the concept of reflection, there are some experts which talk about levels of reflection. One of the common one is the levels which is proposed by Manen (1977). Based on his framework, past decisions and actions can be reflected by the educators to show the students and teacher interaction in the classroom. there are three hierarchical categories of reflection which is suggested by Manen (1977), those are technical reflection, practical reflection and critical reflection. He thinks that Reflective practice in teacher education relates to teachers' thinking or cognition about their actions and decisions and their cognition about teaching and learning which is deeply influenced by experience, knowledge, assumptions and beliefs.

Table 1. Reflections Levels of Manen (1977).

Levels of reflection	Features
Technical	The technical level refers to reflections on the methods and strategies employed in teaching. Teachers analyzed the success and failure of the instructional decisions made
Practical	At the practical level, reflections are on the underlying assumptions made on teaching and learning and the impacts of the decisions on the students learning experience in the classroom.
Critical	Reflections at the critical level consider moral, social and ethical factors that might have an impact on the students' learning experience.

Several studies have reported that pre-service teachers reflect at superficial level during their reflection (Bean & Stevens, 2010). Therefore, Department of education are encouraged to emphasize on developing trainees reflective skills. Trainees need to be taught on how to construct a written reflection that get them to explore their actions, behavior, feelings, thoughts and underlying beliefs and assumptions (Wong et al., 2015; Yaacob et al., 2014; Yinger & Clark, 1981). To make sure the reflections done by the pre-service teacher in this study are structured, a four steps of critical reflection process is used based on the work of York-Barr et al. (2006). The reflection process is presented in the following

Figure.

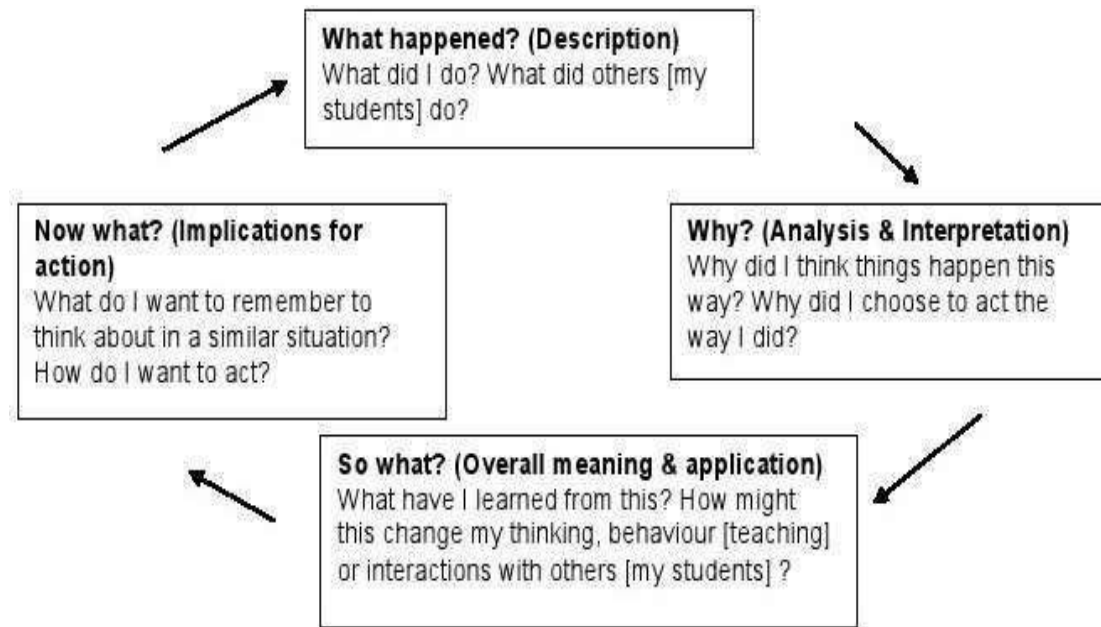


Figure 1. The 4-Step Reflection Process Framework (adapted from York-Barr, Sommers, Ghore & Montie (2006) by NIE, Singapore (2015, p. 58)).

On the other hand, some countries' debates about teaching and education, researchers and philosophers of education from as far back as Dewey (1933) have advocated for reflection as an essential component of teachers' work and learning. Teacher reflection began to receive a lot of attention in the latter decades of the twentieth century, especially with the work of Paulo Freire (1970) and Donald Schön (1983, 1987), amongst other advocates (Calderhead & Gates, 1993). Several educational terms, such as 'reflection, 'reflective thinking,' and, more recently, 'reflective practice,' have been designed and developed in various historical contexts since then. Each of them (and collectively as well) has spawned different theories and practices, and infrequently the literature related to them has claimed reflection or reflective thinking or reflective practice to be the key consider learning success in some parts of western education (e.g., Korthagen & Vasalos, 2005 within the Netherlands; Loughran, 2010 in Australia Rodgers, 2002 in the USA; Russell, 2005 in

Canada)

It would not probably be sufficient to bring in foreign researchers and simply translate the claims or practices associated with them into the Indonesian context. Some teacher education institutions in Indonesia have attempted to incorporate concepts of reflection into their educational process in a variety of ways, even though research on reflective practice in the Indonesian context is limited (see Suratno & Iskandar, 2010; Tarjana, 2002).

According to Suratno and Iskandar (2010), reflection is a common component of classroom-based action research in Indonesian schools. They attempt to demonstrate that the implementation of reflection in Indonesia has been plagued by issues such as personal issues related to cultural factors. Some teachers, for example, are insecure about being observed while they teach, and they do not thoroughly enjoy the prospect of being 'judged' on the quality of their work. Furthermore, they argued that Indonesian teachers (perhaps more than teachers elsewhere in the world) must be convinced that reflection will benefit their students rather than serve as yet another source of the judgment of their work. Tarjana (2020) is more positive. According to her, the Indonesian cultural concept of *gotong royong* (collaboration for the mutual benefit of all) may encourage "reflective group work," which can be "useful for learners to develop critical thinking and to develop self-confidence." She also believes that reflection for pre-service English teachers can strengthen EFL teaching, and she suggests using guided questions for individual reflection. These two studies enhance some issues that are relevant to this study, but there is still a lot that hasn't been looked into.

2.3 Reflection in Professional Practice

Showing how reflection is conceived as part of a structured process of professional

development is the purpose of this part. This will be demonstrated through discussions on how reflection is integrated into teaching, how idea of Schön's reflection -on and -in action are transferred into the education context, what reflective practice is, the term of the reflective practitioner, and integration of 'reflection' in models of professional learning. This is particularly relevant to the context of this research since the pre-service English teacher on the teacher education program are also asked to have written reflection as part of their training to become professional teachers.

2.3.1 Reflection on Experience

Reflecting on experience is a common practice in the education field particularly in teaching, where it is expected. Knapp (1992) described reflection as a mean for reliving and recapturing experience in order to make sense of it, to learn from it, and to develop appreciations and new understanding. Based on that theory it can be concluded that, reflection on experiences is very important for preservice English teacher to do when they have practicum time because by doing that they can evaluate what they did at that time.

In doing what Knapp proposed the teachers may be back off their experiences; looking at things retrospectively. However, reflecting on experience is also a connective process (Wade & Yarbrough, 1996, p. 64). it means that reflection allows the teachers and the students to draw upon and make connection between what they have known with the new knowledge and experiences. They have to make sense of the teaching theory applied in the classroom and also the classroom setting. This is important since the new knowledge they gained can be applied to their future activities, thus improve their practice. Furthermore, the combination of the existing and new knowledge could transform the way teachers think about their practice which allow for better understanding of the issues in

their teaching.

The teaching experiences process of reflecting helps teachers to think about why it happened, what happened, and what else should be done to achieve their teaching goals (Cruickshank & Applegate, 1981). It indicates that reflection as a goal oriented. Often, teachers and pre-service teachers believe that when they reflect on their teaching, they would expect to suggest or find a solution to the teaching problem that they are reflecting on and develop a certain kind of plan to improve their teaching. This implies that reflection is about ‘achievement’, which could also relate to ‘self- assessment’ as teachers or student teachers look into their performance and determine how much they have actually achieved in their teaching.

In addition to the explanation of the reflection above, one element which seems to be missing and less acknowledged when talking about reflection is the relationship between reflection and emotions or feelings. For example, Boyd and False (1983) characterized the process of reflection with an automatic inclusion of feelings or emotions. Others may say that emotion is probably involved in all learning and not exclusively in reflection. Boud, Keogh and Walker (1996) also argued that when reflecting on an event it is important ‘to recall how one felt at the time’. They emphasized that attending to feelings is one of the important elements in a reflective process. They defines that utilizing positive feelings and removing obstructing feelings allow the teachers to examine the experiences clearly so to reach a rational consideration of the events’ (Boud, Keogh, & Walker, 1996, p. 41).

In addition, Moon (2004, p. 45) established three categorizations of the relationships between emotion and learning, i) emotional intelligence, ii) feelings as the subject matter of learning, and iii) feelings and their involvement in the learning process. She believes

that being aware of our emotions also helps us to learn something valuable from the experiences. Moon and other scholars suggested to consider the emotional aspect in the learning process will arguably enhance student teachers' and teachers' learning and in particular their 'reflection' on the learning experiences thus making the process holistic. For example, teachers or pre-service teacher not only reflect on their teaching events but the process also exposes any contradictions, doubts, dilemmas and possibilities about the teaching experiences that the teacher or student teacher had encountered. Reflecting on one's emotional and affective responses to teaching experiences (e.g. events in a lesson one has just taught) can lead to a deeper and richer understanding of teachers' values and beliefs in the teaching experiences. In relation to this following study, the investigation involved an analysis of student teachers' reflective journals which revealed instances of their emotional reactions towards their teaching practice experiences.

2.3.2 Schön's Notion of Reflection-in-Action

Schön has proven influential in areas of professional education where he developed the theory of professional expertise. One of his great contributions was to bring 'reflection' into the centre of an understanding of what professionals do (Smith, 2001; Adler, 1990). While Schön's concept of 'reflection' refers to 'professionals' in non-educational setting, teachers relied heavily on Schön's framework as a foundation and formulate their reflections. In his book *The Reflective Practitioner*, Schön (1983, p. 21) talked about 'technical rationality' that is a positivist view of professional practice where 'rigorous professional practitioners solve well-formed instrumental problems by applying theory and technique derived from systematic, preferably scientific knowledge' (Schön, 1987, pp. 3-4). However, he realised that technical rationality has put a gap between thought and action which was troublesome and intended to break this tradition. He argued that 'we ought to

look to the competency and artistry already embedded in skilful practice’ (Schön, 1987, p. xi). Thus, he introduced the concepts of ‘reflection-in- action’ to describe the process of ‘reflection’.

Reflection-in-action allows the professional to respond to the variables of the immediate context (Schön, 1983). For example, reflection-in-action can take place in the midst of action that occurs spontaneously during the act of teaching caused by a surprise or a sense of uneasiness about a situation where it fails to meet their expectations. It triggers instantaneous ‘on-the-spot reflection’ which involves ‘thinking on your feet’. Crucial to the process of reflection-in-action is the ability to recognize the problematic, to ‘name’ the problem and to ‘frame’ the context in which we will attend to (Schön, 1983, p. 40). He called this process ‘problem setting’ which is central to reflection.

Schön felt that ‘professionals should learn to frame and reframe the often complex and ambiguous problems they are facing, test out various interpretations, then modify their actions as a result’ (Hatton & Smith, 1994). Thus, the process of framing and reframing the problems suggests that reflection is closely bounded-up with action. In order to explain how the process of ‘frame and reframe’ works, the following diagram is the description of the process of reflection of Schön’s (1983, 1987) which was adapted from Hanafi (2019).

Practitioners are reflective when they:

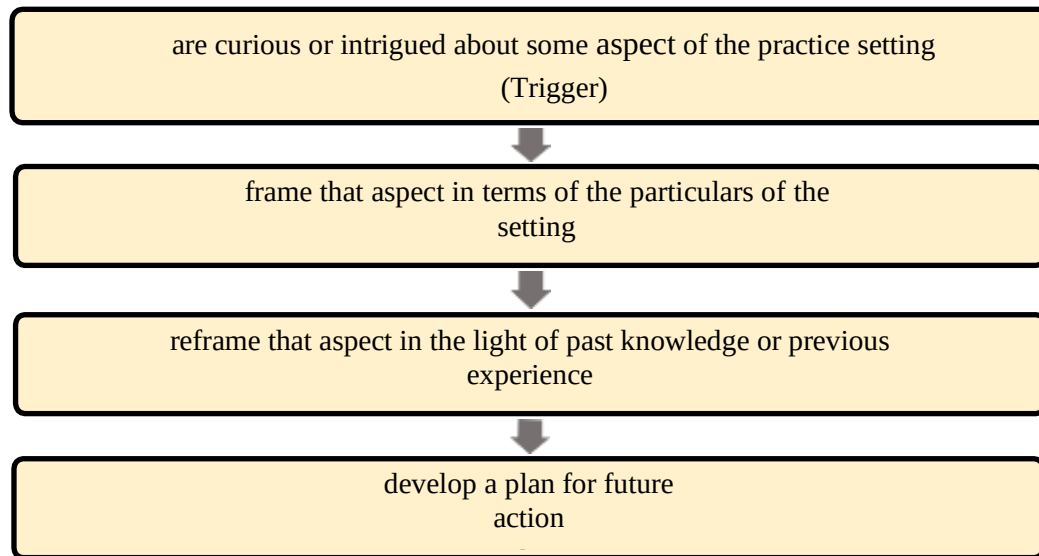


Figure 2: Process of Reflection of Schön

Schön (1983) explained that sometimes, while reflection-in-action is taking place, one might choose to ignore the inquiries, thus reflection occurs momentarily then disappears. Other times, one may attempt to make sense of the experience. The puzzling moments allow professionals to ‘pause for thought’ or ‘stop-and-think’ while the action is in progress and consider a more deliberative way of what action should be taken next (Schön, 1983; Eraut, 1994, Manen, 1977). This process is shaped by the professional’s thinking and doing, accompanied by explicit self-awareness (Schön, 1992; Manen, 1995, Bolton, 2014). Schön identified reflection-in-action as ‘the essence of expertise, making it a desired goal in professional practice especially in education’ (Roberts, 1998).

Schön (1983) argued that ‘reflection-in-action’ is actually present in both novice and expert teachers. However, he also said that not many novice teachers could reflect ‘in-action’ since they need more time to become aware and act on the

teaching problem compared to more experienced teachers. Their lack in knowledge and depth of experience on teaching also could impact the process of reflection-in-action among beginning teacher beginning teachers. In fact, it is believed that the difference between experienced and inexperienced teachers is their ‘wisdom’ acquired through their practice which can be seen through their reflective writing (Schön).

Furthermore, he distinguished ‘reflection-in-action’ from ‘reflection-on-action’ which involves reflecting on how practice can be developed or changed after the event. ‘Practitioners reflect on action, thinking back on what they have done - a post-mortem, in order to discover how their reflection may have contributed to an unexpected outcome, in a deliberate effort to prepare themselves for future cases’ (Schön, 1983, p. 61). For example, we reflect after the event, thinking about how our knowledge and experiences of previous similar events may have led to the unexpected incident, then we need to consider what changes could be made for the future. In this study, the researcher examined student teachers’ reflective journals. Therefore, it is the researchers’ interest here to see whether there are examples of reflection-in-action and how distinct are they from the more predictable ‘post-hoc’ reflections (reflection-on-action) that occur after the lesson. The following table summarizes the concepts of the two types of reflections: reflection in- action and reflection on-action.

Table 2: Types of Reflection

Reflection-in-Action	Reflection-on-Action
• In the midst of action • Thinking on your feet • Thinking what to do next • Acting straight away	• Thinking about something that has happened • Thinking about what could be done differently next time • Taking your time

Ideally, there must be interconnection between the different types of reflections and actions. Reflection-on-action should refer to what was in our mind during reflection- in-action, while the next time we engage in our practice, another reflection-in-action should draw on the previous reflection-on-action. These links are important where ‘the ability to anticipate difficulties and plan ahead can make for a very effective use of time; an important aspect of professional practice’ (Thompson & Thompson, 2008).

Furthermore, The work of Schön (1983) has particular relevance to the field of education as it examines the way in which professionals go about their daily practices. Schön’s contributions also afford greater understanding of the design and implementation of reflective practice. Ghaye and Lillyman, (2000) developed an emerging landscape of reflective practice showing the twelve principles of reflection based on the theories of Schön. This following figure shows the landscape :

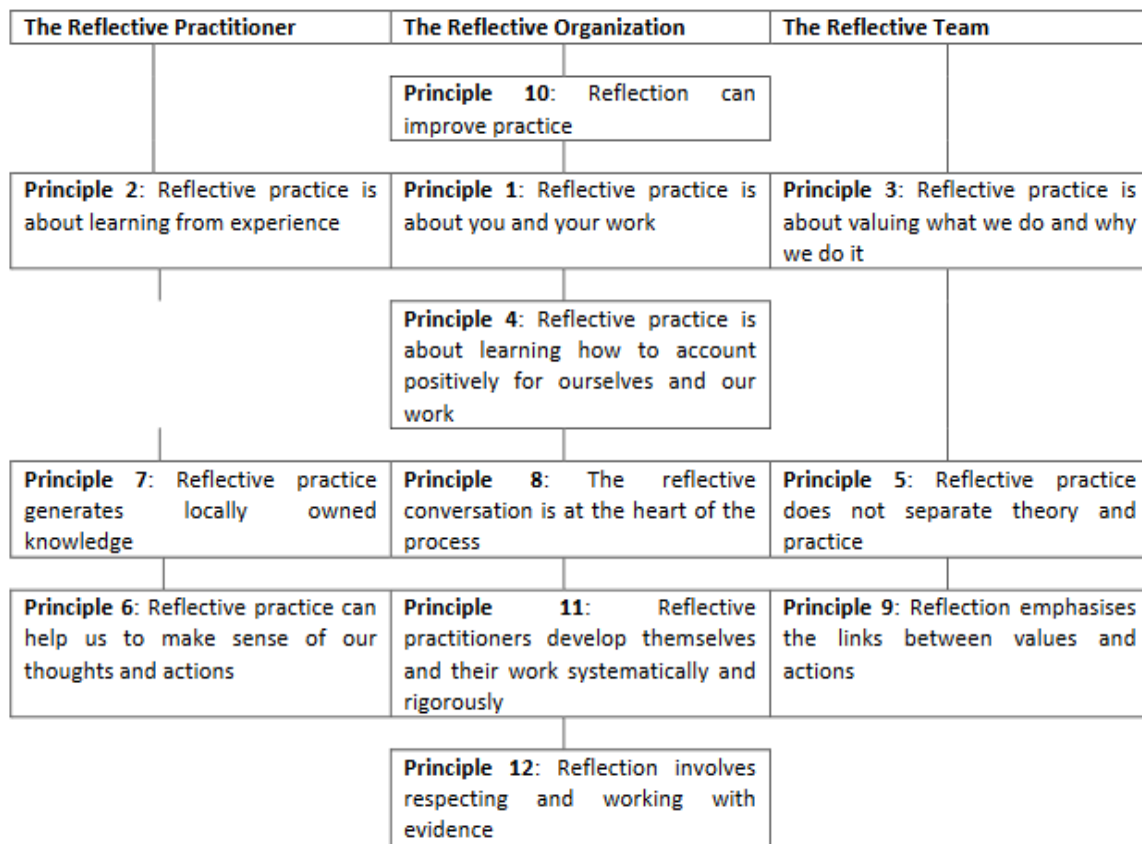


Figure 3. An emerging landscape of reflective practice showing the twelve principles of reflection

2.3.3 Reflection and Reflective Practice

In the literature, the terms "reflection" and "reflective practice" have the potential to hold different meanings, which in most cases are only marginally different. For Instance 'reflective practice' in professional development, as defined by Schön (1983), would be the ability of professionals to reflect on their actions to engage in a process of continuous learning through reflection. According to this definition, 'Reflective practice' entails a process of reflecting on the action that has occurred and making changes to it. As a result of the experience, the reflector will make some changes to his or her practice (whatever it may

be) and gain some new knowledge or experiences. Accordingly, when it comes to term teaching, Farrell (2015, p. 123) describes the reflective practice as a "cognitive process." Nevertheless, He add to this definition by stating that the process is "accompanied by a set of attitudes in which teachers systematically gather information about their practice and while interacting in dialogue with others, use the information to inform decisions about their practice." This implies that reflective practice' operates as a systematic process in which information is gathered and analyzed, while teachers' engagement with others or exchange of ideas can be used to optimize learning.

Calderhead and Gates (1993) defined the reflective practice as the development of problem-solving skills and the reflection on events to improve decision-making and judgment. They also believed that reflective practice promotes professional knowledge growth by making reflective practitioners more aware of their actions, more skilled in the use of evidence, more knowledgeable in both teaching and about teaching, and better able to identify and analyze the consequences of their actions. This demonstrates that engaging in reflective practice entails a variety of activities, particularly those related to critical thinking, a skill that facilitates student teachers to develop the logical connections between all aspects of teaching and to use this skill to make adjustments to their teaching.

On the other hand, Reflective practice, according to Blackburn, Holden, and Burrell (2014), is "thinking about how new knowledge and skills might be used in future activities." Their appreciation for reflective practice appears to be centered on planning and utilizing teachers' reasoning abilities to decide on potential solutions related to teaching problems. The goal of reflective practice, like all of the descriptions above, is to improve. Thus, reflective practice entails a change process, which invariably shapes the outcome of future actions.

The key point that most researchers believe on from the preceding discussion is that 'reflective practice' is the systematic application of 'reflection' to one's day-to-day professional practice, as a regular feature of whatever profession one does. It is practice informed by reflection so that one learns from one's experiences and continues to improve one's practice and understanding. 'Reflection' is the critical component within that process that allows the overall system to function.

2.3.4 Critical Issues on Reflective practice

There are at least three major areas of debate arising from the theories and practices of reflection: (1) the difference between Dewey's and Schön's frameworks; (2) questions of whether reflective practice should be procedural or principles-oriented; and (3) whether reflective practice should be treated as an individual or social (collaborative) activity.

2.3.4.1 Comparing Dewey's and Schön's Frameworks

According to Fendler (2023), Dewey's theory on reflective practice has been interpreted to be consistent with notions of scientific method, in that it employs three logical steps: problem definition, means-ends analysis, and generalization (Dewey, 1916). It follows that the implication of Dewey's model of the reflective process is associated with a "time out (Salazar & McCluskey, 2017) from other duties of teaching. They went on to explain that it would seem teachers need some distance or separation from their day-to-day activities so as to find time for reflection; this also entails additional resources (intellectual, emotional and social) to solve problems. For Boskey (1994), such a model tends to over-emphasize the procedures of logical thinking; and within such a view, reflective practice might be seen as a mere technique which can be accomplished for PSTs according to a "craft training tradition" (Collins, 2004, p. 231).

Schön (1983), however, does not frame reflective practice as a scientific method; neither is it a ‘time out’ from social practice. In fact, Schön (1983) theories reflection according to craft traditions. In such traditions, professional teachers, at times, need to be “instrumental problem solvers who select technical means best suited to particular purposes” (p. 3). In other respects, though, Schön’s notion of reflection is a counter response to the widely-accepted ‘technical rationality’ which is a science-based, convergent approach to professional practice. According to Schön, convergent thinking relies on a logical approach to selecting certain means or resources to discover a single correct solution. Such an approach, he argues, occurs mostly in supposedly ‘exact’ sciences such as math and physics. Reflection as an educational practice, by contrast, employs divergent thinking to deal with aspects such as “complexity, uncertainty, instability, uniqueness, and value-conflict” (Schön, 1983, p. 39). Divergent thinking here is associated with creativity to find several alternative solutions or answers to a particular problem. In this way of thinking, reflection is not simply a single loop, an ‘error – correction’ (convergent) process, but a ‘double loop’ (divergent) process which reflects also on the “values and assumptions that drive behavior” (Schön, 1983, p. 256). For Schön, practitioners in their actions already have grounded, tacit knowledge operating in their professional work. When they encounter problems, they do not necessarily take a ‘time out’ as termed by Dewey, but engage with the problems, drawing on their existing knowledge in the process of ‘reflection-in-action’. The key differences between these two philosophers are in the underpinning method and whether this should be scientific or not. Dewey most often speaks about reflection as being accomplished by practitioners through disengaging or withdrawing from the social dimension of their practice to allow a distance for clear individual reflection; meanwhile, Schön argues that practitioners could act immediately responding to the problems at hand through reflection-in-action.

Discussing these two perspectives is important as they suggest different implications, whether we treat teaching as a scientific-base where we adopt a technical-instrumental means to address problems, or whether we explore reflective practice as an artistry which may be likened to the work of creative writers or painters (cf. Reagan, Case, & Brubacher, 2000). Overall, this study takes the view that reflection in teaching should be a blend of technical and artistic endeavor.

2.3.5 Reflective practice for Pre-Service Teachers

Reflecting on one's teaching can be conducted in various ways, one of which is through reflective journal (Casanave, 2017). A reflective journal refers to 'a teacher's or a student teacher's written response to teaching event' (Richards & Lockhart, 1994, p. 7). Journal writing can be considered reflective if events and ideas recorded are used for later reflection, and if 'the process of writing itself helps trigger insight about teaching' (Richards & Lockhart, 1995, p. 7). In addition, Kim (2018) clearly states that the prime goal of a reflective journal is to enable students to be responsible for their own learning. This suggests that a reflective journal is a kind of writing that record one's practices in order to learn from past experiences. Casanave (2013) considers a journal to be reflective if it: (1) Engages the researcher's feelings, emotions, interests, or curiosities; (2) connect researcher with something (e.g., with another aspect of the self, with another idea, with another person, with experiences and subject matter); and (3) helps the researcher develop the awareness needed to understand the self, an experience, an idea, or an event in expanded ways.

On the other hand, it can be said that journal writing can only be reflective if it meets those criteria, which include researchers' feeling, emotions, interests, and curiosity, which then lead to their awareness of their classroom practices. Because of its significance, reflective journal has gained popularity in the field of teacher education, and teachers

generally have a positive reaction to the process of journal writing (Garza & Smith, 2015). Arguably, their support for this approach is related to the fact that journaling helps teachers identify important insights about their teaching and how to improve their classroom practices. Arguably, their support for this approach is related to the fact that reflective journal helps teachers identify important insights about their teaching and how to improve their classroom practices.

In the work of pre-service teachers' reflection, Zulfikar and Mujiburrahman (2018) constructed a study which discusses reflective journals as students' written responses to their teaching experiences. According to them, there are two benefits of writing reflective journal. First, a reflective journal can be a record of teaching experiences upon which teachers can later reflect on. Second, it helps teacher gain insights about their teaching, for example, through their recording teaching events, teachers develop a basis for reviewing their practices. Beside that, they also noted that a variety of (often complex) classroom problems can be recorded and later revisited through the use of reflective journals. Some other issues, such as the substance and effectiveness of lessons, information about teacher–student relationships, and commentary about a variety of classroom practices could be recorded in reflective journals.

Other benefits of reflective journal are identified by Ahmed (2019). He claims that it enables teachers to generate inquiries about their teaching process, develops awareness of salient instructional issues, and provides an ongoing record of classroom activities and events. He also found that journal entries played a significant role in helping participants become more conscious of their teaching. Therefore, from the vantage of some researchers, reflective journals provide a useful tool for surfacing data pertinent to determinations about teachers' (including pre-service English teachers') strengths and weaknesses. The example

of this benefit is evident in teachers' improvement in their classroom practices after their journal writing.

Furthermore, Farrell (2014) investigated the experiences of three EFL teachers who kept a journal by examining the issues they addressed in their reflective writing and their levels of reflection. Farrell's (2014) study included two reflective teachers and one descriptive teacher. They discussed the difficulties they encountered while teaching, their teaching theories, and their teaching methods in their writing.

There are more studies which discuss about the use of reflective journal. Roberts, P., Barblett, L., Boylan, F & Marianne Knaus (2021) investigated EFL teachers' attitudes toward reflective journal writing. Although participants had mixed thoughts about the role of reflective journal writing in their teaching, two of them described it as 'boring' and 'time-consuming'. This contradicts to Draissi, BaoHui, & Yong (2021) findings, which claim that journal writing promotes reflective thinking, describing it as a useful experience for doctoral students. Similarly, Abednia et al. (2013) discovered that journal writing played a role in EFL in-service teachers' self-awareness, understanding of ELT issues, reasoning skills, and dialog with the teacher educator'. Walsh and Mann (2015, p. 352) summarized the ELT field's reflection practice challenges as "insufficiently data-led; heavily focused on the individual at the expense of collaborative options; dominated by written forms of reflection; lacking in detail about the nature and purposes of reflective tools."

2.3.6 Contents of Reflective Journal and Diaries

There are many things that need to be recorded by teachers in a reflective journal. The contents of reflective journals are not supposed but generated by teachers' induction and summary after actual teaching practice and reflection. In the United States, the academic

tradition of teaching reflection classifies the contents of teaching reflection from the perspective of curriculum orientation, which focuses on learning contents, teaching contents, teaching strategies and methods, students, as well as social environment (Farrel, 2008); resulting in various opinions among different scholars about the contents of the journal. Richards and Lockhart proposed that the contents of teachers' reflection ought to include the teachers' awareness and decision-making, teachers' role, learners' description, classroom structure, classroom activities, and classroom language. Josh Boyd and another researcher claimed that the most basic reflective journal should be concerned with the practice and technical level in teaching, and they recommended three dimensions of reflection while writing in teaching journals; namely, descriptive, comparative, and critica. Walker (2018) reported that the contents of a teaching journal are concerned with the enhancement of reflection, critical thinking, and expression of feelings.

The above views on the contents of teaching journals have been agreed on by many scholars. In the book, *Reflective Teaching*, Jin (2006) proposed that for the contents of teaching journals, teachers can record their successful practices and failures, as well as events and learning experiences. Wang (2015) stated that the contents of a teaching journal should include six aspects, which include the success and the inadequacy in teaching, teaching inspiration, students' innovation, individual differences, as well as the reflection on and design for future teaching. Li (2013) summarized that the contents of a teaching journal have two categories: descriptive and reflective, which often intersects and complements each other. Descriptive teaching journal refers to teachers' declarative records of meaningful events and personal feelings during teaching, while the reflective one refers to teachers' reflection on teaching events.

To sum up, reflective journals serve as an effective tool for reflective practice in teaching. The views above clarify that the contents should mainly include teachers' beliefs, teaching methods, evaluation, and so on. In this research, the standards that were applied to analyze the reflective contents of the teachers are based on Wang's version. The following figures are the sample of reflective Journal written by one of the respondents in Wang (2015) study.

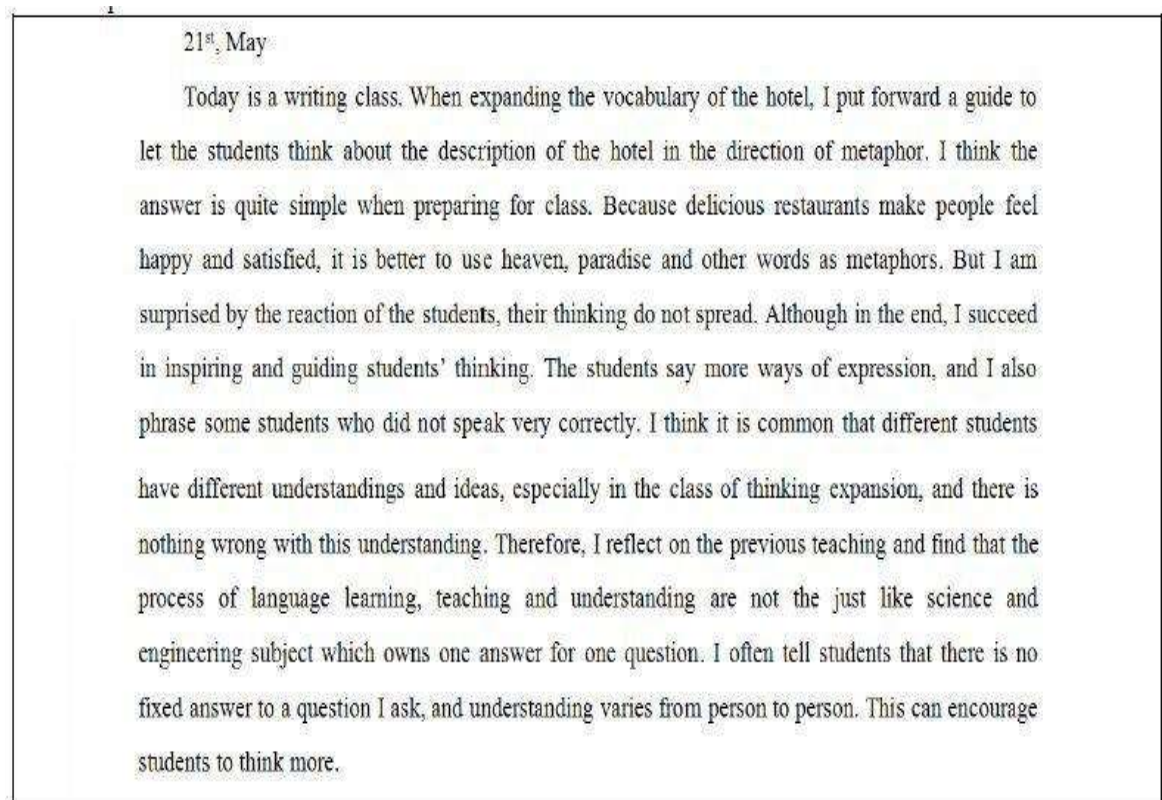


Figure 4. example of reflective Journal

2.3.7 Challenges of Reflective Practice in Teacher Education

There are some obvious problems that are commonly associated with poor implementation of reflective practice curriculum in teacher education, such as trying to cram knowledge of reflective practice into pre-service teachers as if such knowledge existed outside social understandings of practice (or knowledge). I will not dwell on that

very fundamental problem here. There are other inherent problems such as teacher educators who perceive that teacher education in universities is the last chance for university-based educators to influence Pre-service teachers and, thus attempt to maximize the teaching competence of the PSTs as if such competence were bricks that could be mounted one upon another (Feiman-Nemser, 2001b). Where this approach is adopted, teacher education can become a process of mere socialization, of “learning how to play the game” (Samuel & Stephens, 2000, p. 478). Such a process is arguably inadequate for critically scrutinizing, challenging and building on PSTs’ current beliefs as required for their professional development. In fact, there has never been a more important time for critical reflection to be enacted and supported in teacher education within universities and in the course of the teaching practicum

2.3.7.1 Reflection and Critical Reflection

It is hard to argue against the view that teachers nowadays need to do much more than simply teach content to students in a classroom and so raise their levels of knowledge. They need to see their work as potentially contributing to the empowerment and emancipation of individuals and communities for social justice (Freire, 1970; Van Manen, 1977). This social justice ‘call’ urges teachers to “examine ideologies critically and to consider the value basis of their own practice” (Calderhead & Gates, 1993, p. 2). Calderhead and Gates (1993) argue that critical reflection cannot be separated from the root of inquiry thinking which resides in critical pedagogy. Proponents of this pedagogy generally regard schools as social institutions which, left to their own devices, would want to capitalise on their existent dominance in society, and tend to look for ways to maintain the status quo. In *Pedagogy of the oppressed*, Freire (1970) describes this approach to teaching as a form of slow but calculated Cultural ‘invasion’; he names this as a most effective way in which oppressors their maintain their

dominant status in society and preserve inequality and oppression of minorities. McLaren (2019) suggests, with other critical pedagogy advocates, that educators have an ethical responsibility for empowering their students through critical reflection. They name this as a primary goal of critical reflection, enabling students to develop their sensitivity to and awareness of oppressive practices, thus seeing the world more objectively.

In the same vein as Freire (1970) and McLaren (2019), Brookfield (2020) recommends that teachers need to be critically reflective in interpreting the word ‘call’ or ‘vocation’, not as a blind readiness to be dedicated and to work hard as happens so often in hegemonic organizations. Rather, educators need to be willing to reflect critically on what they think is truly important in the work of teachers, and “to question assumptions and practices that seem to make our teaching lives easier but actually work against our own best long-term interests” (Brookfield, 2020, p. 7). He argues that teacher education needs to be focused on such things so that it can prepare the future generation of teachers who are capable of abiding by regulations, but also willing to critically reflect on the ethics of their students’ education – and this may mean sometimes questioning some of the regulations that seem to control that education. Brookfield (2020) also warns that reflection by definition is not necessarily critical when it is simply used to describe the interactive processes of the classroom. For he was being critical means having the capacity not to be always taking for granted the presumed ‘normality’ of events or situations. Education often generates experiences which might be considered ‘normal’ and even valuable, but are educationally, ethically or morally ambiguous. Ambiguity here means that what teachers believe as good may not be always considered good by the others (e.g., students). For example, a teacher may delay answering a student’s question in order to give greater priority to respect for the student’s voice or opinion. Nevertheless, students may think that actually the teachers have

answers but purposely do not want to share them. Students who end up with answers that are ultimately judged to be wrong may feel that they have been tricked by the teachers. It may create an atmosphere of distrust.

2.3.7.2 Emotional dimensions of reflection

Just as teaching is an emotional endeavor (Zembylas, 2004), so too reflection also involves emotional undertaking in the way it encourages PSTs to scrutinize their own experiences, actions, and beliefs (cf. Correia & Bleicher, 2008; Schoffner, 2008; Schön, 1983; Zembylas, 2007). Schoffner makes this statement in the light of Zambia's (2007) argument that teachers must be able to relate their emotional feeling with their understanding about subject contents, pedagogical strategies, school context, students' personal background, as well as the curriculum. Schoffner believes that the affective part of reflection lies in what Schön calls "the surprise, puzzlement, or confusion" (Schön, 1983, p. 68) which mark the reason of one's reflection. This suggests that emotions can be used as an entry point to engage students in reflective practices. The significant role of emotion and reflection during teacher preparation thus cannot be overlooked.

Since reflection to a great extent can represent a deconstruction of beliefs and changes of teaching and learning styles which may have already been long established (Yuan & Mak, 2018) reflection may entail an emotionally painful process to realize oneself as having some weak points. This idea is congruent with Naseer (2020) perspectives, who remind readers that reflection has usually been understood as involving an internal and personal process. Thus, they point out, Preservice English teacher may find it uncomfortable to reflect on their emotional feelings, particularly when their beliefs are challenged by confronting experiences (Yoshihara, Kurata, & Yamauchi, 2020). Over time, reflection can become associated in the minds of Pre-service teacher with "discomfort" (Naseer, 2020).

Although Pre-service English teacher may intellectually appreciate the benefits of reflection, they may have to apply themselves to work 'harder' when they come to engage in honest reflection.

As a teacher educator trying to understand the difficulties that are a result of reflection, as indicated above, researcher has seen so often how Pre-service English teachers' sense of themselves can be challenged when their beliefs are challenged – for example when they have to unlearn and discard their understanding of particular teaching styles which they have been undertaking for quite a while. And this sometimes undermines their confidence in themselves, in the short term at least. The researcher would agree with Graham and Phelps (2003), when they say that it is more sensible for teachers to maintain a healthy balance between rationality and emotional feeling. However, sometimes, it is necessary for the emotional perspective (such as Pre-service teachers' sense of security in well-established teaching habits) to be questioned or challenged.

2.4 Reflection as a Writing Activity

2.4.1. The Process of Writing Reflection

Writing reflections is not easy to begin reflectively. The process of expressing our thoughts in writing is not as simple as uttering what is in our minds (Farrell, 2013). Farrell (2013), furtherly explained that this happens because an individual needs extra time to simply find a way in conveying their thoughts into writing effectively. This implies that writing a reflection involves sophisticated thinking processes from absorbing the gathered information, then finding the suitable words to put on the paper. He called this 'pausing,' the initial step in reflective writing that serves as a launching pad for the rest of the

processes. Despite this challenge, Rushton and Suter (2012) however, argued that writing reflections are a skill that can be learned over time.

Moon (2006) developed the concept of 'time-space,' stating that the process of writing reflections allows pre-service English teachers to organize their thoughts, allowing them to connect new learning materials to their own experiences or prior knowledge. This agrees with Schön's (1983) argument on pre-service teachers, wherein having less practical experience and knowledge may require a longer time to become aware of and act on a teaching problem than more experienced teachers. In the initial phases of reflective writing, however, employing a structured approach or adopting frameworks may assist student teachers in developing confidence and fluency in writing their reflections.

Writing a reflection is beneficial and useful as it is a record that can be looked back to and if the teacher is facing a lot of concerns in most circumstances (Rushton & Suter, 2012). This is an efficient approach for assisting teachers in organizing their thoughts on teaching challenges. Furthermore, this would be a significant move for teachers to take particularly when the experiences and challenges are just being discovered. Besides, writing reflections is believed to be beneficial in helping student teachers draw links between what they have learned in lectures and their practical learning experiences, thereby improving their reflective skills (Yost, Sentner, & Forlenza-Bailey, 2000; Moon, 1999). Other benefits of reflective writing include promoting "self-reflection" (e.g. Lew & Schmidt, 2011; Schn, 1983); facilitating "critical thought" (e.g. Thompson & Pascal, 2012); and enhancing learning (e.g. Loughran, 1996; Walker, 1985), which are all relevant to the purpose of reflective writing on the pre-service English teachers' practicum program.

2.4 Models of reflective practice

2.5.1 The collaborative model of reflective practice

Under the collaborative model of reflective practice, two colleagues are supposed to engage in observation of each other's ways of conducting duties (teaching) with the ultimate purpose of identifying and improving weaknesses in their teaching. This allows the two professional teachers to critically look at each other's ways of teaching and analyze their teaching with the purpose of improving efficacy (Syrjala, 1996). Syrjala further contends that the reflective teachers simply analyses lessons in order to increase teacher control over variables that affect learning. This is further supported by Bookfield (2020) who contends that, to see practice from the perspective of a colleague, a colleague observes the practitioner and provides critical feedback and engages in critical conversations with the practitioner. This shows that reflective practice is much like action research in that the practitioner selects a problem to study, collects the necessary data and analyses their data to improve their performance by directly studying their work. The collaborative model of reflective practice is used in this study in conjunction with another model (Stenhouse model of reflective practice) that can be used in the process of reflective teaching as proposed by Stenhouse (1975). The two models have been used in order to increase the chances of collecting more information on teachers' overall application of reflective practice in teaching.

2.5.2 Lawrence Stenhouse's Model of Reflective Practice

This model refers to the process of reflective teaching and provides a dynamic basis for teacher actions. Teachers should act as researchers of their own practice and should develop the curriculum through practical enquiry (Stenhouse, 1975). Teachers

are principally expected to plan, to make provisions and to act. Reflective teachers also need to monitor, observe and collect data on their own and the learners' intentions, actions and feelings. This evidence needs to be critically analyzed and evaluated so that it can be shared, judgments made and decisions taken (Marlina, et al., 2023). Stenhouse states that, reflective practice is a dynamic process which is intended to lead through successive cycles, or through a spiraling process towards higher-quality teaching. This model is in line with the notion of reflective teaching, as described by Dewey, and provides an essential clarification of the procedures for reflective practice.

2.5.3 Writing a Reflective Journal and Relation to the Levels of Reflection

Researchers and researchers of reflection often use a framework as a guideline in writing and assessing reflections. The frameworks are indicators to the type and quality of reflections student teachers and teachers write. Student teachers' 'reflection' is measured by analyzing the content and determining how much reflective thought is evident in the written reflections. The extensive range of meanings of reflection have led to the formation of various distinctive levels of reflection, some hierarchically and others categorically. In order to show clearly the different frameworks, some researchers interpreted them in terms of two dimensions or approaches to reflection (). These two dimensions are referred to as 'breadth' and 'depth'. Breadth is the focus or the content of the reflection, which often is influenced by the reflector's teaching experience or the nature of the context (Lane, McMaster, Adnum, & Cavanagh, 2014; Russell, 2005; Kember, 1999). The depth refers to the depth of thinking portrayed through the reflection (Lane, McMaster, Adnum, & Cavanagh, 2014; Bain, Ballantyne, Packer, & Mills, 1999; Bain, Mills, Ballantyne, & Packer, 2002).

Murphy & Ermeling (2016, p. 321) explained that 'the levels of reflection typically range from three to five' (although sometimes the level can be up to seven). Here, 'level'

refers to the ‘depth’ of the reflection. The levels of reflection are determined based on a set of criteria. Generally, the initial level focuses on examining isolated teaching skills and decisions, or the individual teaching events. A more advanced level of reflection commonly contains pedagogical theory, and sometimes the reflector will make some attempts to make connections between the theoretical beliefs and the current practice. The highest level of reflection usually relates to higher order thinking skills and focuses on the impact of teaching on practice.

To sum up, there are five levels of reflection which is used in Murphy & Ermeling study. The frameworks are from Manen (1977), Valli (1990), Bain, Ballantyne, Packer & Mills (1999), Jay & Johnson (2002), and Farrell (2015). Often, a framework is used in determining the quality of reflective writing. Usually, ‘critical reflection’ is one of the elements in the framework and used to describe a reflection that has reached the highest level of reflection (e.g. Jay & Johnson, 2002).

Table 3 Shows the different elements of critical reflection as defined in different frameworks

Author	Description of Reflective Element
Van Manen (1977)	Level 3: Critical – examining the influence of structural and societal constraints and how personal values may conflict with those constraints; questioning the moral and ethical dimensions of decisions related directly or indirectly to the classroom situation
Valli (1993)	Critical reflection – considering social and political influences on teaching practices Content: ways in which schools and teachers contribute to social injustices and inequality and ways in which they can help overcome these inequities. Quality: determined by the teacher’s ability to apply ethical criteria to the goals and processes of schooling

Bain, Ballantyne, Packer & Mills (1999)	Level 5: Reconstructing - The student displays a high level of abstract thinking to generalize and/or apply learning; The student draws an original conclusion from their reflections, generalizes from their experience, extracts general principles, formulates a personal theory of teaching or takes a position on an issue; The student extracts and internalizes the personal significance of their learning and/or plans their own further learning on the basis of their reflections
Jay & Johnson (2002)	Critical – posing questions pertaining to the public democratic purposes of schooling and the moral and political dimensions of schooling; having considered the implications of the matter, establish a renewed perspective; making a judgment, making a decision through careful deliberation
Farrell (2015)	Beyond practice – sociocultural dimension to teaching and learning; critical reflection

Manen (1977) is amongst the earliest to develop a framework of reflection derived from Habermas (1974). He developed a hierarchy representation of reflection involving three distinct levels. The first level, ‘technical reflection’, is concerned with the efficiency and effectiveness in the application of skills and technical knowledge in the classroom setting, the educational theory and basic curriculum principles in order to achieve certain ends. At this stage, reflection is confined to analyzing the effect of strategies used, which are not open to criticism or modification. The second level is ‘practical reflection’. This involves ‘pragmatic analysis and clarification of practices and processes employed towards reaching a goal’ (Manen, 1977). This implies that teachers assess the educational implications of their actions and beliefs. In contrast to the technical form, practical reflection recognizes that meanings are not absolute, but are embedded in, and negotiated through language. The third level is ‘critical reflection’ which includes an emphasis on the previous two, as well as considers the moral and ethical dimensions of decisions related, directly or indirectly, to the classroom situation. This means that at this level the reflections demonstrate

teachers can make connections between situations they had encountered to the broader social, political, and economic forces that influences those events.

In some respects, Manen's classification appears to confuse the 'focus' of reflection e.g. the issue or 'event' that student teachers reflect upon, with the 'level' of reflection e.g. the level of cognitive sophistication (LaBoskey, 1993; Valli, 1993a). In order to resolve the conflict, LaBoskey (1993) suggested that the 'focus' and 'level' of reflection should be treated as two separate dimensions, the breadth and depth respectively, as discussed earlier. This can be seen in Bain, Packer & Mills' (1999) framework which examines the 'focus' and 'level' of reflection in two ways: 'depth' and 'breadth' of the reflection. They explained that the most important factor influencing the 'depth' of reflection is whether or not the reflection was of one's own teaching. Bain et al. stressed that neither the time spent on writing nor the length of writing would have any effect on the quality of student teachers' reflections. These factors do not influence the depth of the reflection because they do not refer to the style of the reflections in which the thinking process is portrayed. They further explained that the depth dimension is more teachable, open to improvement, and less dependent on context compared to the breadth dimension. In determining the depth of the reflections, Bain et al. proposed that the scale ranges from 'reporting' (the lowest level of reflection – Level 1), 'responding', 'relating', 'reasoning', and 'reconstructing' (the highest level of reflection – Level 5). In contrast, the 'breadth' or the content of student teachers' reflections are influenced by their teaching experience and by the nature of the context (Lane et al., 2014, p. 484). This means that student teachers need to be familiar with the background and context of their teaching in order to write journals that focused on breadth. They suggestedt four

different foci of reflection that includes focus on ‘teaching’, ‘self’, ‘professional issues’, and ‘students’ or ‘class’.

Valli (1990, 1993, 1997) investigated teacher education program with regards to how they helped student teachers to develop reflective capacities and dispositions. She concluded that there are five different types of reflection. She calls these five orientations as ‘technical reflection’, ‘reflection on- and in-action’, ‘deliberative reflection’, ‘personality reflection’, and ‘critical reflection’. One of the critiques of these components is that the reflective quality is too loose, the criteria for critical reflection can be too absolute (Valli, 1993b). Thus, Valli suggested that they should be used in combination with each other so to balance the approaches. This suggests a classification approach that is more flexible and not as hierarchical as Van Manen’s framework.

Jay & Johnson (2002) developed a typology of reflection involving three dimensions of reflective thought: descriptive, comparative, and critical. In the ‘descriptive dimension’, the teachers describe the area for reflection such as ‘What is happening?’, ‘Is this working, and for whom?’, ‘How do I know?’, and ‘How am I feeling?’ The typology of reflection provides a framework for discussion and action that enables deep levels of reflection, and that provides opportunities for deconstructing a dilemma, feeling, or teaching practice (Jay & Johnson, 2002, p. 82). This stage involves the intellectual process of ‘setting the problem’ Schön (1983). This condition as Schön described is a typical situation for the practitioners to experience at the beginning of the reflection process. Then, the stage moves into the ‘comparative dimension’ in which the teachers reframe the reflection in light of alternative views, others’ perspectives and research. At this stage, teachers could

establish new perspectives after considering the implications of the things that have been discussed in the reflection. This model recognizes the different levels of reflection and they are useful when applied to different learners' needs.

The most recent classification of the levels of reflection is proposed by Farrell (2015) called framework for reflecting on practice. The framework has five different stages of reflection: 'philosophy', 'principles', 'theory', 'practice', and 'beyond practice'. According to Farrell, 'philosophy' is the window to the roots of teachers' practice because having a philosophy of practice means each observable behavior has a reason that guides it even if the teachers do articulate this reason. While 'principles' refers to teachers' assumptions, beliefs and conceptions of teaching and learning. He describes 'theory' as the different ways how teachers can put theories into practice and 'practice' is the observable behaviors of what teachers do and what actually happens in the classroom. The final stage in Farrell's framework is 'beyond practice' which takes on a sociocultural dimension to teaching and learning, exploring and examining the moral, political and social issues that impact the teachers' practice. 'Beyond practice' can also be called 'critical reflection'. While others clearly describe reflection hierarchically, Farrell has treated each stage as separate. Despite this, they are linked, and each stage builds on the other. Farrell emphasized that all stages must be considered as a whole to give a holistic dimension to the practice of reflection.

Of course, it could be argued that it is quite impossible to measure student teachers' 'thinking' and their 'reflection' on things. However, these different levels of reflection as suggested above are helpful in indicating the type of reflections student teachers are writing. They also show that there are many terminologies used in the literature to differentiate between the different levels of reflection. This is useful

particularly for the textual analysis in my own research which seeks to determine the breadth and depth of reflections student teachers wrote during the practicum. In addition, in contexts where student teachers' written reflections are assessed, the levels could serve as an indicator for progression and growth as student teachers develop their reflective thinking and reflective writing skills to enhance their reflection on practice.

All the frameworks above seem to place 'critical reflection' at the highest level. For example, Valli (1990) believe that 'critical reflection' should consider the social and political influences on teaching practice, and Manen's (1977) 'critical reflection' to question the moral and ethical dimensions of decisions made during classroom practice. It seems that both scholars have included a set of different criteria or elements in defining 'critical reflection'. The criteria may not accurately define what 'critical reflection' means in a particular context. Therefore, course developers may want to consider using the frameworks as guidelines and to formulate their own criteria which could be more relevant in determining the different levels and types of reflections in their own context. From the discussion above it seems reasonable that 'critical reflection' is positioned at the highest level of reflection as it involves sophisticated intellectual processes and considerations of many elements which all together is a complex process. Clearly, critical reflection is considered an important component and key competency in many teacher education programs (Brookfield, 1995; Howard, 2003). In fact, critical reflection is regarded as an integral element in education professional practice (Brookfield, 1995; Dewey, 1933). Thus, this is why teachers and student teachers are expected to critically reflect on their experiences and practices, so they are able to analyze and improve on their teaching (Callens &

Elen, 2011).

2.6 Journal Reflection in Pre-Service English Teacher

Despite many reflective journal studies that have been conducted in the EFL teacher education areas, only a few studies have explored the use of journal reflection in pre-service EFL teacher training. Debreli (2012) found that EFL pre-service teachers' beliefs changed throughout the teaching practicum course, based on interview and diary writing responses. In addition, Yuan and Lee (2014) used classroom observation, interviews, and a reflective diary to investigate the process of belief transformation for EFL pre-service teachers from a sociocultural perspective. Canh (2014) similarly used diaries to study the experiences of five EFL student teachers and discovered that they referred to the teaching methods used by their cooperating teachers rather than the theories and practices they had learned during their studies in other diary studies.

Most of these journal reflection studies, as the examples above, have revealed, focused on attitudes and behaviors rather than teaching practicum courses. The idea of using journal reflection as learning tools for pre-service English teachers, on the other hand, has yet to be investigated. Some of the EFL reflective research, including reflective studies (e.g. Abednia et al., 2013; Canh, 2014; Debreli, 2012; Farrell, 1998; Yuan & Mak, 2018), recruited small samples (two to five pre-service teachers); using larger samples could help to explore the research area further. The emphasis on native contexts and shorter teacher training programs (Borg, 2006) is one of the gaps in teacher education research; consequently, research in a non-native environment is required.

2.6.1 Teacher Development and Journal Reflection as a Tool

Reflective practice is a method for teachers to analyze and evaluate what is going on in the classroom to improve the quality of their instruction. Farrell (2015) discussed reflective practice as a form of professional development in the field of TESOL, drawing on Dewey and Schön's work. Teachers must participate in 'reflection-in/on/for-action' (Farrell, 2015 p. 82) when they examine their classroom practice, according to him. He emphasized reflection-in-action (during class) and reflection-on-action (after class), and urged that reflection-in-action be documented in some way because it leads to reflection-for-action (future teaching). Classroom observations, reflective notebooks, and videotaping classrooms are examples of documentation for reflection-in-action (Farrell, 2015).

Some TESOL researchers have emphasized the need of reflective journals for reflection-in-action to be aware of phenomena and difficulties in the actual classroom and to restructure action plans (Marli, Farrell, 2015; Tamai, Watanabe, & Asaoka, 2019;). During teaching, teachers may encounter unexpected situations, as well as have thoughts, feelings, and internal conversations. Through reflective journal and overall reflective practices, they frequently detect incoherency and inconsistency in their ideas and actions, negotiate, and produce their answers and solutions in actual classroom scenarios.

Casanave (2011), a TESOL writing researcher, stated that pre-service teachers can use a dialogue journal with a supervising instructor and a mentor teacher to work

through teaching difficulties and influence their attitudes, opinions, and practices. Marlina et al. (2023) found that overall reflective practices such as reflective journals, focus group discussions, and guidance from a supervising teacher were beneficial for pre-service teachers because they allowed them to examine their lesson planning and delivery, classroom management, and dealing with difficult students, as well as rethink their teacher identity. Thus, the best strategy to give pre-service teachers with needed supervision and support appears to be through regular interactions with a supervising teacher and a mentor teacher.

Pre-service teachers seldom find a supervising teacher who will frequently react to their teaching journals or who has the time to conduct in-person meetings with them due to the tremendous workload of tenure-track academics in Japanese university institutions. It may be more difficult to find a supervising teacher for university pre-service teachers who studied overseas for years and returned to Japan since they may be estranged from their old schools and have lost contact with past teachers while they were gone from Japan. In addition, a pre-service teacher and a supervising teacher must have a trustworthy connection as well as a professional and personal rapport to assemble regular interactive journals and receive encouraging and helpful responses. Although interactive journals with a supervising teacher are ideal, even teaching journals can assist pre-service teachers to think about and reflect on their teaching beliefs and practices, as well as work through difficulties and issues they have in their careers.

2.6.2 Practicing Reflection in Teaching Practicum

Writing a reflection has become a focus of interest and a powerful movement in teacher education and impacts more important in educational outcomes particularly

teacher effectiveness and growth in teaching skills (Torro, Sunra and Riskawati, 2021). The educators do not reflect as part of their regular routines and they do not have time or opportunity to develop the skill on reflective practice (McNamara, 1990). This practice is one of the attributes of teachers as active members of the professional community. Teaching is a complex task requiring a degree of self- reflection and the ability to apply situation-specific solutions in classroom settings (Choy, Yim & Tan, 2017).

The reflective practice could be described as a way to improve teachers' practice; as an opportunity to renew & understand the effects of teaching; as the ability to reflect on an action to engage in a process of continuous learning; as a way to enhance the teaching process; and used to help teachers modify and craft their instruction to support students' individual instructional, linguistic, and cultural strengths (Rodriguez, 2008; Jacobs, Vakalisa, & Gawe, 2011; Mathew et al., 2017; Moradkhani et al., 2017; Vaughn, Parsons, Keyes, Puzio, & Allen, 2017).

Reflections can also be used to enhance teachers' development of dispositions, relevant in promoting & improving instruction in the classroom, improve future decision making in teaching practice, and would benefit students learning (Whitley, 2007; Rayford, 2010; Titilayo & Uwameiye, 2012; Kelly, 2015). Posthuma (2012) argued that reflecting influences how teachers change their teaching actions. As a result of reflection, the teacher may decide to do something in a different way or to retain his/her teaching practice. Here, there is a need to reflect on the experiences or activities to grow professionally (Mathew et al., 2017). Moreover, reflective practice can help in increasing self-confidence and beliefs of teachers in teaching as they reflect performance in teaching (Appleton, 2008; Freidhoff, 2008; Finlay, 2008; Mathew et al., 2017).

2.6.3 Journal Reflection in Practicum Teaching

Reflective practice is a helpful tool for pre-service teachers, especially new teachers, towards the professional practice of teachers' subjects (Gaciu et al., 2017; Vaughn et al., 2017). Reflective thinking strategies helped pre-service teachers learn from their experiences. Therefore, it is important that trainee teachers or pre-service teachers are aware of practicing reflection as part of their teaching practicum. Simoncini et al. (Simoncini, Lasen, & Rocco, 2014) showed that pre-service teacher reflections revealed a deeper understanding of the knowledge and skills—beyond planning and teaching—such as negotiation, problem solving, reflectivity and reflexivity, which are essential in constituting their professional selves.

Hence, practicing reflection in teaching is very useful to pre-service teachers in improving their teaching performance during teaching practicum because they can be able to discover their strengths and weakness, hence encouraging better planning in teaching (Rayford, 2010; Aldahmash, Alshmrani & Almufti, 2017). Reflective practice will help teacher educators determine what experiences and knowledge are included in science education courses and professional development will best facilitate teachers' development of classroom management skills (Deaton, 2013). Korkko et al. (2016) suggested that student teachers' learning has to be supported so that these students get the stage of critical reflection and it has to be included in the teaching practicum or in some courses in the teacher education program.

2.6.4 Practicing Pre-service English Teacher to Write Reflections during the Practicum

One of the ways in training student teachers to write reflections is through the practice of journal reflections during the practicum. Each of student teachers are given one teacher mentor/supervising teacher and a supervising lecturer to guide them during the teaching practice process. The practicum supervisors play an important role in facilitating them in learning how to teach as well as ‘to check and guide student teachers in writing their reflections on teaching, their weekly written reflections and building their teaching practice portfolio which developed by Hanafi (2019). The supervising teacher will check the student teachers’ written reflections every week and the supervising lecturers will examine the written reflections together with the teaching practice portfolio each time they go for observation.

In general, there is no specific approach used by individual lecturers in ‘teaching’ student teachers to write reflections. Teacher educators do not use any specific module in their training and if any framework is used at all, there is variation among the teaching teams across the different courses. Teacher educators could use any format in guiding student teachers to write their reflections. However, a set of course documents such as the format for weekly reflections, guidelines for writing weekly reflections and a sample reflection are provided to the student teachers to write their reflections during the practicum. Teacher educators could also use these course documents in training reflective writing. This following chart will show the format and the guidelines in writing weekly reflection and the format can be seen in appendix A

Weekly Written Reflection

Format: Your reflection should focus on only one or two issues.

- Problem / Event
- Analysis
- Suggestions for future action
- When to take future action

Sample of written reflection (the format):

My students look tired and sleepy. I am worried that they will not understand what I have taught them in my lesson. Apparently, all of their English classes are in the afternoon. I tried to keep them awake by asking questions. But they are still not interested in my lesson. What should I do? I think I will ask the students to work collaboratively in groups in my next lesson

2.6.5 Assessing Reflective Writing

The requirement for pre-service teachers to write and submit journal reflection for assessment is a common practice in most teacher education program across the world such as Hong Kong (Luk, 2008), United Kingdom (Hobbs, 2007), Singapore (Lew & Schmidt, 2011) and Malaysia (Hussin, 2004; Min, Mansor & Samsudin, 2016). Assessment of written reflections is usually achieved through requiring student teachers to write reflections as part of their practicum. For example, in the context of this study pre-service teachers are required to write weekly journal reflections, after every lesson they taught and compile the reflections in their teaching practice portfolio. Ideally, These reflections are evaluated by the teaching practice supervisors when they come for observations during the practicum.

However, some education researchers have reservations about student teachers' written journal reflection being assessed on the grounds that it has undesirable impact on student teachers' written reflections such as being 'superficial' (Hobbs, 2007). Haslee

Shahril & Abd. Majid (2010) found that the quality of the reflections is ‘superficial’ because student teachers were only describing their actions and their lessons without sufficient attempt to synthesis relevant literature and evaluate them. In her study, Hobbs provided leading and repetitive prompts in helping the student teachers to write their reflections. However, this resulted in student teachers writing strategic responses in their reflections. Pre-service English teachers might speculate what their assessors wanted to see rather than writing about something they have truly reflected on (Luk, 2008). Since student teachers are ‘forced’ to write the reflections to fulfil the course requirement and for assessment purposes, Hobbs (2007) also reported that student teachers in her own study had negative attitudes towards the teaching practice journal such as resentment in engaging in reflection about their teaching and felt that it is ‘a waste of time’ (p. 406) especially for those who had no teaching experience.

In addition, Norton (1997) argued that the impact of assessment on student teachers’ reflections resulted in the reflective journals only being assessed for student teachers’ ‘writing’ abilities rather than their ‘reflective’ abilities. Norton explained that it is common for student teachers who are in the English and Social Studies courses to emphasize the development of expert compositional skills. However, this kind of writing may not be appropriate for writing personal reflections and may be considered as ‘unreflective’. Thus, student teachers might seem more adept at ‘writing’ than ‘reflecting’. Furthermore, other factors such as a low level of proficiency in English, challenges of deductive reasoning, and the absence of productive feedback (Roux, Mora & Tamez, 2012) impede the process of producing highly reflective reflections among second language student teachers. Deficiency in the English language hinders the student teachers in generating, organizing, and expressing their thoughts professionally and personally in their reflective diaries (Hussein, 2007). The

‘inadequate skills of English’(Rarieya, 2005) may also discourage some student teachers from engaging in reflective practice effectively. In addition, Yaacob et al. (2014) also reported that language is one of the factors for student teachers’ reflections to be categorized at a lower level because when the reflections are written in English, which is either the student teachers’ second or third language, they may not have the vocabulary to express their emotional and critical thoughts clearly.

Some researchers question the value of assessing personal professional development contained in reflective journals because of their subjective and impressionistic judgements (Sumsion & Fleet, 1996; Moon, 2006) which raise complex issues of consistency and equity in marking the reflections (Luk, 2008). As Stewart & Richardson (2000) argue the abstract and personal nature of the reflections would make it difficult for assessors to make sensible judgements about the level of the reflection if the aspect of reflection being marked is not clear. Furthermore, if assessing student teachers’ journal reflections also depends on the ability to write in a reflective manner (as discussed earlier), it would be challenging to ensure consistency and fair evaluation of the reflections when the grades are influenced by the assessors’ perceptions of reflectivity. Many researchers have debated whether reflection should be assessed especially when it is integrated with practice or with other documents such as the teaching practice portfolio (e.g. Boud, 1999; Woodward, 1998). If so, assessors need to be clear on what aspects in the reflections should be assessed and ensure fair weightage of marks allocated for either the practice, portfolio or reflection.

Educators who support the need to assess reflections believe that with the provisions of assessment criteria, student teachers could be more aware of what makes effective reflections and bring more structure and discipline to their reflective writing (Luk, 2008). This links with the current study since a sample reflection and guidelines in writing

reflections are provided to student teachers (in 2.6) which direct and support them to write the reflections accordingly. Drawing student teachers' attention to the discourse features (e.g. in the sample reflection) of the genre may enable them to come to grips more effectively with what reflective writing entails (Holstein, A., Weber, K. E., Prilop, C. N., & Kleinknecht, M. (2022).). The purpose of the reflection, and the assessment criteria must be presented clearly so that both the student teachers and teacher educators know exactly the type of reflection that should be reproduced.

2.7 Teaching-Centric Journal Reflection

Based on the discussions in the literature, the researcher could summarize that in some cases, especially in the case of pre-service teachers, journal reflections tend to be 'teaching-centric'. The term 'teaching-centric' to refer to the reflections that focus primarily on what the student teacher or teacher is doing in the classroom (e.g. the way she uses the material she has prepared, the way she gives instructions, the way she explains a language point, etc.). The discussion in the reflections would not include other things that might be going on in the lesson, such as the learners' use of English, learners' behavior, or group dynamics (e.g. Choy & Oo, 2012; Bain, Ballantyne, Packer, & Mills, 1999). There would also be no engagement with 'critical' approaches to reflection, as defined, for example, by Valli (1993), Jay and Johnson (2002) and Farrell (2015), which look beyond practice to the sociocultural and political dimensions of schooling and teaching English. Thus, in 'teaching-centric' reflection, the content of the journal reflections is based entirely on what actually happens in the classroom and this is analyzed exclusively in terms of the actions of the teacher and the activities she has planned.

In this study, researcher discovered from the analysis of pre-service English teachers' journal reflections that the reflections are also 'teaching-centric'. It is found that

the reflections focused on three things which are the technical aspects of teaching, teaching for self-development, and identifying the strengths, weaknesses and improvement in teaching. This perception of ‘teaching-centric’ reflection resonates with some of the findings reported in research studies into pre-service English teachers’ journal reflections. For example, the study by Harland & Wondra (2011), Hussin (2004), Yaacob, Walters, Md Ali, Shaik Abdullah & Walters (2014), and Min, Mansor & Samsudin (2016), found a predominance of ‘technical and practical’ issues in student teachers’ reflective journals. Perhaps, this is a common thing since there is a tendency for pre-service teachers’ to reflect on areas pertaining to their practice.

In addition, the way student teachers’ journal reflections are being assessed could also result in the reflections being ‘teaching-centric’. For example, during the practicum most of the assessment component is focused on lesson planning and lesson implementation which clearly suggest that it is very likely that student teachers wrote more about their teaching experiences and processes particularly things they did in the classroom rather than on professional issues like the teachers’ concern on how to integrate content, pedagogy in an ESL context with technology in the classroom or teacher’s responsibilities for lifelong learning.

Furthermore, in general, ‘teaching-centric’ reflection seems to limit student teachers’ thoughts on only one thing that is ‘teaching’. However, through ‘reflection’ student teachers are supposed to ‘develop meaning’ of their practice by making connections to other experiences and ideas (Rodgers, 2002; Dewey, 1933). This is an aspect lacking in ‘teaching-centric’ reflection. Student teachers should be encouraged to explore other dimensions such as the learning process, the learners or the learning environment. This would make student teachers’ ‘reflection’ broader and deeper in their process of making

sense of their teaching practice.

2.8 Reflective Practice and Reflective Thinking in Indonesian Education Policy

Reflective practice and reflective thinking are terms often used interchangeably in the realm of education, but they encompass distinct concepts with unique implications for teaching and learning. But, both of them have important roles in shaping effective teaching and learning strategies. In the realm of education, these concepts are essential for fostering continuous improvement, enhancing teacher professionalism, and nurturing critical thinking skills among students. Besides, reflective practice involves thoughtful and intentional consideration of one's own teaching methods, strategies, and experiences to enhance the learning environment. It is a continuous cycle of observation, self-reflection, and action, with the ultimate goal of improving teaching and learning outcomes. In the context of Kurikulum Merdeka, reflective practice becomes a cornerstone for educators to navigate the challenges and opportunities presented by a more open and flexible curriculum. After this, the researcher explored briefly the relationship among them.

2.8. 1 Reflective Practice and Its Components in Kurikulum Merdeka

One of the primary objectives of Kurikulum Merdeka is to cultivate critical thinking skills among students. Reflective practice aligns seamlessly with this goal by encouraging educators to critically evaluate their teaching methods and instructional approaches. Through reflection, teachers can identify areas where critical thinking skills are lacking and implement strategies to enhance them. By consistently engaging in reflective practice, educators can create a learning environment that stimulates curiosity, encourages questioning, and promotes

independent thought. This not only aligns with the objectives of Kurikulum Merdeka but also prepares students for a future where critical thinking is an essential skill.

Moreover, reflective practice involves a deliberate and systematic process of self-examination and evaluation of one's teaching methods and approaches. Educators engage in reflective practice to assess the effectiveness of their instructional techniques, identify areas for improvement, and ultimately enhance the learning experience for their students. This process is not limited to teachers; it extends to all stakeholders in the education system, including administrators, policymakers, and even students themselves.

In the context of Kurikulum Merdeka, reflective practice takes on a special significance. This innovative curriculum emphasizes student autonomy and encourages educators to adapt their teaching methods to accommodate diverse learning styles. Reflective practice, therefore, becomes a tool for educators to navigate this shift, ensuring that their pedagogical strategies align with the principles of Kurikulum Merdeka.

Reflective practice comprises several components, each contributing to a comprehensive and constructive self-evaluation process. Firstly, observation and documentation are crucial. Teachers need to observe their own practices in the classroom, documenting both successful moments and challenges. This documentation can take various forms, from journal entries to video recordings, providing tangible evidence for reflection. Secondly, self-analysis involves educators critically examining their actions, decisions, and interactions in the classroom. This introspection requires a willingness to confront both successes and failures, with an

openness to learning from both. It's through this self-analysis that educators can identify patterns and trends in their teaching methods and make informed adjustments. Thirdly, collaboration with peers is an integral aspect of reflective practice. Engaging in discussions with fellow educators provides a valuable external perspective, offering insights and suggestions that may not be apparent during individual reflection. In the context of Kurikulum Merdeka, collaborative reflection aligns with the curriculum's emphasis on a community-based approach to education.

To sum up, Reflective practice plays a pivotal role in realizing the objectives of Kurikulum Merdeka by promoting critical thinking skills, supporting personalized learning, and fostering a culture of continuous improvement and lifelong learning. Educators must embrace reflective practice as an integral part of their professional journey, recognizing its potential to enhance the quality of education and empower students to become active, independent learners. As Indonesia continues to implement and refine Kurikulum Merdeka, reflective practice stands as a beacon guiding educators towards creating a dynamic and effective learning environment for the nation's future generations.

2.8.2 The Transformative Power of Reflective Thinking in Kurikulum Merdeka

Reflective thinking is a fundamental element that can significantly enhance the implementation of Kurikulum Merdeka in the Indonesian education system where reflective thinking has specific meaning based on reasons and goals. This type of thinking involves **problem solving**, formulating conclusions, calculating what to do, and making decisions when a person uses skills that are meaningful and effective for a particular context and type of thinking task. Reflective thinking can develop higher

order thinking skills through encouragement to connect new knowledge to their previous understanding, think in abstract and concrete terms, apply specific strategies to new tasks, and understand their own thought processes and learning strategies.

Reflective thinking involves a purposeful and systematic process of contemplating experiences, both past and present, to gain insights and enhance understanding. It goes beyond mere introspection by encouraging individuals to critically analyze their thoughts, actions, and decisions. In the context of education, reflective thinking becomes a powerful tool for both educators and students to navigate the complexities of Kurikulum Merdeka.

Furthermore, reflective thinking involves a purposeful and systematic process of contemplating experiences, both past and present, to gain insights and enhance understanding. It goes beyond mere introspection by encouraging individuals to critically analyze their thoughts, actions, and decisions. In the context of education, reflective thinking becomes a powerful tool for both educators and students to navigate the complexities of Merdeka Curriculum.

In addition, Merdeka curriculum places a strong emphasis on self-directed learning, recognizing the importance of nurturing students who are independent thinkers and proactive learners. Reflective thinking serves as a catalyst for self-directed learning by prompting students to evaluate their own progress, set goals, and identify areas for improvement. When students engage in reflective thinking, they become more aware of their strengths, weaknesses, and learning preferences. This self-awareness is a key driver for self-directed learning, as students gain the confidence to take ownership of their education. Through reflection, they can adapt

their study methods, explore areas of personal interest, and actively participate in the learning process, aligning with the principles of Merdeka Curriculum.

To sum up through reflective practices and reflective thinking students are prompted to question assumptions, analyze information critically, and evaluate the validity of their own perspectives. In the context of Kurikulum Merdeka, where exploration and inquiry are encouraged, reflective thinking provides students with the tools to navigate diverse knowledge sources effectively. They learn to discern between reliable and unreliable information, fostering a discerning mindset crucial for the 21st-century learner.

Moreover, reflective thinking enables students to understand the broader implications of their learning, connecting new knowledge to real-world applications. This depth of understanding aligns with the holistic goals of Kurikulum Merdeka, ensuring that education goes beyond rote memorization to cultivate analytical and problem-solving skills.

2.9 Previous Related Study

There are some previous studies about the use of reflective journal on educational setting included here as the consideration for researcher to comprehend. First previous study is research by Albakri, Abdullah, and Jusoh (2017), the goal of their research is to identify the focus of the pre-service English teacher reflection and the challenges faced by them during practicum. Two research question are addressed to each participant, they are 1) 1. What are the focuses of student teachers' reflection during practicum? and 2. What are the problems faced by the student teachers in writing reflective journal? Six pre-service English teachers are participated as the

participant in this study, and they were asked to write reflective journal entries throughout the 14 weeks of their teaching practicum experience. It was a case study which the data were gained by using journal reflective and semi structured interview.

Furthermore, the results of first research conclude that the student teachers focus on three main themes in their reflections, which are managing learning, pedagogy and teacher attributes. While the challenges highlighted were difficulty in socializing with members of the institution, lack of professional support and lack of ability to manage a classroom. In addition, in the end of the research the researchers suggest that pre- service English teachers should be faced to reflective thinking. They should be directed and trained on the best way to reflect basically and they should be outfitted with basic intelligent abilities to advance basic reflection. Legitimate framework must be infused in helping the understudy instructors to arrive at a more elevated level of reflection. Intelligent diaries can be a decent practice to be utilized in a portion of the courses during instructor preparing to advance intelligent thinking from specialized and reasonable level to basic reflection level. The higher level the students achieve in their reflective thinking, the more they develop their understanding of teaching and learning from the surface level of reflection to a more integrated analysis and understanding of teaching, learning and teacher attributes.

The second previous study is about the reflective diary experiences of EFL pre- service teachers by Altalhab, Alsuhaibani, and Gillies (2020). This objective of this study is to investigate the use of reflective journal by pre-service English teacher in the teaching practicum course. As same as the first previous research, this is qualitative research too. The data were collected through diaries reflective and semi-structured interview. This study adopts the four levels of reflective journal writing

approach which proposed by Hatton and Smith (1995). They are descriptive writing, descriptive reflection, dialogic reflection, and critical reflection. This study's findings showed positive attitudes toward reflective diary use and listed a number of its advantages although all the diaries were considered descriptive writing, and a few of them were descriptive reflections. This study has several limitations, not least of which is the truncated nature the introductory guidance regarding the diary writing. This meant that the pre-service participant teachers were unfamiliar with their task. This highlights the importance of offering appropriate training to pre-service teachers prior to the commencement of any diary task.

Furthermore, another research regarding the use of reflective journal was also carried out by Cadis (2021) his research is entitled "pre-service teachers' reflective practice and their teaching practicum beliefs". In this study more focused on practicing reflective in teaching. This study was carried out to determine the reflective practice of pre-service teachers and their teaching practicum experience. The participants involved in this study were 103 pre-service teachers from the government Teacher Education Institution. The study used self-developed survey questionnaires on pre-service reflective practice and beliefs about their teaching practicum. Results showed that there is a significant relationship between the reflective practice of pre-service teachers and their beliefs about teaching practicum. On the other hand, reflective practice as well as the beliefs of male and female pre-service teachers about their teaching practicum does not have a significant difference. Teacher educators should impart reflective practice as part of their teaching practicum. The methodology of this study is very different with the present study,

where the present study focusses on the use of reflective journal for pre- service English teacher and it use a study case design to explore it, while the study which is conducted by Cadis (2021) uses a correlational study to analyze the data gathered.

Another study which talks about journal reflective comes from Debreli (2021). In his study with the tittle Use of diaries to investigate and track pre-service teachers' beliefs about teaching and learning English as a foreign language throughout a pre- service training program, he conducted a mix method research. Consequently, various data collection instruments have been proposed. While interviews, questionnaires and classroom observations have been used in a number of studies (e.g. Cabaroglu, 1998; Mattheoudakis, 2006), less is known about diaries in terms of how successful they are in eliciting beliefs and if they are able to obtain relevant and valid data. The proposed study examined the use of diaries to investigate and track student teachers' beliefs (whether they change or not) about teaching and learning English as a foreign language throughout a nine-month pre-service training program in a university in Northern Cyprus. Three pre-service teachers were given several short booklets to keep and return at regular intervals throughout their training. The findings indicate that diaries are able to reveal what sort of beliefs pre-service teachers held when they started their training. Moreover, they suggest that the entries recorded constitute short immediate stories that could be helpful in linking, understanding and tracking what pre-service teachers experienced during their training and how their beliefs and feelings were affected as a result of those experiences. Furthermore, comparing and analyzing each diary entry provided useful insights into the changes and the reasons that led to changes in pre- service teachers' beliefs. The main problems highlighted are the recording of

irrelevant information by the participants and issues relating to how to interpret some of the diary data

Last previous study which is discussed in this previous research comes from Arslan (2019). This study aimed to investigate the nature of student-teachers' individual reflections throughout the phases of school experience, teaching practice, and entry into the workplace. Data collection was facilitated via interviews conducted through- out the study's duration, and the collected data were subsequently analyzed deductively using content analysis. In addition, the onion model of reflection of was employed for interpretation of the data. The findings of this interpretation indicated that although most of the reflections concerned environment, behavior, and competence (outer level of the onion model), some of the reflections nevertheless pertained to mission (inner level of the onion model). Moreover, an examination of participants' individual reflection processes revealed that although reflections initially were outer- level in nature, by the end of the study they had become more inner-level-oriented. To sum up, It can be inferred from this study's results that encouraging EFL pre-service teachers to reflect on their teaching might help them to recognize their strengths and weaknesses in order that they might improve themselves during the reflection period. Moreover, if EFL pre- service teachers are required to systematically reflect on their teaching and teaching contexts, they are better able to reconstruct their existing knowledge and transmit this knowledge to their actual teaching. Meierdirk (2016) discussed whether or not reflective practice is an essential part of being a professional. He explained that reflection exists both implicitly and explicitly in current teaching standards. Nevertheless, current teacher training standards should extend beyond how to reflect on and evaluate lesson plans and

encompass developing an awareness related to actual teaching and teaching contexts. All pre- service teachers should be provided opportunities in which they can constantly reflect on their actual teaching and consequently develop tacit knowledge.

In addition to the above, it can also be inferred that a number of factors assisted this study's participants in developing their reflective practice. One factor was the extended time of reflection in which they were able to improve themselves. Moreover, reflecting over a period of time might have increased their awareness concerning their teaching practices, professional development, and teaching contexts. Another factor was context and teaching environment. This study's findings demonstrated that all participants had moved from the outer levels to the innermost level of reflection. This may have resulted from the conditions of the participants' practice schools. Cavanagh and Prescott (2010) explained that the conditions of student-teachers' practicum might influence their professional formation and development.

Although there are more studies on reflective studies but there is still lack of studies about the use of journal reflection in student teachers, especially for pre-service English teacher. There are a lot of issues and also a gap that could be exploring in this topic about it. in line with this, there are some similarities and differences between previous studies with this present study. The similarity is that previous studies and researcher's study concern on the use of reflective journal which written by the pre-service English teachers in practicum teaching time. Meanwhile, the differences are in the objectives of the study, samples, cite and access of research, instruments and topic of the study. This study focuses on qualitative research method design and the instrument used is interview and journal reflection. Researcher then

discusses more on the topic written by the pre-service English teacher. Meanwhile, all previous studies discuss about the use of journal reflection itself. Furthermore, after analyzing all the research questions the researcher can give some effective form of framework in writing journal reflection based on MBKM suggestion.

CHAPTER III

METHODOLOGY

3.1 Research Paradigm

Paradigm is a theoretical framework, interpretation or understanding of the study of knowledge which makes the theory, methods and instruments that underlie scientific practice. The research paradigm is the source forms of the basis or basis for strengthening the researcher in conditioning the flow of thought in conducting research on the research problem. This flow of thought is then used to guide the researcher in making a concept of what theory to use, approaches, methods, techniques, and steps for further research analysis to make it sustainable.

Merriam & Tisdell (2016) describes the paradigm in qualitative as a formulation of the basic principles that are believed by the researchers to identify research problems and solve these problems. Its function is to guide researchers to conduct inquiries and make interpretations in concluding and abstracting and constructing principles or theories as research results. Paradigm in qualitative research is very important because it is a conceptual theory that is formulated and believed to be accurate and effective in solving research problems. It should be recalled that qualitative research is not based on a particular theory, therefore researchers actualize their expertise by formulating paradigms. The paradigm in this study departs from the researcher's philosophical assumptions as part of the paradigm in carrying out qualitative studies, these assumptions were axiomatic issues that guide behind every qualitative research.

Ontological, epistemological, axiological and methodological are the beliefs which involve philosophical assumptions. Creswell (2015) explained that ontological philosophical assumptions were something related to the nature of reality and its characteristics. This meant that every researcher and those they study hold ideas about multiple realities, this also applied to readers of a qualitative study. When conducting qualitative studies researchers carried out research with the aim of reporting on these various realities. This meant that from an ontological point of view in qualitative research researchers must understand the differences in the variety of reality between researchers and participants, as well as readers of the qualitative study by looking at their experiences differently.

Epistemological assumptions in qualitative research researchers try to be as close as possible to the participants who study. It meant that researchers try to establish emotional closeness with research participants, therefore, subjective facts are compiled based on individual views. In qualitative research it is very important to conduct studies in the field, where the participants live and work. The longer the researcher stays in the field or attempts to identify with his participants, the more he knows the situation. Meanwhile, Axiological assumptions, in qualitative research is trying to make their values recognizable in a study. This is what underlies and becomes another characteristic of qualitative research. How a researcher implements this assumption in actual practice. In qualitative research researchers acknowledge the value content of the following studies and actively report their own values and biases. This means that in qualitative research the existing values come from the participants and the researchers themselves, the

researchers openly discuss the values that influence the narrative and include the researchers' own interpretations along with the interpretations of the research participants.

Based on this opinion, the researcher concludes that qualitative research is research to find the truth within the framework of natural problem solving that is used to see a social phenomenon in a holistic, in-depth, and meaningful way. Qualitative research aims to understand and not to explain that understanding. It is further explained as a manifestation of the researcher's curiosity about a social phenomenon that occurs or is experienced by a person or group in a particular event.

3.2 Research Design

This is a qualitative study. Creswell (2013) defines that a qualitative study is more appropriate when the researcher is seeking to empower participants' stories, hear their voices and balance the researcher power within the study. Qualitative research necessitates data collection methods which are sensitive to elicit underlying meaning in a context such as in-depth interviews and participant observations (Merriam, 1998). In order to provide rich and complex data, qualitative research also involves a fluid, flexible and mostly iterative research process (Dörnyei, 2007), which can be considered as a person-centered enterprise' (Richards, 2003, p.9). Indeed, qualitative research focuses on the meanings embedded in people's experiences, and aims at understanding them through the perspectives of participants or insiders and this is usually referred to as an emic approach.

Furthermore, this study is carried out under an interpretive research paradigm. From an ontological perspective, unlike the position of the positivist paradigm in which

there is the belief that there is only one truth and that objective reality does exist independent of human perception, this study employs the constructivist view of reality and the essence of phenomenon. The constructivists view truth as relative and dependent on somebody's perspective. This paradigm recognizes the importance of the subjective human creation of meaning, but doesn't reject outright some notion of objectivity (Crabtree & Miller, 1999, p. 10). This study concurs with constructivists in that subjectivity is an inevitable part of our endeavor to understand a phenomenon, and reality is constructed and reconstructed through the process of human and social interaction (Mackenzie & Knipe, 2006). In this case, participants' subjectivities are an inevitable part of my endeavor to understand the issues of the construction of teachers' professional in the use of reflective journal in their teaching practicum, which the research focuses on.

On the other hand, a qualitative study uses research questions with descriptive and explanatory purposes, which require in-depth description of a particular unit or phenomenon in a particular context or process, as a desired approach in research methodology (Cohen, Manion & Morrison, 2011; Flyvbjerg, 2011; Yin, 2009). Furthermore, a grounded theory is an excellent design for this previous research. As this research is exploratory in nature, an approach that builds on a priori assumptions and an upfront hypothesis was not deemed applicable (Jennings, Kensbock, Junek, Radel & Kachel, 2010). In contrast, grounded theory is used to generate theory where little is known on a phenomenon, or to provide fresh insights on existing knowledge (Goulding, 1998; Jennings et al., 2010). Aided by a systematic framework, simultaneous data collection and analysis allows the empirical phenomenon to guide the progress of the

research (Glaser, 1978). By following this inductive-deductive method, a researcher can seek meaning and construct an abstract theoretical understanding of an empirical phenomenon from patterns in the data (Charmaz, 2006). The outcome of this study is a substantive theory – a theory that explores and interprets the substantive area under investigation by developing a series of theoretical categories linked together in such a way as to render conceptual understanding (Stern, 1980). A substantive theory can be identified by its ‘practical import and adaptability to specific contexts’ (Dey, 2007:187) and thus is suitable for this study’s objective to develop theory relevant to broad service contexts.

Through this study, the researcher explores common experience regarding to the perspectives and insight of pre-service English teacher in doing their reflection by exploring reflective diaries, the focus is on process rather than isolated outcomes, and on particular contexts and components of those contexts within specific temporal and spatial boundaries rather than separate and decontextualized variable. As a pre-service English teacher years ago, the researcher wishes to put aside my preconceptions and undertake as unbiased a study of this study as possible. Beside that, as a final result, the researcher constructed a new framework to be suggested to the institution itself or those who can use the constructed framework.

3.3 Research Site and Access

. The setting of this study is at one of the Islamic University which has education and teacher training faculty in Jambi. The institution provides many teacher training courses to pre-service student teachers, one of them is Englis education study program or

it is called TBI there. This is the department which the researcher investigated. The department has four curriculum components: compulsory for university, compulsory for faculty, compulsory for study program and elective, which for each component consists of several sub-components.. The component which observed for this research was taken from compulsory for faculty, where in this institution provides two kinds of practicum teaching, those are micro teaching and PLP. In micro teaching session, the preservice English teacher are guided by lecturer and they are introduced how to teach and design a lesson plan and for final step the pre-service English teacher are asked to do peer teaching. In second practicum teaching, called PLP there are some components to be asked to do and one of them is writing weekly log book or reflective diary. The researcher collected all the diary and analyzed the diary to see their focus on writing reflective diary as this first research question.

The researcher did the research in student in the course of practicum teaching (*PLP*) since this is the final practicum and supposedly these pre-service English teachers had received theory and training in teaching and they attend Practicum for 8 weeks, Thus, it is the most appropriate phase to observe and determine student teachers' reflective abilities as it is the last and longest phase, which gives ample time for me to conduct my field work and investigate reflection as it occurred in its natural setting to address the research questions of my study. Therefore, all the names of participants were pseudonyms to assure that their information as well as their interview responses would be kept confidential.

3.4 Sampling Procedure and Participants

In this study, the participants were choosing purposively, Cresswell (2007) wrote the concept of purposeful sampling is used in qualitative research. Further, in purposive sampling, the researcher specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics (Johnson et al, 2008). It means that the inquirer selects individuals and sites for the study because they can purposefully inform an understanding of the research problem (p. 125), which represent sites or individuals from which researcher can access and easily collect data (p. 126). The researcher applies this strategy in selecting participants. Moreover, the participants of this study need to be carefully chosen to be individuals who have all experience in question.

In addition to this, the researcher specifies some common criteria for all of participants in order to select a group with shared experiences, for instance, they should be pre-service English teacher who studied a number of courses, including courses on theoretical linguistics and teaching EFL. Then, they practice teaching in some schools or doing practicum teaching. Last, they have journal reflecting with them every time they teach. Hence, pre-service English teachers who do their teaching practice in junior high schools in Jambi are selected as the main participants of data for the study. They were considered as typical cases and the best potential sources of data for the current study.

Furthermore, to complete research question no. 3 the researcher included one colleague from the Practicum Unit particularly for his experience in managing

practicum at the LMT (Practicum Office) for many years. His valuable opinions added to the various perspectives of ‘reflection’ especially from a management point of view.

3.5 Data Collection

This qualitative study collects, analyzes, and report data using the grounded theory method. It is anticipated by the researcher that the data gathered produce ongoing insights, hypotheses, and questions used for further data collection as this study progresses. Consequently, there are no preconceived ideas regarding what theory or theories may develop from a study of this kind. The researcher fully expects the theory or theories to develop from within the gathered data as it is collected, analyzed and coded. This study also involves multiple sources for data collection such as documents of written reflective journal and interviews.

3.5.1 Documents

In qualitative research, most settings are documented in various ways. In this present research, pre-service English teachers’ experiences of learning to teach and the process of writing reflective diaries are contained in documents such as the written reflections and program official documents. Written reflections, reflective journals, reflective diaries, learning logs, are terms that refer to reflections in the written form that the student teachers produced during teaching practice. In this research, the researcher uses journal reflective diary and reflective journals interchangeably. They make up a significant proportion of the data in this research compared to other sources such as the interviews.

In addition, to complete this research, the researcher used some documents such as format for Weekly Reflection (Appendix A), pre-service English teacher weekly reflection, and Faculty Guidelines for PLP . The documents form part of the data and serve as a ‘resource’ or ‘background material’ (Silverman, 2006; Patton, 2002) that contain information about ‘reflection’ during the practicum. The information from the document helped to explain the type of support provided to the student teachers in writing their reflections and whether they were adequate which directly relates to Research question no 1. It is hoped that in analyzing these documents closely (reflective diaries) could reveal how reflection was constructed, integrated, and implemented in the program and give a deeper understanding of ‘reflection’ as a whole.

3.5.2 Interview

One of the widely used methods of data generation in qualitative research is the interview. It is a versatile approach to doing research’ (Rubin & Rubin, 1995, p. 3) and the most common and most powerful ways we use to try to understand our fellow human beings’ (Fontana & Frey, 1994, p. 361). The conversations that happen between the researcher and the participant during an interview uncover how people feel about the world and make sense of their lives from their perspectives. It is a tool of research used to learn about people’s thoughts and experiences; and individual attitudes and values which cannot necessarily be observed or accommodated (Byrne, 2004, p. 182) such as in formal questionnaire.

To collect data relating to research questions number two, the researcher

has chosen interviews with the individual participants as the most suitable method due to being helpful in uncovering pre-service English teacher opinion about reflection, and to strengthen research question no three the researcher has conducted the interview with practicum unit staff. Beside that, the interview revealed the participants belief and values of reflection as they share and discuss their experiences of writing reflections with the researcher. The researcher decided to interview the participants individually as opposed to other interview methods such as group interviews because it made the participants were comfortable to talk about their feeling and perception and they could talk to one individual at a time and discuss topics in detail. The researcher was able to give the participants full attention and adjust interviewing style to the participant's needs. In addition, the researcher did not have to worry about group dynamics or participants hesitant in sharing their views in the presence of other more dominant members if researcher use group interviews.

In qualitative research, open or unstructured interview is commonly used to provide the possibility of deep insights into the participants' understanding of the world (Kvale, 1996; Creswell, 2008; Holstein & Gubrium, 2004). However, 'when we need to explore particular lines of inquiry or find out how different people view the same things, a more structured approach may be called for' (Richards, 2003, p.64). Thus, in this researcher the design of the interview questions begins with structured questions and later developed to semi-structured questions. The structured questions were questions researcher wanted to ask the participants which

pre-planned and constructed before researcher carried out the interview. The questions were constructed and organized according to the themes and areas that researcher wanted to investigate. Although, these pre-determined questions seem to indicate highly structured interview protocols and undermine a strongly thematic analysis approach, structured questions are used to ensure that researcher could make 'reasonable and valid comparisons' between the participants' responses, particularly when researcher wanted to develop an understanding and determine the meaning of 'reflection' in the context as well as what has been discussed in the literature. As Johnson & Weller (2002) in Richards (2003, p. 64) asserted that 'to make comparisons across people and to summarize the results in a meaningful way, the researcher must ask all informants the same questions.

In addition, during the interviews the researcher used the interview questions rather flexibly depending on the participants' emotional state. The researcher had to empathize especially with the student teachers since all the interviews had to take place after they had come back from school in the afternoons. Researcher expected that at this time, pre-service teachers would be tired or hungry. Sometimes they might feel distracted, especially when they had observations that day. Thus, researcher had to be considerate and sensitive with the questions and how researcher asked the questions in order to get the most out of the participants.

The researcher tried conducting the interviews in a relaxed, less formal manner so to put the participants at ease and in a less pressured state during the interviews. During the interviews, the participants were given time to elaborate on

their answers. ‘Interviewing involves a relationship between the interviewer and interviewee that imposes obligations on both sides’ (Rubin & Rubin, 1995, p. 2). So, especially for the teacher educator participants, researcher allowed them space to express their opinions freely, setting up appointments, and keeping to time. By allowing this, researcher was able to learn about a situation and use the information in the first interview to formulate questions for subsequent interviews. For the interview, researcher had chosen participants who are knowledgeable and have experiences about the subject of ‘reflection’ and researcher interviewed them until what researcher heard and provided an overall sense of the meaning of the concept and the process of ‘reflection’, which Rubin and Rubin (2020) called this process as ‘completeness’. Furthermore, ‘the aim of the qualitative interview, however structured, is not merely to accumulate information but to deepen understanding, and to do this the interviewer must be responsive to nuance and opportunity as the interview progress’ (Richards, 2003, p. 64). So, it was important for researcher to be patient, at the same time alert and to listen carefully during the interviews to capture the participants’ thoughts about ‘reflection’ and ask extended questions to dig deeper into the issues.

Finally, in doing interview, researcher gave the freedom and allowed the participants to speak in Bahasa Indonesia if they feel more comfortable using this language instead of English. All interviews were audiotaped and transcribed accordingly. The list questions of interview (See table in appendix B) is to answer research question no. 2 and 3 which was adapted from Draissi, and Yong (2021)

3. 6 Trustworthiness

The trustworthiness of a qualitative study is tied directly to the trustworthiness of the person who collects and analyzes the data – and his or her demonstrated competence. Competence is demonstrated by using the verification and validation procedures necessary to establish the quality of analysis (Patton, 2002). A trustworthy study includes methods to increase credibility, transferability, dependability, and confirm ability.

In line with this, to check the validity of the data in this study, the researcher has used several techniques, namely: triangulation techniques and member checking. At the stage of testing the validity of the data through triangulation techniques, researcher asked the documentation of reflective journal to be checked first. After getting information about what the researcher needs for the study, the researcher has interviewed the participants. The purpose of the interview is to get the information of research questions. The researcher used two main data gathering methods in this research namely interviews and documents (student teachers reflective diary). These methods triangulate and help to ensure consistency of the findings data in this research (Patton, 2002, p. 556) offering opportunities for deeper insight into the relationship between the inquiry approach and the phenomenon. In addition to these methods, the researcher also conducts preliminary observations at three schools where the participants wrote their reflective journal. However, the observations were only for familiarization of the background to the context in which the pre-service English teacher had their practicum and not a source for data.

Then, another trustworthiness technique that the researcher did was member checking. In this member-checking method, the researcher has asked for the

availability of participants related to the results of interview transcriptions and interpretations of documents as complementary data. For this reason, in this study, the researcher invited participants to check, add information, or even delete information that they do not want to convey. The member checking stage carried out until the participants agree that the data they would provide can be analyzed further by the researcher.

3.7 Data Analysis

After collecting the data, the next step was analyzing the data. At this stage the researcher analyzed the data that has been obtained. In order to analyze the data in this present study, the researcher have conducted several stages. As for the stages based on the stages proposed by Cresswell (2009), those are raw data, organizing and preparing data, reading through all data, coding the data, interpreting themes and discussion and interpreting meaning themes and discussion

3.7.1 Raw Data

At the beginning of the analysis, the researcher described the results of the journal reflective written by the pre-service English teacher. After having the reflective diary, the researcher transcribed the result of interview recordings. In this case the researcher has transferred data from audio recording into written text for later analysis. The researcher transcribed all the interviews verbatim, translating the verbal transcript, retaining the information which researcher needed and keeping close to their original nature as possible.

3.7.2 Organizing and preparing data

The second stage was organizing and preparing data by sorting and compiling research data. In this case, the researcher compiled important data from the results of interview transcripts and from documentation in the form of written reflective diaries. Then the researcher did not put unable data which is not supporting data to answer the research question. In addition, if there is additional information from participants during the member-checking process, the researcher would also add additional information in accordance with the directions from the participants. In addition, this stage aims to find writing errors that were deliberately made by researchers during the data collection process.

3.7.3 Reading through all data

The next step was reading all the data gathered. At this step the researcher began to look at the data collected and see the tone, general ideas, and credibility. It was aimed to find the information from the data that would be obtained. In addition, through this stage, researcher also hoped that the researcher would understand the research data more intensely. Which through this understanding, researchers could review and present information appropriately and accurately in this study. For this reason, researcher have read the results of the description of the observation classroom data, interview transcript data, and documentation data. Then the researcher has noticed the important information which supports the data.

3.7.4 Coding the Data

In this previous research, the research did coding the data three times, where at this coding stage the researcher organized the data based on predetermined themes to answer the first, second and third research questions. The first stage was to ensure that all data to be decoded has no errors in writing. The second stage opens the file to be coded, such as the interview transcript file and students' written reflection. The next step was to create themes in Microsoft Word in accordance with the discussion themes to answer the research questions in this study. After the themes were made, the next step is to include excerpts from the interviews and discussion from the participants in accordance with the existing themes. After all interview and documents excerpts have been entered based on the appropriate theme, the next stage is data analysis. Here are the process of coding the data based on research questions;

3.7.4.1 Coding Pre-service English Teachers' Reflective Diaries

In this previous research, reflective diaries were the first data which researcher coded. The researcher applied different steps of coding compare to interviews. The researcher adopted Strauss and Corbin's (1998) open coding as the first step in analyzing student teachers' written reflections. Based on the theory, open coding is the analytic process through which concepts are identified and their properties and dimensions are discovered in data. Where, there are some ways in analyzing the open coding data, it could be analyzed on a line-by-line, phrase-by-phrase, sentence-by-sentence, paragraph-by-paragraph or text unit-by-text unit' basis. Then, these codes can be grouped into categories and researchers give titles or names to these categories, based on criteria determined by the researcher (for example regarding certain themes, based on similar words, similar

concepts, or similar meanings). Lastly, category titles should be more abstract than the specific concept or content of the code which included.

Furthermore, in coding pre-service English teachers' reflective diaries, the researcher read each diary and entry to 'break open' (Strauss and Corbin, 1998; Glaser, 1992) the sentences in the paragraphs to identify the issues being discussed in the reflections. Researcher assigned an appropriate code to each problem, labeling the code to describe as accurately as possible the problem found in the student teacher's written reflection, and then I coded the issues by highlighting and color coding the sentences in pre-service English teachers' written reflections. During this process, the researcher noticed that problems could be found in various parts of the written reflection. For example, 'classroom discipline' would be an example of an issue that some student teachers wrote about in their reflections. These issues were then grouped into the larger 'topic' of 'Classroom Management', along with other identified issues such as 'time management' and 'instruction delivery'. Each issue can be the subject of one sentence or a series of two, three or more sentences.

Next, researcher grouped similar issues into broad topic areas according to the issues and interpretation. For example, researcher grouped issues such as discipline, time management, and giving clear instruction under the Classroom Management topic, and issues such as student participation and behavior, students language learning ability, students' language learning difficulties and students' motivation and interest under the Focus on Learning topic. Then, researcher reviewed the issues for each topic to see if researcher was satisfied with my categorization. However, the interpretation process is not

easy and straightforward and sometimes, it seems that a sentence can be categorized in two different ways.

In conclusion, for this stage the researcher did three steps. The steps are; Read each entry, sentence-by-sentence to identify issues being discussed in the journals. Next step was coding each issue with appropriate labelling. These issues then become instances. Code and count the instances according to a specific rule. Last step was group together similar issues under broad topics. For each topic there are a number of issues/sub-topics.

3.7.4.2 Coding Pre-service English Teachers' and Practicum Staff Interview

After completing the transcript of all interviews, the researcher read the entire interview transcription more than once. This time the researcher immersed himself deeper into the data while looking for meaning and recurring patterns in the data to generate initial codes. This process helped me identify moments that could be coded as perceived themes. I highlighted any words, phrases or sentences that seemed to give meaning to 'what is reflection' and 'what is meant by reflection' for the preservice teacher or anything that seemed interesting. The focus of the data analysis process was to identify the concept of 'reflection' as described by the preservice teachers to answer the second research question. Researcher color codes the interviews differently across the data set, organizing the relevant data with each code. In order to differentiate between the codes, researcher labelled each of them with a number index. Each part of the number index refers to different information about the extract from the interview transcript.

For data interview of practicum staff, data analysis followed the same process as preservice English teacher interview. The main focus of this analysis was to determine the staff about their perception on reflection and the condition of the reflection in the faculty.

As I read the transcript, I could see several issues that were repeated throughout the interviews to form a pattern. I color-coded them in different colors and formed initial codes for teacher educators and researchers to label the teacher educator interview quotes in the same way as the preservice teachers interview.

3.7.5 Meaning and Interpreting of themes and descriptions

In this step, the researcher tries to articulate the underlying concepts and developing theories of why particular patterns of the behavior, interaction or attitude emerged. The researcher came back to the data for several times to pose questions, rethought the connection and developed explanation about the result of the data. Therefore, researcher interpreted and made interrelation of the themes in this study into the description. In response to the process of making a description in this study, researcher assisted by quotations and authentic evidence from the results of the study.

3.7.6 Interpreting the meaning of themes and discussion

Then the last stage is the process of interpreting the meaning of themes and discussion. At this stage the researcher made a conclusion based on the data that has been described previously. The purpose of this study is to discuss the answers to research questions and also draw conclusions from the results of the present study.

3.8 Researcher Bias

In qualitative research, Creswell (2002) stated that researchers have to explicitly identify their biases, values, and personal interest about their research topic, process and access to the research participants. The problem with qualitative research is that the

researchers find' what they want to find, and then they write up their result. One potential threat to validity that researchers must be careful to watch out for was called researcher bias. Researcher bias tends to result from allowing one's personal views and perspectives to affect how data are interpreted and how the research is conducted (Johnson & Christensen, 2008). Here, the key strategy used to understand researcher bias called reflexivity, which meant that the researcher actively engaged in critical self-reflection about her potential biases (Johnson & Christensen, 2008). Through reflexivity, researcher became more self-aware to control her biases.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, there are several things that the researcher wants to explain. It consists of: 1) profiles of the participants, 2) finding, and 3) discussion. In response to that matter, here is the explanation:

4.1 Profiles of the Participants

There are ten participants who participated in this study. The 10 participants were the students of pre-service English teacher who had their practicum teaching at some Junior High schools in Jambi for 9 weeks. They come from eighth semester students of English Department in one of Islamic University in Jambi and each of them has passed Micro teaching. They consist of eight female students and two male students, but one of male students could not come on interview. Participants were selected based on their availability to provide information about the research questions. In addition the researcher their name by using pseudonym, it means that the researcher kept their real name only for personal data.

4.2 Findings of the Study

In this session, the researcher presents some of the research findings found during the interview and other research process. There are two kinds of data which is analyzed manually by the researcher. In this research, the researcher used ‘written reflections’ and ‘reflective diaries’ interchangeably. They have a significant proportion of the data in this research compared to other source such as the interviews. In analyzing the data, the researcher used open coding in analyzing pre-service English teachers’ written reflection and for the interview, the researcher analyzed it by using thematic analysis. The researcher elaborates the findings based on the research question used for this research.

4.2.1 Pre-Service English Teachers' Focus on Their Written Reflection

The reflective diaries were taken once in a week where the participant usually has a class for each, so the researcher calls it weekly written reflection. In UIN Jambi where researcher took the data, every student who are in practicum agenda, has an obligation to write teaching journal once in a week. This journal, are written in Bahasa Indonesia, especially for Pre-service English teacher, they have to use English in writing their written reflection. For this research, researcher had specifically requested the participants to send their weekly written reflection at the end of the week after they have teaching schedule.

As explained before that the researcher used open coding in analyzing students' written reflection, the researcher adopted Strauss and Corbin's (1998) 'open coding' as he first step in analyzing student teachers' written reflections. Open coding is 'the analytic process through which concepts are identified and their properties and dimensions are discovered in data' (Strauss and Corbin, 1998, p. 101). From the written reflections, the researcher extracted information that relates to the 'activities' and 'procedures' pre-service English teacher used in the classroom when reflecting on their teaching. This involves the topics student teachers often wrote in their reflections and features of reflective writing which their journals demonstrated.

The researcher read each diaries entry to 'break open' (Strauss and Corbin, 1998; Glaser, 1992) the sentences in the paragraphs to identify the issues being discussed in the reflections. After that, researcher gave each issue an appropriate code, labelling the codes to describe as accurately as possible the issues found in student teachers' written reflections. Researcher coded the issues by highlighting and color coding the sentences in student teachers' written reflections. The researcher coded the issues found in both student teachers' weekly and daily written reflections.

During this process, the researcher noticed that the issues could be found in different parts of the written reflections. For example, ‘classroom discipline’ would be an example of an issue that some of these student teachers wrote about in their reflections. This issue was later grouped under the larger ‘topic’ of ‘Classroom Management’, together with other identified issues such as ‘time management’ and ‘giving instructions. Each issue can either be the subject of one sentence or a sequence of two, three or more sentences. Since the researcher needed to determine which ‘topics’ were the most frequent and least frequent discussed in the written reflections, she had to find a way to code the issues systematically and consistently to validate the analysis. So, the researcher decided to use the term ‘issues’ to indicate an occurrence of an issue in preservice teachers’ written reflections which was contained in one sentence or over an unbroken sequence of two or more sentences. Then, researcher used the following rule to code and count the instances: i) if the issue was found in the subsequent sentences in the same paragraph the researcher counted them as one instance; ii) if the issue was found in two sentences but separated by another sentence (or more) discussing a different issue(s), the researchers counted the sentences as two instances of the same issue.

Next, the researcher grouped together the similar issues under broad topics areas according to my interpretation of these issues. For example, she grouped together issues such as ‘discipline’, ‘time management’, and ‘giving instructions’ under the topic ‘Classroom Management’, and issues such as ‘students’ participation and behavior’ under the topic ‘Focus on Learning’. Then, the researcher reviewed the issues for each topic to check that she was satisfied with her categorizations.

At the end of this process of analysis, the researcher ended up fourteen issues grouped into four topics from the student teachers’ written reflections. The four topics

are: i) Focus on Planning and Delivering ESL Lessons, ii) Classroom Management, iii) Focus on Learning, iv) School Environment.

From the written reflections, the researcher extracted information that relates to the ‘activities’ and ‘procedures’ student teachers used in the classroom when reflecting on their teaching. This involves the topics student teachers often wrote in their reflections and features of reflective writing which their journals demonstrated. The researcher’s analysis attempted to address primarily first of the research question, which are: “What do the pre-service English Teachers focus on writing reflection?”

There are many frameworks (e.g. Van Manen, 1977; Jay & Johnson, 2002; Valli, 1997) that the researcher could use to evaluate the written reflections. However, finding the ‘right’ one for the research was very difficult. The researcher examined closely each of these frameworks and realized that they were unsuitable to evaluate the written reflections in the context. For example, Jay and Johnson’s (2002) typology of reflection consists of three reflective dimensions: descriptive, comparative, and critical. They were developed to help university instructors to teach ‘reflection’ to pre-service student teachers. Although this may seem relevant, the student teachers in my research were not taught to write their reflections according to this typology. Thus, categorizing their written reflections based on these criteria would be inappropriate.

The researcher would like to clarify here that the aim of the research was not to evaluate pre-service English teachers’ written reflections based on predetermined categories and levels of reflection as found in the literature but to analyze the process of reflecting on teaching involved in the context of pre-service teacher education in one of Islamic Universities in Jambi. It was found how this

process influenced reflective thinking among student teachers as they produce their written reflections. Therefore, the researcher felt that it was best to study student teachers' reflective writing from the ground up, 'immersing' the researcher herself into the data as she looked closely into it while interpreting every significant detail (Holliday, 2016; Corbin& Strauss, 2008). The researcher believes that by analyzing the data this way, it can take to the 'core' element within student teachers' written reflections and give the researcher a clearer view of what 'reflection' really means to the participants.

Following the open coding procedure, the researcher identified four main topics which pre-service English teacher wrote in their written reflections. The analysis began with a table. Table 4 shows the sub-topics for each of the main topic found in student teachers' written reflections. The first column shows the main topics followed by the sub-topics in the second column.

Table 4 : Topics and Sub-topics in Student Teachers' Written Reflections

Topics	Sub-topics (Issues)
1. Focus on Planning and Delivering ESL Lessons	• Planning the Action • Teaching aids & material • Language content; vocabulary and grammar • Stages in teaching • Worksheet • Technological and teaching problem
2. Focus on Classroom management	• Discipline • Time and classroom management • Giving clear Instruction
3. Focus on Learning	• Students' participation and behavior • Students' language Learning abilities • Students' language learning difficulties • Students' motivation and interest
4. School Environment	School atmosphere

4.2.1.1 Focus on Planning and Delivering ESL Lessons

After coding the data, the researcher can conclude that the most common students' focus on their written reflection is 'Focus on planning and delivering the lessons', followed by 'Classroom Management', and 'Focus on Learning'.

4.2.1.1.2 Planning the Action

'Focus on Planning and Delivering ESL Lessons' is clearly the predominant topic which researcher found in the student teachers' written reflections, where planning the action was the most common issues where all pre-service English teachers wrote in their reflections. The focus of the issue in this topic is on the teacher and his/her role in planning and delivering the various ESL teaching activities in the lessons. For example, in the following extract all of the participants focused her journal reflection on the lesson plan made before teaching which had been consulted before teaching.

I start to do consultation about the English learning process in the school and we were talking about the lesson plan (Raisa)

Since the lesson of both classes was same, so I only made one lesson plan and check it before coming to the class (Berlian)

We met our supervising teacher and talked about the material. The teacher gave us the syllabus and the example of the lesson plan which should be made in every meeting (Drie)

I made the lesson plan and the material before and the supervising teacher has checked it before I came to the class (mamad)

As can be seen in the extract above, all the participant talked that the supervising teacher gave the rule to make and consult the lesson plan before their

teaching time, beside that some of the participant mentioned that the supervising teacher gave the syllabus to them in the very first week of their teaching practicum time and ask them to complete the material with their lesson plan. To sum up, all the participants talked about this issue about between 4 weeks of their practicum program.

Beside talking about the supervising teachers' rule about the lesson plan and the syllabus given, one of the participants mentioned that the teacher also asked her to make a set of the questions for the mid-term test. This test was also consulted to the teacher before they give it to the teacher. Here are the examples:

I Had prepared some questions to be given in mid semester test,
which has been checked by the supervising teacher. The teacher
told me to make it a week before the mid. (Drie)

4.2.1.1.3 Teaching Aids and Material

The next issues is about teaching aids and material, some of the participants in their reflections mentioned different types of activities and materials which is used in the class and how they affected their students willingness to learn, beside that in this part the participant also talked about their students reactions and feeling about the material and sources given to them. They said:

I teach "I Can Do it" as the material today. I use power point to make me easier to teach the students. in the slides I use moving picture and the students like to see it (Raisa)

For today's material are family members. I drew a family tree in slides of power point to explain related material and to make students are interested in learning it (Neva)

I show them a video tutorial to make them easier in understanding the

lesson (Mamad)

While in other cases, choosing teaching materials which the participants thought could attract the students' attention, may not even attract them. Although the researcher categorized the issue under the first topic 'Focus on Planning and Delivering ESL Lessons', they could arguably be classified under the topic 'Focus on Learning' because these comments refer to the learning process and the purpose of choosing the teaching materials was to suit the students' interests, which is under the sub-topic 'students' Motivation and Interests'. However, the teacher felt that this issue was more appropriately categorized under the topic 'Focus on Planning and Delivering ESL Lessons' since it is judged that the focus of the issue for the researcher was more on selecting teaching materials and how this affected the lesson.

Our supervising teacher was still using traditional method of teaching, she only use white boards and marker to explain the topic and LKS. At first, I think that the students will be more enthusiastic in doing LKS, and it was wrong actually. They get bored with it. (Berlian)

I show them a video tutorial to make them easier in understanding the lesson, I think that students are not interested anymore in watching video from you tube. (mamad)

To sum up, after reading the reflection the research found that there are so many ways for participants to tell their students reaction after being taught by them.

4.2.1.1.4 Language Content; Vocabulary and Grammar

Another issue in Focus on Planning and Delivering ESL Lessons

which is talked by the participant is about language content, where all the participants only talked about vocabulary and grammar. This issue was talked by five participants from ten. There are only four from five participants which talked about vocabularies, and the others talked about grammar used. The first participant has mentioned in her week four journal reflection that the students are able to use some of the command terminology correctly, meanwhile the other has mentioned in their reflection that she only gave some important vocabulary to the students.

They are starting to understand a little of the vocabulary that I often say such as "present", "take care", "silent please" sit down, please", "attention please", "let's pray together, etc (Raisa)

I give them many vocabularies which should be remembered like invited, celebrate, come, and so on, and they love it (berlian)

In contrast with previous issue, another cases which come from this issue is the pre-service English teacher mentioned that their difficulties of teaching some themes because of the lack of vocabularies of the students. Actually, compare to some previous research which is done by Hanafi (2019) stated the same thing, where most of her participants complaining about the same thing, beside complaining the participants also try to give solution by giving their students some important vocabulary related to the topics. The extracts are below:

They could not answer it correctly. I think the main reason is students don't know much knowledge and vocabulary even the simple vocabularies, and I give some difficult words for them to memory when they ask the meaning of some words to me (Selena)

It turns out that there are still many students who still don't know the vocabulary related to this material, as said slanted ayes. They only know the meaning of eye but not the word slanted. (Neva)

I give them many vocabularies which should be remembered like invited, celebrate, come, and so on, and they love it (Berlian)

Presenting about teaching grammar is another theme which the participants talked from this topic. The way when they give grammar lesson and connect the vocabulary related to the topic to the students are the main focus here. That is a good point from the students' opinion, Based on Harmer (2006), one of the strategies in teaching grammar to the students is not only presenting the structure used by the learners but giving some topic related to the structure will be more useful. Here are the students sentences which talked about the grammar used:

Teaching direction is also related to asking and giving directions. not only directions, but in this material, I also explain vocabulary about public places. Some students already know the vocabulary that I provide but there are still many students who don't know. And I ask students to memorize vocabulary related to public places (Neva)

the topic was about "Singular and Plural", beside that I also introduce about present tense to the students (Berlian)

4.2.1.1.5 Stages in Teaching

Teaching is a complex task. A teacher needs systematic planning to perform this task. Teaching has to be done in steps. The different steps constituting the process are called the phases or stages of teaching. Each phase has some operations of teaching which create the situation for learning. Teaching process can be divided into three stages: pre activity, whiles activity and post activity. After reading participants' journal reflection, the research comes up with the idea that stages in teaching becomes one of

the most common issues which is talked by the students beside planning the action. From ten participants, only one who do not talk about it. Unfortunately, there is no students who mentioned the complete stages in teaching, they only put one to two stages in one meeting.

The researcher found that Drie did her pre-activity by asking the last lesson and then continued by telling the students about her goal of learning. The same activity in the same stage also done by Raisa. Both of them do the right things, based on Jay Johnson (2002), one of the ways to start the class is by telling the students about teachers' goal after giving the material.

As the beginning, I ask them some questions related to the last meeting to burn their mind before telling the students about the goal of today's lesson (Raisa)

I started the class by asking them about present tense, because it was their last lesson and then continued by telling them the goals of today's learning (Drie)

Actually, there are more participants who talked about their strategy to start the class, but in researchers' opinion, that way only focus on burning students mind by asking some last lesson. It is effective to start the class and make them ready to have a new lesson after that, but one of the best strategies to teach besides the technique used is the students know the goal of the teacher in teaching a material.

I started the class by asking them about present tense, because it was their last lesson (Neva)

Before starting the new lesson, I asked the students about the last lesson to do warming up. After that, I start to explain the new lesson, present continuous tense, past continuous tense, and future continuous tense and

all of the are grammar (Mamad)

As mentioned above, there are three stages in teaching pre-activity, whilst-activity and post activity. Unfortunately, in this research finding the researcher cannot find that the participant who talked about the activity which was done in whilst activity. In the previous explanation, the researcher has talked about pre-activity which is done by the participant. The next is, post activity. The researcher found that there are only three from ten participants who ended their teaching time by asking the reflection of today' material. It is good way, because by asking the reflection the teacher can identify the strengths and weaknesses of the teaching and learning process. In their journal reflection, the participant wrote:

In the last part of the meeting, I ask them to tell about what they have learned today (Raisa)

In the end of the meeting, I asked them to conclude the lesson today (Drie)

At the end of the meeting, I asked them about difficulties in learning today's material (Mamad)

The other strategy which participants do in the post activity is giving assignment as a home work and playing the game. Based on researcher experience when she taught in one of language course in her town, playing game can make students feel fun and teachers can conclude students' understanding of the lesson learned. In contrast with game, most of the students does not like home work, it is only given if the teachers do not have enough time to see their students' understanding, but it is still good to do so. In the journals, the participants wrote:

In the end of the meeting, I gave students some supplementary materials to see whether students understand or not. (Raisa)

I ended both classes by giving them some home works based on the topic of today's lesson and it should be submitted next meeting. (Berlian)

At last, before finishing the lesson I ask the students play the game. The game is like children's game, Simon says'. It is a fun game and students like to play the game. (Iki)

4.2.1.1.6 Worksheet

Worksheet is another issue which written by the participant, there are eight from ten participant who talked about it. In this issue, most of the participants were trying to make connection between what they know about 'a good worksheet' should do and their 'realization' that their worksheet was unsuccessful. They identified the cause for the problem was 'the worksheet being too easy' so they need to modify their worksheet. Their post-lesson reflection made her realize that the worksheets they had before were not challenging enough for the students. In the journals reflection they wrote:

I gave students some supplementary materials to see whether students understand or not. After finishing this step, I know that the worksheet I was too easy for them. (Raisa)

I distribute the worksheet that I have prepared before. Students should fill in the blank and answer the questions correctly. Unfortunately, the score shows that most of students do not really understand about the material given, I was sad actually, but I realized that the worksheet doesn't work well (Mamad)

To check their understanding about the lesson, I distribute a paper which should be filled by the students. There are some assignments on the paper which I made a day before. In doing the exercise, the class was so calm, and I like teaching this class (Drie)

Based on the extract above, the researcher would expect the student teachers to write more about this process of making sense between theory and practice since one of the purposes of writing reflections during teaching practice is for student teachers to establish relevant connections of these elements through 'reflection'. Clearly, this was not the case although the literature (e.g. Dewey, 1933; Loughran, 2002; Gore & Zeichner, 1991) repeatedly claim that 'reflection' is the place for student teachers to bridge the gap between their technical and practical knowledge. Unfortunately, in this issue the participant talks more about the material which they have made before teaching without telling the reflection of the worksheet.

For the task at this meeting, I asked students to fill in the questions that I had prepared, there were 15 questions, 7 questions for prepositions of place and 6 questions for using there is and there are (Neva)

To check their understanding about the lesson, I distribute a paper which should be filled by the students. There are some assignments on the paper which I made a day before (Iki)

4.2.1.1.6 Technological and Learning Problems

The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology, it has been used to both help and improve language learning. Besides that, it enables teachers to adapt classroom activities, thus enhancing the language learning process, and finally it continues to grow in importance as a tool to help teachers facilitate language learning for their learners

In this research, the research only found one extract from two pre-service English teachers who talked about the technology used and the other talked about the

learning problems. Student also wrote about their experiences dealing with technology problems dealing with the tools used and the electricity, this comment showed that there were some student teachers who struggled in using technology and who felt they need to improve on this skill. The comments are below;

There was a problem in that day, because it was the subject that I did not master it because this is our first week at that school but I try to read the text more carefully (Selena)

I didn't have much trouble but the lamp is out, so there were some slides which was not showed to the students and I cannot show the videos that I have prepared to the students (Raisa)

After reading all the participants reflection, especially “Focus on Planning and Delivering Lesson” the researcher come up with the idea that when pre-service English teacher write their reflective journal, they do not focus on their problems in practicum teaching, most of their focusses are only talking about the process of the learning itself.

4.2.1.2. Focus on Classroom management

The second focus which found by the researcher is about classroom management. Classroom management is the ability of a teacher to organize, nurture, and manage the learning environment and the talents of its students become better, focused, and organized so that time can be used efficiently. The objective of classroom management is to provide facilities for a variety of learning activities of students in the social, emotional, and intellectual in the classroom. In the management class, the most important is the role of manager of the class or the teacher. Furthermore, In Haslee Shahril's et al. (2010) study ‘classroommanagement’ is the biggest challenge that student teachers had to face during teaching practice, thus pre-service English teachers reflected on this most frequently. However, this is not the case in the previous study. Although the student teachers

discussed about ‘classroom management’ in their reflections, it is the second most frequent topic, a long way behind ‘Planning and Teaching’. Similarly, in Liou’s (2001) study that classroom management is one of the seven topics student teachers wrote in their reflections.

The researcher has put ‘Classroom Management’ in a separate topic from ‘Focus on Planning and Delivering ESL Lessons’ as it is focusing on managing skills rather than on imparting language skills. Nevertheless, the topic of classroom management inevitably places the focus of the reflections to a large extent on the teacher, and his/her ability to manage the class and maintain discipline and motivation to learn. To that extent, the relatively high frequency of this topic in the written reflections further underlines the ‘teaching-centric’ nature of the student teachers’ reflections as already noted.

After reading several times the journal reflection of the participants, the researcher categorized this focus into three issues (see table 4.2). Discipline, time and classroom management and giving instruction.

4.2.1.2.1 Discipline

‘Discipline’ is an area of professional practice that six pre-service English teachers wrote in their reflective journals which they found challenging and difficult to manage especially for student teachers who are in training. Unfortunately, in this issue the participants only talked about how they try to make lesson plan and checked by the supervising teacher before teaching and also their discipline to come to the class very on time.

As usual I made the lesson plan, and preparing the example of invitation card in the form of slide and power point (Raisa)

My supervising teacher reminds me again to make lesson plan every time I have to teach and she would check it before I come to the class, so that’s

why after this week I try to make the lesson plan a day before teaching the class. Actually, my supervising teacher has asked me to do so, but I did not make it for 3 weeks (Neva)

I try to come to the class on time, I made the lesson plan and the material before and the supervising teacher has checked it before I came to the class (wawa)

I always try to come to the class on time, and the students for not coming late and before teaching my supervising teacher checked my lesson plan (mamad)

Based on the students' comments of the discipline, it can be concluded that they apply preventative discipline, where in Wahlig (2023) there are three kinds of discipline on managing the class. They are Preventative, supportive and corrective. A preventative discipline strategy establishes the types of consequences that will follow a forbidden act or behavior. Preventative discipline strategies create a safe, nonconfrontational classroom atmosphere in which students feel that they understand what is to come. Where in this area, pre-service English teachers really understand the consequences from the supervising teachers when they forget to make the lesson plan before teaching.

4.2.1.2.2 Classroom and Time Management

Next issue is about classroom and time management. The researcher includes this issue in one topic because there are eight students who talked about how they manage the class and save their time. Classroom management is one of the greatest concerns of teachers and administrators when addressing the safety and well-being of students. It also ranks at the top of concerns for beginning teachers. Here are the examples of students' journal reflection;

The class was so noisy, because they were happy to make the invitation card.

I asked them to keep silent while making the invitation card and this this had disrupted the timing of the lesson. (Raisa)

I got experience and how to control the classroom situation on uncertain times (Drie)

At this meeting many students brought dictionaries as I ordered last week so there were fewer students asking about the meaning of vocabulary they did not know. And that makes the class a little more conducive than before. (Ine)

Surprisingly, there is one participant who talked about seating arrangement. She controlled the class by arranging students' seat before the class started. It is good to be conducted since Seating arrangements can affect student learning in a variety of ways. Beside that, Classroom seating arrangements also affect how comfortable students feel participating in class discussions and activities. The participant talks about how she manages the class by arranging students' seating arrangement twice.

I re-arrange the seats of the class to get more attention of the students. I did it because last week the class was so noisy and they don't want to speak English (Selena)

I made horse shoes seating arrangement to make them more focus on what they were going to learn (Selena)

4.2.1.2.3 Giving Clear Instruction

Giving a clear instruction is the last issue of the focus on classroom management. Furthermore, instructions may seem like a small and trivial part of an English as a Foreign Language lesson but, in fact, they are extremely important. Based on this fact, an EFL lesson is mostly a series of exercises, activities and games which are linked to form a cohesive and effective EFL lesson. It is important for EFL teachers to be able to give good, clear instructions in order to ensure that all the activities run smoothly during the lesson. When a teacher considers that the students might not understand a lot of what teachers'

saying, giving instructions is actually not as simple and straightforward as the teacher may think.

In this issue, there are seven pre-service English teachers who talked about it. Mostly of their comments are about how they ask and give commands to the students. For example, wawa in her comment said that how she checked students' understanding by asking students to make a list of words which talk about the topic. The other participants did the same thing as wawa and here are their comments;

I asked students to group countable and uncountable nouns, after that the students should present about their work (Berlian)

I asked the students to give the example of stating capabilities, but not all of the students could give the examples. (Raisa)

At this meeting I asked students to make examples of using prepositions of place, and there were some students who had difficulty understanding this material (Neva)

This is particularly common in some schools in Indonesia, where classrooms are overcrowded and students are unable to understand the teacher's instructions. On top of that, giving clear instructions helps a lot. Students do not act in accordance with unclear instructions, which causes disruption in the classroom. As the preceding example demonstrates, unclear instructions are the first step toward dropout and learner weaknesses. They believe they are weak in their studies or unable to continue studying if they do not understand the teacher's instructions.

4.2.1.3 Focus on Learning

The third topic of reflection in the journals is 'Focus on Learning'. This topic focuses on the learning process of the learners and their thinking, rather than teacher activities. This finding is significantly relevant as it indicates the focus of student teachers' reflections which was mainly 'teaching-centric'. Furthermore,

‘Focus on Learning’ has four sub-topics identified in the written reflections. These are students’ Participation and behavior’, Students’ Language Learning Abilities, students’ language learning difficulties’, and the last one students’ motivation and interests.

4.2.1.3.1 Students’ participation and Behavior

There are nine out of ten student teachers included this issue in their journals which focused on learners and their learning. Learning is a process which occurs in a social context and involved interaction between students and teachers. Effective learning process occurred when both students and students interact and actively participate in the learning activities. Nevertheless, as we often hear from the academic world, students still do not actively participate or become passive in the classroom despite encouragements and use of various teaching methods by the lectures to stimulate active participation from the students.

From the explanation above, the researcher divided to mix the participation and behavior into one issue, because they are close to each other. In this research, the research found that most of the comments of the students which talked about this issue are how the condition of the students when they teach and dealing with their students. Mostly comments are talking about students’ activeness. One of them mentioned that the difference about the activeness between two classes of her class, meanwhile there is another participant talked how to build up students’ activeness in afternoon class since the class was so calm and students look tired and sleepy. Here are the extracts;

I found that teaching the 7th grade students was more attractive and fun. The energy that the student’s gives was pleasant and they have a high enthusiasm to learn English compared to grade 8. In class 7, the are very excited to the exercise which I have prepared before (Berlian)

I think 8I is different with other 8th grades, if they didn't get the point of my explanation; they have willingness to ask me (Berlian)

In doing the exercise, the class was so calm. Some of students look tired and sleepy since it is afternoon class (Iki)

My students look tired and sleepy. I am worried that they will not understand what I have taught them in my lesson. Apparently, all of their English classes are in the afternoon (Drie)

Beside talking about the different response of class, the participant also talked about how students react to their instruction. For some participants, they put their feeling when the students give their reaction.

4.2.1.4 School Environment

The last topic is about School environment, this topic contains student teachers' reflections about their experiences being in the school where they had their practicum, their impression of the school's atmosphere. Eight pre-service English teachers wrote about this topic particularly in the early stages of the teaching practice. In the reflections, they wrote about their first impressions and described the 'School Atmosphere' as 'hectic' and 'busy'. They also mentioned about being introduced to the 'School Rules and Regulations' and that they should follow these as long as they are there. Apparently, it is necessary to make clear of this at the beginning of the practicum to maintain discipline so that student teachers are clear of their responsibilities and roles at the school.

Two days after our arrival at school, the principal of SMPN 7 Kota Jambi was replaced. The farewell event with the school principal took place on Thursday morning (Berlian)

Today is the day when I have to get up early again, when I am still very sleepy and really want to sleep but I have to get up very early because today is Monday where all of us PLP students have to attend the flag ceremony at the school (Iki)

on Monday it begins with greetings welcoming the arrival of the students and continues with routine ceremonial activities every Monday morning at school

(Ine)

This also shows the encouragement and support student teachers received from experienced teachers which are important in developing their confidence. However, there were not many student teachers who chose to comment on this topic in their reflections.

4.3 Preservice English Teachers Interview

In this part, the researcher did the interview to answer research question no. 2. The findings that were drawn from the data of the interview with the pre-service English teacher are presented. The interviews were carried out with ten pre-service English teachers of their preparation. As a result, The researcher has a total of ten interviews scheduled. The purpose of the interviews was to investigate what pre-service English teachers understand and opinion by the term 'reflection,' as well as what kind of support they received when writing their reflections, and this was the primary focus of the interviews. The researcher grouped the responses of the student teachers into three primary categories, which The researcher then discussed with the participants during the interviews based on the various sets of interview questions.

The process of analyzing the data led to the discovery of a number of common threads that run through each of the topics. This is illustrated in the table that follow. These themes are representative of the student teachers' understanding of the term "reflection," the reasons for writing reflections on the teacher training program, and the ways in which they gained support in writing the reflections while they were in the practicum. The table 5 is the result of the coding, which describe completely about it.

Table 5: Topics and Sub-topics in Students teacher interview

TOPIC	THEME
1. Pre-service English teachers' understanding about reflection	• Good Understanding of "Reflection" • The importance of Reflection

	• Identifying Strength, weakness, and suggesting Improving in Teaching (SWIS) • Reflection as writing activity
2. The reason for writing reflection	• Writing reflection as part of assessment • Writing reflection as a benefit for teaching
3. Support in writing reflection	• Sharing reflection with peers • Lack of support from the institution

4.3.1 Pre-service English teachers' understanding about reflection

There are four themes that emerged from the researcher's coding exercise with pre-service English teachers' interviews about their understanding of 'reflection' during the practicum under this topic. These themes were labeled Good Understanding of “Reflection”, The importance of Reflection, Identifying Strength, weakness, and suggesting Improving in Teaching (SWIS), and Reflection as writing. In the sections that follow, The researcher will present the findings for each of these themes.

4.3.1.1 Good Understanding of “Reflection”

Learning to be a teacher develops within a social context, and thus relies not only on curriculum and subject matter knowledge, but also, and most importantly, on the social context in which the experience is carried out (Johnson, 2006). Social context influences reflective practice through the individual's experience in this social setting.

The concept of reflection or reflective practice is not completely new in the field of teaching and education. In accordance with the literature, Dewey (1933) was the first to coin the term "reflection" (Chacón, 2018). According to Dewey (1933), reflection is an active process of looking at oneself in order to improve oneself. To date, the term reflection has been defined and applied in a variety of contexts (Cirocki & Farrell, 2017;

Jay & Johnson, 2002; Loughran, 2002). According to Loughran (2002), reflection can simply mean thinking about something.

As a candidate of teacher, it is better to them to understand the concept of reflection and also reflective practice because the term of “reflection” is not new. In this research the researcher found that almost all of participants understand with the concept of reflection. They stated:

I've heard it before, but in my opinion, reflection is feedback or assessment after carrying out the learning process. (Selenia)

In my opinion reflection is like a daily journal and when teaching we write down what we have done (Neva)

In my opinion miss, reflection is like taking notes or writing back things or activities that have been done one day in a book (Mamad)

Reflection is like the daily activity that we have been through miss, so we write miss (iki)

Reflection is like diary journal if we know miss (Wawa)

Based on the evidences above, it can be seen that most of the participant understanding the concept of reflection. Almost all of them stated the same thought about reflection. They understand that reflection is the process of seeing the process of teaching and learning process. The participants in this research have done their reflection process by taking a note. Actually, one of the ways to know the professionalism of the teachers, it can be seen from the process of teaching, and how they reflect their action in teaching. It is related to the opinion from Schön (1983). He stated that 'reflective practice' in professional development would be the ability of professionals to reflect on their actions in order to engage in a process of continuous

learning and reflection.

According to this definition, 'reflective practice' is a process of reflecting on past actions and making changes to them. As a result of this process, the reflector will make some changes to his or her practice (whatever it may be) and gain some new knowledge or experiences. Surprisingly, there is one participant also state the same thought with Schön. He stated :

Something that we are aware of both negative and positive in our
teaching
process today which can support our teaching in the next meeting
(Berlian)

The statement from Berlian proved that reflective practice operates as a systematic process in which information is gathered and analyzed, while teachers' interactions with others or exchange of ideas can be used to improve lessons

4.3.1.2 The importance of Reflection

Researchers and practitioners have discussed the value of reflective practice. Reflective practice is important for teacher professional development because it requires teachers to see their own and other practices as a platform for learning (Widodo & Ferdiansyah, 2018). According to Richards (2010), long-term professional development requires teachers to be able to reflect consciously and systematically on their teaching experiences.

Furthermore, the importance of reflective practice affects not only teachers' improvement in their teaching process, but also students' learning process. According to Farrell (2015), teachers who engage in reflective practice can construct and reconstruct their own beliefs and practices in order to provide an optimal learning environment for their students.

Based on the explanation above, it can be seen that reflective practice is very

important for the teaching process. In this research, the researcher found that the some participants thought that they feel the importance of 'reflection' when they were teaching during teaching. They stated:

The important thing is that we can see our shortcomings, so what we lack can be corrected if there are good things to be maintained or improved again. (Raisa)

Very important, because it is useful when actually teaching (Drie)

Yes, we need it because it has benefits and is useful for us as teachers. The problem is that we can see our strengths and weaknesses when teaching. (Berlian)

So that we can find out the mistakes we made and fix them, and we can remember what was done there. (Mamad)

Yes, it really helps because for example in the last week for example lack of vocabulary, so I can see my weaknesses in teaching (wawa)

It is very useful, because with reflection I can know what my weaknesses or shortcomings are in teaching (Iki)

Based on the finding, it can be seen that, most of the participant agree that reflective practice has important rule in teaching process. Most of participants stated that the reflective practice can help them to the their mistakes when teaching and also it is very useful for the teaching learning process.

Surprisingly, there is one participant who has another idea. she thinks that by writing reflection, she can understand her students. she stated:

I think by writing reflections, I can better understand students (Neva)

From this finding, it can be concluded that the participants in this study think that

the reflective practice is very important for them as candidate of English teacher. There are some importance which the researcher found in this study such as they can see their mistakes in teaching and also they can be more understand with their students.

4.3.1.3 Identifying Strength, weakness, and suggesting Improving in Teaching (SWIS)

One of the themes that emerged from the interview data is the identification of the teaching's strengths and weaknesses, as well as the provision of suggestions for improving teaching. I have identified these elements as SWIS (Strengths, Weaknesses, Improvements, Suggestions). For instance:

I can be more thorough; from that assessment I can find out my weaknesses and my strength during the teaching process (Drie)

With reflection, I will know what my weaknesses or strength are in teaching (Iki)

I write weaknesses and obstacles in learning (Selena)

Another excerpt describes the process of identifying SWIS as involving a retrospective examination of teaching with a focus on "rectifying process." The participants stated:

Yes, because every time I want to teach, I always think about what media I should use so that students want to learn, so seeing from yesterday's reflection how the previous meeting went (Raisa)

Direct reflection occurs when teaching occurs. Because I realized this immediately, for example, when I entered the first class and later in the third class, I knew that this class could not be like the previous one (Berlian)

Yes, for example last week there was a lack of vocabulary, so I can see where my weaknesses are (wawa)

Yes, because you can immediately find out what is my weaknesses and what is more when teaching, so I can improve my teaching in the next day (Yuli)

Because they can evaluate themselves on today's activities for the next activity (Ine)

In reflecting practice, we always look back at our previous actions and experiences. Dewey (1933) stated that experience is an important component in formulating reflection, which has been demonstrated in many professional learning models, such as Wallace's reflective model (1991) and Kolb's Experiential Learning Model (1984). Furthermore, Kolb (1984) asserted that in order for transformation to occur, we must continuously reflect on the experience. Reflection is not an isolated process involving only the identification of SWIS. Reflection also considers factors other than SWIS in order to gain a better understanding of practice.

In another extract, another participant associated identifying SWIS to the process of writing reflections:

"Reflection" helps me to be more independent in seeing my weaknesses and my mistakes so that I can improve my teaching method in the next meeting. (Mamad)

Interestingly, in this finding, it is found that Mamad can be more independent in see it his weaknesses in teaching. The weaknesses in this term refer to things that didn't go well in the lesson. Furthermore, it appears that Mamad identified his own teaching weaknesses and strengths rather than her students' learning weaknesses and strengths in her reflections.

Reflection was almost strictly seen as a process of looking back on their teaching and identifying the strengths and weaknesses in their lessons, with the goal of correcting mistakes and improving future performance in the student teachers' interviews. As a result, these reflections that are primarily concerned with 'teaching' and identifying SWIS are 'teaching-centric'.

4.3.1.4 Reflection as writing activity

The majority of pre-service English teachers believed that reflection was something that they did in the form of writing during the interviews, the researcher asked the pre-service English teachers about their experiences writing their reflections during the early stages of the practicum, and there is some participants found it to be a challenging task. They stated:

I just write what I do in class, although sometimes I find it difficult to find the right words to use in writing in the journal (Neva)

Writing reflections is easy but sometimes it's only at first that I'm a little confused about what to write because there are no clear examples (Iki)

I wrote a reflection with my own version, there is no clear format (Raisa)

The challenges that arise when writing the reflections are due to the fact that they must strictly adhere to what was instructed, as well as the instructions given by the lecturers and the guidelines provided. But, in fact when seeing the finding, it is found that there is no clear instruction from institution and also the lecturer in writing journal reflection. Some of participants also confuse to find the right words in writing the journal. Actually, it is better for institution and also lecturers to provide extensive guidance to help Pre-service English teachers write their reflections.

Some participants can write more easily than others. They have no problem in writing either about their weaknesses or strengths in their reflections as they stated here:

I don't think it's difficult because I just write what I already feel and then I also write down the events that happened while teaching (Raisa)

Writing reflection is like diary, how I feel about what I faced today, how is the students because I was teaching. It is very easy (Berliana)

I really like to write reflections, for example I take part in many activities at school

I immediately record them in a notebook or report. I write down all my strengths and weaknesses in a journal (Mamad)

It is quite easy because I write down my teaching activities every day (Drie)

From the extract, it can be observed again that most of participant write their reflection based on their experiences in teaching. They just write what happened in their teaching learning process. They focused more on the weaknesses since they are more obvious and easier to identify. Their thoughts are more fluent concerning weaknesses which indicates that she may be more aware of her weaknesses in teaching than their strengths.

In summary, the excerpts above demonstrate how pre-service student teachers perceived 'reflection' as a written task that had to be completed during teaching practice. The emphasis is primarily on identifying teaching strengths and weaknesses and suggesting ways to improve teaching.

4.3.2 The reason for writing reflection

This topic demonstrates that pre-service English teachers perceived two main reasons for writing reflections during teaching practice. These reasons are discussed in the sections that follow.

4.3.2.1 Writing reflection as part of assessment

Teaching practicum is one of compulsory subject which pre service English teacher took in the university. Clearly, these terms indicate that reflection is a task that must be completed as part of the program's teaching practice requirement. When doing interview with the participant, the researcher found that some reasons in writing reflection. One of them is related to the part of assessment. They stated:

I write a daily journal because it is required and also assessed, otherwise I don't want to write it (Raisa)

I am writing this reflection because yes there will be an assessment from the campus (Selena)

If there is no assessment from the campus, I don't want to write this reflection (Neva)

Writing in this daily journal because it is assessed by the campus, if not, I don't write it because it's useless (Ine)

I just found out that writing reflections is mandatory and graded, if it's not mandatory, I don't want to (Wawa)

I wrote teaching reflections because it was required from the campus and was also assessed (Drie)

Based on the findings above, most of the participants think that if the journal reflection is not assessed, they will not want to write it. This implies that reflection is a 'forced' action rather than something that student teachers initiate on their own. Reflections are produced as a result of course requirements and possibly just to pass the course rather than as an integral part of student teachers' professional practice as teachers. As a result, the reflections may be 'ingenuine,' as Atherton (2022) argued in his paper. If pre-service English teachers simply write the reflections out of fear of being penalized, it is possible that nothing is learned from the practice. In fact, there is a risk that when student teachers become qualified teachers, they will stop reflecting.

Surprisingly, there are two participants who have different ideas about the reason for writing reflection. They think that writing reflection is not about getting a score or for fulfilling the requirements from the university. They think that writing reflection is more than that. They stated:

Before that I didn't know that this daily journal was graded, but even if it wasn't graded, I still wanted to write it because it could support my teaching (Berlian)

The same thought comes from another participant. He stated:

Even if it's not required from campus, I still want to write reflections because it can

see my strengths or weaknesses in teaching (Yuli)

So, it can be seen that Berlian and Yuli write the reflection because they want to write not because force of institution

In conclusion, there are several things the researcher noticed in this section that the researcher believe are important. Writing reflections was primarily perceived by student teachers as a task that they had to complete because it is required by the course and is then assessed alongside other elements of teaching practice. Regardless, the content of the reflections is primarily determined by the student teachers themselves, indicating the freedom they had in selecting the issues to discuss in their reflections. Furthermore, some of the excerpts above show that the participants were actually engaging in the process of reflection because they enjoy writing journal reflection. Even though, it is not required from university, they still want to write it.

4.3.2.2 Writing reflection as a Benefit for Teaching

The findings below will explain about the use of journal reflection as a benefit for teaching. All of participant agree that writing reflection can be benefit for teaching and learning process. They stated:

Written after doing the activity, what I write is usually the important parts. An example of this daily journal that I write is in the form of material being taught, things that happen when teaching and my feelings when teaching (Raissa)

Because every time I want to teach, I always think what material I should use so that students want to learn. So seeing from yesterday's reflection how the previous meeting took place. So the journal reflection can be my reminder in teaching (Raissa)

Raissa claimed that writing gave her the 'time and space' she needed to collect her thoughts. This echoes of Ayoobiyan, & Rashidi (2021) comment about 'wait-time,' that after writing the reflections, student teachers should leave them for a while to digest the

information that they have written and return to them later, which could improve the reflective process for the student teachers. Furthermore, reflection is perceived as a "permanent reminder."

The other participants also mentioned in another extract that keeping reflective journals as written records allowed him to store all of the data about his teaching experiences in one place and that he could refer to these records later to find out about things that needed improvement or to get ideas for his next lessons.

It is very useful for me because I can see in the daily journal that I write, regarding the material that I convey whether it is delivered or not, I can also see the achievements of the students that I have taught so I can improve for the next meeting (Berlian)

It is very important especially for us as prospective teachers, because from the reflections we make we can see what things we can add to the next lesson (Iki)

Berlian and Iki can change some of the parts of the lesson based on the finding indicating that actions were planned and taken on the previous teaching problem to design 'better activities, better lessons. Another finding also found that another participant give another idea about writing reflection as a benefit for teaching

Really helped me so I can know the situation in various situations in different classes (Neva)

It can be seen that from the reflection, the participant also can see the the differences between situation in one class with the other classes. Hence, from the differences, the participant can get something that can improve their teaching process.

4.3.3 Support in Writing Reflection

Another topic that came up in the interviews was assistance with writing reflections. Shared reflections with peers and lack of support from institution emerged as a theme from

the analysis of pre-service English teachers' interviews.

4.3.4.1 Shared Reflections with Peers

Sometimes, student teachers share their reflections with their peers in order to receive assistance or solve a teaching problem. In this excerpt, some of participants for instance, shares her teaching experiences with her "practicum mates" in order to find ways to improve her teaching. They stated:

My practicum friends help me in the process of writing journal reflection or discuss in making daily journals (Raisa)

I discuss more with my friends about writing reflections, exchanging ideas (Selena)

My friend helps a lot with writing reflections (Wawa)

I share more with my ppl friends regarding writing reflections (Iki)

It would appear that some participants were able to deftly seize the opportunity to work closely with their friends, whom he has identified as having the ability to deal with the ability to deal with discipline problems and classroom management issues.

Sharing reflections with peers is one of the tactics used to enhance student teachers' learning to teach as they discuss their teaching experiences, as evidenced by the aforementioned excerpts. Not all student teachers were, however, willing to share their comments with others. Their hesitancy arises from their fears of being criticized for their poor teaching, as well as their desire to maintain their good teaching reputation. Despite this, the anticipated benefit of sharing insights is that it facilitates the exchange of knowledge, which could allow people who struggle with teaching to learn from those who performed well, and for those who are already strong at teaching, to improve their teaching skills further. Surprisingly, the rest of participant did not feel the same thing. When the researcher asks them for the strategy in writing journal reflection, they have no idea about

it.

4.3.3.1 Lack of Support from the Institution

In writing reflective diaries, the researcher found that the participant did not get the clear instruction in the process of writing journal. They stated:

There is no one taught me how to make reflections either from campus or from tutors (Drie)

Because the teacher doesn't give directions or help, so I think it's a bit difficult, because sometimes we need directions to start (Mamad)

I wrote my own version of the reflection, there was no clear format and there was no cooperation between the DPL, the tutor and me (Raisa)

Based on the finding above, it can be seen that the institution did not give the clear instruction how to write the good reflection journal, so they just write the journal with their own version. Another finding also come with lack of giving feedback from the tutor (lecturer and teacher). Almost all of participants agreed if they need feedback from the tutor. They stated:

It is difficult, because the only judge is myself, while I also need to know the assessment of other people, because those who can see our shortcomings are other people, if we only judge ourselves maybe we feel we have enough, even though maybe from the perspective of others there are still deficiencies that need to be corrected. (Raisa)

It is more difficult because there is no feedback from the lecturer so it is rather difficult to determine whether the journal is correct or incorrect (Selena)

Supervising teachers only see and no feedback (Ine)

Supervising teacher or DPL teachers are needed in providing feedback (iki)

I think DPL needs to provide guidance because the assessment is not only from myself but also from other people so that they will be better in the future (Juli)

Based on the findings above, we could see that most of participants need the feedback from the tutor related to the writing reflection journal. They need people who can give feedback and also, they need guidance in writing good reflection journal. It can be said that the participants really need the clear instructions and guidance from the institution.

4.4 Practicum Unit Interview

This final section of the interview helps the researcher to answer research questions no. 3. Actually, the last research questions is a combination of second and the third research questions. The interview with the staff completes the interview with the pre-service English teacher to find the improvement and construct a new theory which explain further in the discussion session. This is another issue which the researcher discussed in the interviews and is presented in the following section.

4.4.1 The condition of Reflective Diaries based on Practicum Staff

As researcher did before, the researcher turned to Wahab, the head of the practicum unit for some clarification on how information on ways to write reflections was delivered to those who were involved in the practicum. His response was short and simple:

Before students are sending to have PLP, the practicum unit will provide a meeting related to practicum and one of the things introduced in the meeting is reflection. In addition, the practicum unit will usually invite lecturers from various study programs who become field supervisors as well as representatives from schools to be introduced to this reflection. For this reason, we provide training on supervision and coaching and indirectly we also explain

reflection to them.

Wahab's response shows that the teaching of reflective writing was unclear and simplistic. The process very much depended on examples and replication which was consistent with the sample of reflection in Appendix D. Thus, training to write reflections did not develop based on student teachers' understanding of the process of writing reflection. Instead, it was closely guided by the course documentation. Although this might seem an appropriate way of training reflective writing, in terms of adequacy, perhaps it is not sufficient to learn writing reflection only by following the example given.

In addition, there is no special training for students, teachers or lecturers who will do this PLP, the practicum unit says that they really give a freedom to students to write what they want to write when writing these reflections, so there is no special training for lecturers and tutor teachers in guiding these pre-service teachers in writing reflections.

So, for the students, the LMT give the freedom the students to write whatever they wanted to write. We only require this reflection Journal to be written in the PPL implementation guide. But unfortunately, because this reflection is the first time and this is the first year of assessment, of course there isn't much that can be given from the LMT

What was mentioned by the head of the practicum unit was reinforced by the statement of a participant from a preservice teacher. Where she said that there was no help and no format whatsoever from LMT, so they wrote down what they wanted and they remembered when writing this reflection.

This reflection was written when I have taught a class, which I usually wrote down the important parts. An example of this daily journal that I write is in the form of material taught, things that happen when teaching, and my

feelings when teaching. I'm just writing what I remember anyway.

The researcher sees this as teaching student teachers to write reflections by only asking to do so, which is a common approach used by university lecturers to teach undergraduates as the transmission of authoritative content or the demonstration of procedures (Ramsden, 2003, p.108). However, the disadvantage of this is pre-service teacher could end up being too dependent, that they simply write the reflections without thinking, resulting perhaps in low level or 'superficial' reflections.

In addition to improvements in language skills, not much could be said about the effect of supervising teachers' comments and feedback on student teachers' attitudes or behavior because as one of the participants said that she cannot see much change. However, in the course documents (see appendix G) , it was clearly stated that student teachers' written reflections are submitting during the practicum process. However, there was a gap between asking student teachers to write reflections and assessing written reflections as part of the course requirement. It seems that there is a mismatch between what is required by the program and what is actually done during training. It can be seen that, this writing journal reflection training is really needed both for tutor teachers, field assistant lecturers and pre-service teacher students themselves. The introduction made by the practicum unit did not have enough effect on the student's writing ability

The expectation of written reflections that are assessed on a subject is that clear guidelines must be provided in the syllabus so that what is taught and what is assessed is appropriate. However, the lack of information on how to reflect on teaching in the curriculum has placed practicum units in the uncertain position of how much 'reflection' should be taught in the program. The implication of this is that they simply ask their student teachers to reflect beyond what is required or perhaps only to focus on teaching (as seen in all the teacher candidates' written reflections). Either way, the fact that the

documents don't give them clear indications of what to do seems to be a problem for pre-service teachers.

Furthermore, one of the weaknesses of the practicum unit in the practice of writing this reflection is that there is no specific rubric for assessing. They only ask students to write reflections at every teaching meeting, but they don't require tutors or supervisors to provide a special assessment of these reflections. This activity is only one of the graduation requirements of the PLP course. As mentioned by Wahab ;

Unfortunately, so far LMT has not designed a scoring rubric for the reflection itself. So far the reflections are only one part that is included and collected together with the portfolio. LMT has just designed a PLP assessment rubric.

To sum up, since writing journal is a new requirement in the process of practicum unit, the researcher can conclude that practicum unit needs help in organizing this. Both in the preparation of activities, training for supervising teachers, lecturers and students. Furthermore, the things that have been mentioned before will be discussed in the discussion

4.5 Discussion

4.5.1 Focus of Students Teachers' Written Reflection and The Perceived Meaning of 'Reflection' by the Student Teachers and Teacher Educators

In this sub-chapter the research discusses the discussion of research question no. 1 and 2. A teaching reflection journal is a personal record or diary in which teachers document their thoughts, experiences, and reflections about their teaching practice. The concept of reflection or reflective practice is not completely new in the field of teaching and education. In accordance with the literature, Dewey (1933) was the first to coin the term "reflection". According to Dewey (1933), reflection is an active process of looking at oneself in order to improve oneself. To date, the term reflection has been defined and

applied in a variety of contexts (Cirocki & Farrell, 2017; Jay & Johnson, 2002; Loughran, 2002). According to Artherton (2023), reflection can simply mean thinking about something. It serves as a tool for self-reflection and professional growth, allowing educators to critically analyze their teaching methods, strategies, and interactions with students.

In this research research, the predominant theme that emerged through the analysis of both the interview and diaries data showed that ‘reflection’ for pre-service English teachers was predominantly about reflecting on their classroom teaching skills as demonstrated through their performance on teaching practice. Therefore, they perceived ‘reflection’ as being ‘teaching-centric’. The researcher used the term ‘teaching-centric’ reflection to describe a reflection that examined student teachers’ experiences during teaching practice and this had the three characteristics: technical skills of teaching, teaching for ‘self-development’, and identifying SWIS in teaching.

From student teachers’ reflective diaries, most of them focused their reflection on the ‘technical’ aspects of teaching and this was the first characteristic of a ‘teaching-centric’ reflection that emerged from the data. ‘Technical’ here refers to the means or procedures for delivering the lessons, that is the pedagogical aspects of teaching such as language teaching strategies or lesson planning, and this form the contents of my student teachers’ written reflections For example, Table 4.2 showed that there were four main topics that student teachers talked about in their reflections and most of them were related to the practice of teaching.

The purpose of a teaching reflective diaries is to encourage teachers to reflect on their teaching practices, assess their effectiveness, identify areas for improvement, and develop new strategies to enhance student learning. By engaging in regular reflection, teachers can gain insights into their strengths and weaknesses, make informed decisions

about instructional techniques, and adjust their approaches to better meet the needs of their students. Actually as candidate of the teacher, it is hoped that all of the participants knew about the term of reflection. In this research, it is found that most of participant knew and understood about the term “reflection”, but surprisingly, there was one participant did not understand with this term.

Reflective diaries provide a platform for these future educators to document their experiences, thoughts, and reflections about their teaching practice. Hence, it is better for the teacher whether pre-service teacher or the real teacher to write reflective journal. In this research, the researcher has found some benefits of the use reflective journals in teaching practicum such as to know teaching weaknesses, can identify the SWIS in teaching, and also to improve the writing skill.

After writing reflective diaries, pre service English teacher thought that they can see their weaknesses in teaching. It can help them to see their teaching performance and how their students’ participation and understanding. They also provided a space for the participants to critically reflect their teaching practices. By reviewing their reflection, they can analyze their instructional methods, lesson plans, classroom management strategies and students’ interaction. Surprisingly, some of participant thought more than this. They thought that writing reflection is not only seeing the weaknesses in teaching but also, we can Identify SWIS (Strength, weakness, and suggesting Improving in Teaching).

Identify SWIS (Strength, weakness, and suggesting Improving in Teaching) was one of benefit in writing journal reflection. Some participant thought after they wrote reflection, they can see not only their weaknesses but also their strength in teaching in the last meeting. After that they also thought that after writing it, they can also make improvement for teaching in the next meeting. In another word, it can be said that there were some processes in identifying SWIS. Documentation of experience is one of the

processes. In this process, the participant document their day-to-day experiences, observations, and interaction with students. These journals become a repository of valuable information that can be referred back to the future. By revisiting their entries, English pre service teachers can recall specific situation, lesson and challenges, allowing them to draw upon past experiences to inform their teaching practices.

The next process is self-awareness. Self-awareness and personal development: Reflective journaling helps pre-service English teachers develop self-awareness. By reflecting on their teaching experiences, they gain a deeper understanding of their strengths, weaknesses, and areas for growth. This process contributes to their personal development as educators, as they can continually refine their teaching approaches based on self-assessment and feedback. By regularly writing in their journals, they can identify areas of improvement and make adjustments to enhance their teaching skills. The process of writing reflections during the practicum could help pre-service English teachers gaining and 'become more responsible' as teachers, which indicates that 'teacher identity' (Walshe & Driver, 2019) could also be developed through reflection.

In this research, the researcher found that writing reflective diaries as part of assessment is the real reason why the participants wanted to write reflection. Some teacher educators believed that 'because' reflection' was included in the teaching practice curriculum, it required to be examined. Writing and completing this exercise was required, resulting in thoughts that were potentially 'forced' (Hobbs, 2007) on the English Pre service teacher. They were required to provide their best work for evaluation. As a result, English pre service teacher was eager to present themselves in the best light possible. They tended to compose their reflections strategically, providing only the elements necessary to pass the practicum. As a result, producing reflections in this manner may jeopardize the dependability of the reflections due to the 'superficial material' (Asrial, Syahrial, Kurniawan,

Subandiyo, & Amalina, 2019), generated by student teachers in their reflections for assessment. Furthermore, 'when asked to reflect on one's own strengths and faults as part of a mandated, graded course Although many student teachers and teacher educators were aware that written reflections by student teachers were part of the teaching practice assessment. In writing journal reflection, actually campus did not give clear instruction. Due to little training and confusing instructions from the practicum unit, teacher educators were left to read the practicum papers and determine the best manner to analyze their reflections themselves. As a result of this assignment, it appears that true self-examination is already a lost cause' (Ayoobian, 2021). If this is the case, what is the best way to evaluate student instructors' reflections without jeopardizing their authenticity and dependability?

Besides as part of assessment, some of participant thought that if there were no assessment, they still wanted to write journal reflection because they got benefits such as they can prepare the good material for their students in the next meeting and also found the good strategy in teaching. Furthermore, based on the result of interview, it is found that the participants did not get the support from the campus related writing journal reflection. It can be seen that the institution did not give the clear instruction how to write the good reflection journal, so they just write the journal with their own version we could see that most of participants need the feedback from the tutor related to the writing reflection journal. They need people who can give feedback and also, they need guidance in writing good reflection journal. It can be said that the participants really need the clear instructions and guidance from the institution. One of the characteristics of a reflective practitioner outlined by Dewey (1933) is responsibility. If we are 'responsible' teacher educators, we must put our knowledge to use and teach 'reflection' to the best of our abilities. Teachers must be 'confident' and 'open-minded' in their practice and exploration of experiences, learners, context, and culture. A shift in our views will aid in the development of our

"reflective-self." These mindsets will help us and our students think and write more reflectively.

Sharing reflection with peers is strategy that the participants used in writing journal reflection. Because there was no clear format of it, they tended to discuss with peers. Almost all of participant did this strategy. It can be seen from the findings. They tended to discuss with peers that with their teaching advisor. Despite this, the anticipated benefit of sharing insights is that it facilitates the exchange of knowledge, which could allow people who struggle with teaching to learn from those who performed well, and for those who are already strong at teaching, to improve their teaching skills further.

4.5.2 Reflection's Frame Work Constructed

One of the key findings in this research is that reflection on pre-service English teachers is teaching-centric. This means that pedagogical aspects of teaching and learning process are the main focus which usually students teacher write on their journal reflection and by using SWIS in arranging their reflection.

There were many reasons for student teachers' written reflections to be teaching centric. One could be that these pre-service English teachers were still at a developmental stage, and/or there were a range of specific contextual factors that might influence student teachers to write in this way such as the requirements of teaching

The fact remained, however, that 'reflection' that was predominantly 'teaching-centric' limited the subject matter and focus of student teachers' reflections and diminished or ignored other important aspects such as the 'learning' process. For example, the researcher found that the most common topic which is mentioned in student teachers' reflective journals were about 'Focus on Planning and Teaching ESL Lessons' and 'Classroom Management'.

In training Pre-service English teacher to write reflections, the findings showed that teacher educators taught student teachers to write their reflections primarily via ‘telling’. Pre-service English teacher wrote reflections that were mainly directed by the supervisors such as focusing the reflections on identifying strengths, weaknesses, and suggesting improvements in teaching. The limitation of training by ‘telling’ was that although student teachers might learn the ways to write the reflections, the process might not result in sufficient understanding of the value of reflection in teaching. This would then defeat the purpose of having ‘reflection’ as part of teaching practice in the first place, which is to develop teachers who are ‘reflective’ and ‘critical thinkers’. This approach to training could also limit the opportunity for student teachers to be ‘open-minded’ and ‘responsible’ (Dewey, 1933) towards their learning, two of the characteristics of reflective practitioners.

Dewey (1933) identified one of the attributes of a reflective practitioner as being ‘responsible’. If we are ‘responsible’ teacher educators, then we must exercise the knowledge that we have and teach ‘reflection’ the best that we can. Teachers need to be ‘confident’ and ‘open-minded’ in practicing and exploring experiences, learners, context and culture. A change in our attitudes will be helpful in developing our ‘reflective-self’. These attitudes will support our own and our learners’ reflective thinking and writing.

This study has attempted to add to existing knowledge about what ‘reflection’ was perceived to be in teacher education in Jambi, particularly during the practicum. The researcher feels that if the Teacher Department in Jambi aims to promote effective ‘reflection’ and enhance the process of ‘reflection’ among student teachers, then it needs to consider some of the issues and new knowledge from the findings of this study in order to meet the overall aim of the transformed education system. The following are some of the implications of the findings from this study.

4.5.2.1 Reconstruct a realistic Framework

For various reasons, the researcher felt that identifying SWIS is insufficient in enabling pre-service teachers to write reflections which are highly reflective and critical. It did not seem to fit into some of the criteria of 'reflection' as described in some of the other framework. Writing reflections based on SWIS confined the reflections to a standard structure. This seemed to narrow the focus of reflection to the achievement or non-achievement of the stated objectives of the lesson plans. Therefore, it is necessary to develop an appropriate framework which could also encourage student teachers to recognize, analyze, and relate their practical reality of the classrooms with the theoretical aspects learnt on the teacher education program

The researcher suggests that the framework unlike other frameworks (e.g. Van Manen, 1977; Valli, 1990; Rarieya, 2005). Why researcher suggesting a non-hierarchical framework so that student teachers are free to explore each element in the framework and write their reflections based on their own unique experiences. The framework could be one in which the elements are flexible, interchangeable, and yet integrated, which could be adjusted according to the needs of the course. It should not be culturally specific so that it could be used in a wide variety of contexts as possible.

Researchers have developed several different frameworks or models for how reflective writing can be structured. For example, one method has you consider the "What?" "So what?" and "Now what?" of a situation in order to become more reflective. The model is developed by Borton 1970. Borton describes this model as a fluid process where no part of it can exclude another. Furthermore, Borton's development framework is a fairly straightforward and easy to implement reflective framework. This enables learners to reflect without having the structure in front of them. Here is the framework;

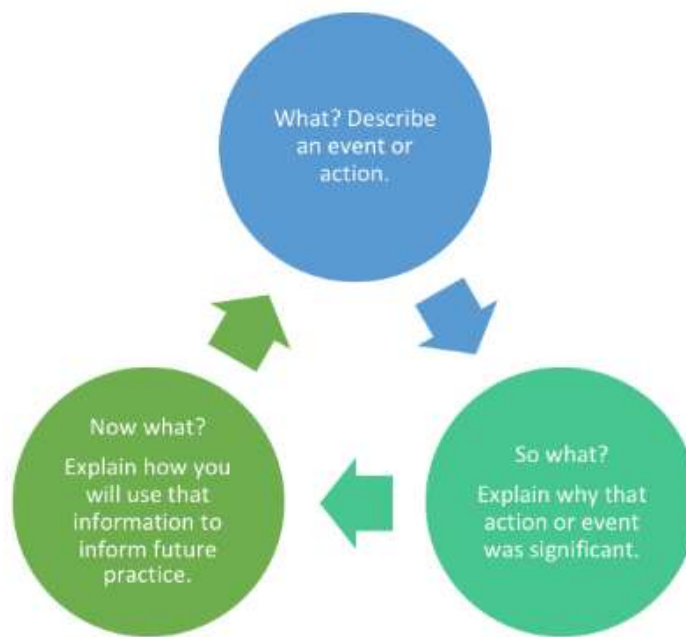


Figure 5. Borton's Framework of Reflection

The other framework which can help to reflect comes from Boud, Keogh & Walker, (1985). The framework model calls DIEP. The strategy is made up of four areas to make up critical reflective writing, describe, interpret, evaluate and plan. Similarly, the DIEP framework can help pre-service teachers consider how to organize the content when writing a reflective piece. Using this method, they describe what happened or what they did, interpret what it means, evaluate its value or impact, and plan steps for improving or changing for the future. This strategy allows the learner to talk more compare to the previous framework. This model can be used to think and reflect on a situation and can help to structure written reflections. The model is easy to remember and goes over the main aspects of what is helpful to consider when reviewing an experience. Here is the illustration of the framework:

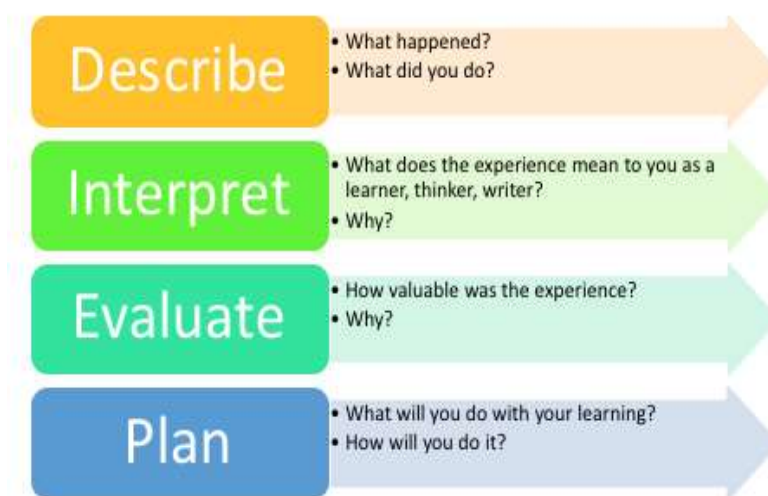


Figure 6. DIEP Framework of Reflection

In line with the theories mentioned above, Gibbs (1988) proposed another framework, where in this framework Gibbs' Reflective Cycle was developed by Graham Gibbs in 1988 to give structure to learning from experiences. It offers a framework for examining experiences, and given its cyclic nature lends itself particularly well to repeated experiences, allowing the writers to learn and plan from things that either went well or didn't go well. This framework covers 6 stages: **description** the experience, **feelings** and thoughts about the experience, **evaluation** of the experience; both good and bad, **analysis** to make sense of the situation, **conclusion** about what you learned and what you could have done differently, and **action plan** for how writer would deal with similar situations in the future, or general changes it might find appropriate.

This model is a good way to work through an experience. This can be either a stand-alone experience or a situation the writer go through frequently, for example meetings with a team you have to collaborate with. Gibbs originally advocated its use in repeated situations, but the stages and principles apply equally well for single experiences too. If done with a stand-alone experience, the action plan may become more general and look at how it can be applied in the future. Here is the illustration of Gibbs framework;

The other framework is from Bain et al. (2002). This framework focuses on five core stages, each addressing one aspect of reflection. By thinking about all 5 stages individually students will engage with all the essential components of reflection, enabling them to produce a critically engaged reflection based in their experience. Furthermore, it guides students and teachers in reflecting on their experiences. The 5R framework represents Reporting, Responding, Relating, Reasoning, and Reconstructing the experience to present it in an engaging reflection. This model lends itself well to structuring both the thinking process and the write-up of a reflection. To get the full benefit of this model the writer of this model will have to know the characteristics of each of the 5 R's. Being able to recognize the language that is relevant for each step will also benefit if using the model for academic reflection.

Furthermore, in this model the 'Reporting' and 'Responding' can sometimes interlink and be presented as one level. This highlights the fact that while there is a natural progression through the stages, when producing written reflections, the writer of reflection might want write more freely without a clear boundary between the areas.

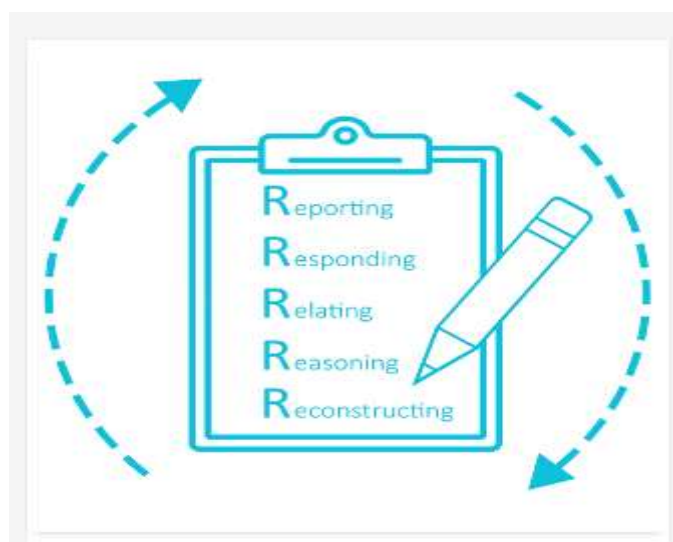


Figure 7. 5Rs Framework of Reflection

The last reflection framework which has been read by the researcher is 4 F's. It stands for Feeling, Facts, Findings and Future. This framework was developed and

combined by Dr Roger Greenaway, an expert on training teachers and facilitators, but unfortunately, researcher can not find any information about the time he released the framework. He proposed that working through the four levels of this model, the writer of the reflection will have critically examined the situation they want to review and reflect upon, while thinking about how to use what they have learned in the future. The four F's are: **Facts** as An objective account of what happened, **Feelings** as the emotional reactions to the situation, **Findings** as the concrete learning that you can take away from the situation, **Future** as the structuring your learning such that you can use it in the future.

This model can be used to think and reflect on a situation and can help to structure written reflections. The model is easy to remember and goes over the main aspects of what is helpful to consider when reviewing an experience. In the original model, there is little to no emphasis on thoughts you had during the event. This might work well for pre-service English teacher. However, to get the most out of the reflection they might want to revisit the thoughts they had at the time. If they choose to include them, they will fit best in either Facts or Feelings. Both Findings and Future will include current and more analytical thinking about the event looking back. Here is the illustration of the framework:

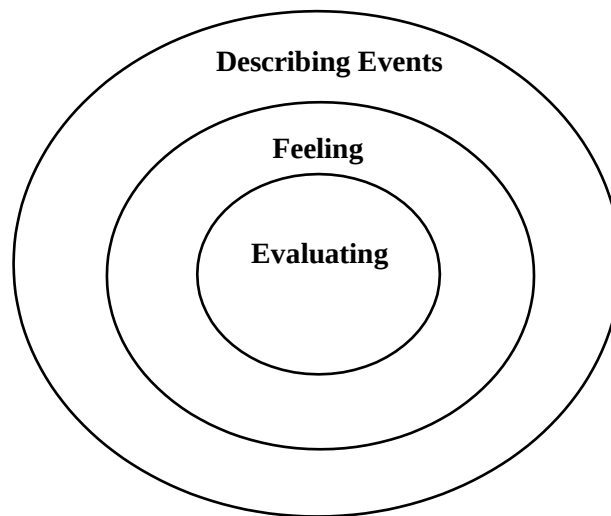


Figure 8. 4'Fs Framework of Reflection

Based on those frameworks which is developed before this research, the researcher can conclude that all of them are used to train students to have critical thinking. Furthermore, after reading those frameworks, having research and analyzing the students' reflective diaries, the researcher come up with the idea that there was an over lapping relationship between the features and that one feature could be more dominant than the others. The framework has three different elements of reflection: Describing Events, Feeling, and evaluating. In the analysis, 'Describing Events' is the feature most often found in student teachers' written reflections. Thus, researcher placed 'Describing Events' in the first layer of the diagram to indicate that this is most likely the main features found in student teachers' written reflections. The next layer contains feeling, which covers a smaller area than the previous feature. The inner layer is the smallest which contains features of evaluating.

Figure 9 shows the construction of the frame work found in the pre-service teacher written reflection. After that, there were some aspects which talked by the participants outside the diagram, which are 'Learners', 'Learning', 'Teachers', 'Teaching', 'Context', 'Content', 'Language', and, 'Attitudes'. These are examples of potential areas or topics the student teachers could write about in their reflections. These eleven aspects were selected based on the findings from the reflective diary analysis. The researcher conducted into the topic areas the participants wrote about in their reflective diaries. Note that these aspects form a sort of checklist of topic areas for student teachers to choose from when reflecting on their classroom experience. They provide the opportunities for pre-service teacher to explore issues indifferent perspectives and contexts. These aspects would address the issue of 'teaching-centric' reflection, where the framework would remind the student teachers to include discussions on other areas apart from 'teaching'.

Figure 9. Framework Based on Findings



4.5.2.1.2 Novelty of The Research

After finding and discussing several findings, the researcher finally come up with a conclusion which the researcher said that this is a novelty related to this reflective diary in experiences. The novelty was taken the form of a new framework which can be used by various groups, not only pre-service English teachers who come from English study program at UIN Jambi, but this framework can be used by anyone who is practicing teaching or those who have actually taught also. This new constructed framework is different from framework which found after analyzing pre-service English teacher reflective diaries and constructed framework before, and the objective of developing a new framework for writing a reflective diary is to guide its users to be more focused on and more self-evaluating and foster critical thinking in accordance to what is being promoted by the government in the MBKM curriculum. Furthermore, in this research the researcher succeeded constructing a new framework which contained 4 features of reflective writing such as **describing learning experiences, reflecting on own feelings about the learning experiences, evaluating learning experiences and solving problems and improving**. They represented the types of reflection pre-service English

teachers have written (which apparently were acceptable pieces of work by the standards of the program) and the cognitive process of reflecting on teaching and specifically for solving problems and improving, which is a development that the researcher added after reading several things that were built by policy makers to develop in MBKM.

In doing this, the researcher conducted a textual analysis of the pre-service English teachers' written reflections and from there it was found how they reflected on their work, and how its features might relate to each other in a variety of different ways. The findings provided a much more realistic and dynamic insight into the 'process' of reflection compared to the hierarchical list of features found in many previous frameworks in the literature. It seems that the framework is essentially product-oriented. In other words, it describes different levels of reflection as criteria that can be used to evaluate the depth and criticality of reflective writing. In contrast to this research, it sees reflection more as a process and involves 'flow patterns' that differ from one feature to another.

After doing the research it can be concluded that pre-service English teacher reflective diary showed that student teachers write their reflections based on the SWIS framework. From interviews with practicum staff and student teachers, they understand that reflection involves identifying strengths, weaknesses in teaching and suggesting improvements and that is why this framework was constructed. Apart from introducing pre-service English teachers about the importance of reflective writing itself, this framework can also create "uniformity" and "standardized" the form of reflective writing produced by teachers and students' teacher. Figure 10 and 11, shows the different framework between the framework based on findings of the research and constructed framework as the novelty of the research

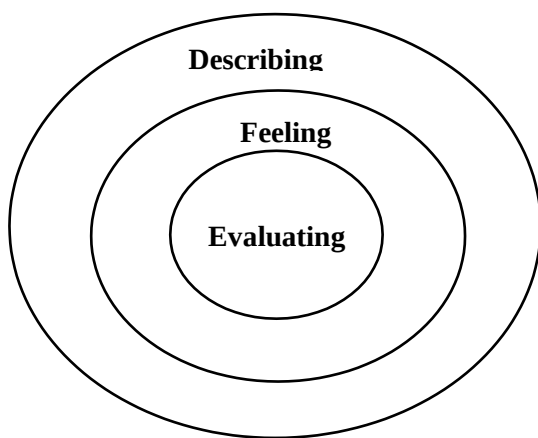


Figure 10. Framework based on findings

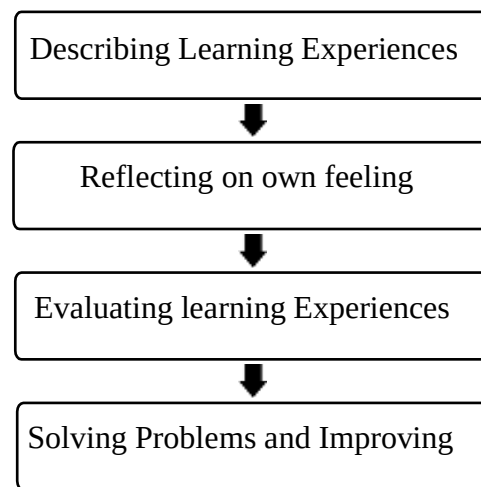


Figure 11. Constructed framework

4.5.2.1.2.1 Describing Learning Experiences

This is the first element which researcher put as the first feature in the constructed framework. In pre-service English teacher reflective diaries, where most of them start their reflective diaries by telling the readers about the describing of students learning experiences on practicum teaching. It involves the process of observing and identifying the things that happened in the classroom and presenting the events in a reportative or descriptive manner. Often, student teachers who wrote this type of reflection do not include any further insights and observations into the learning experiences they are describing. Although this type of reflection may seem to have very little reflective element, the researcher still considered this as a reflection because describing events and in this case describing learning experiences is obviously an important part of the reflective process, in the sense that a meaningful reflection needs to be based on an accurate description of what happens. The same term is used in Jay's and Johnson's (2002) typology of reflective writing that is 'descriptive'. While in their study this category refers to describing what went on in a classroom, Jay's and Johnson's

‘descriptive’ feature involves a thorough look at the events, examining the causes and consequences, identifying the significance of the issue in order to change and make things better.

It is in accordance with the theory and model which is proposed by Boud, Keogh & Walker, (1985), the model calls DIEP. The other theory which put describing as the first sequence in writing reflective diaries is called Gibbs (1988) framework. In both previous frameworks, the students’ teachers or teachers are directed to talk about describing about the events which they have passed. In line with this, when the researcher analyzed the pre-service English teachers’ reflective diaries, most of them opened it by telling about what happened, what they did and everyone do, who was there, and why they were there, the things mentioned are simply recording things that happened in the classroom or school. It only Describe the activities or tasks in the lesson. Retelling, observing, noticing or recalling the events that took place in the classroom. Stating other things apart from teaching. No follow-up, analysis, or evaluation

To strengthen, Ryan (2016) in his research which title Improving reflective writing in higher education: a social semiotic perspective has arranged that first elements in a structure of reflective writing in higher education is describing and recounting. This is also reinforced by University of Edinburgh, where they have released describing event as the first thing should be clarified when writing a reflective journal, it has been explained in one article which talked about language in writing reflection.

4.5.2.1.2.2 Reflecting on own Feeling about learning Experiences

Here is where the pre-service teacher can reflect on their own feelings in the situation. Feelings can guide them to fully understanding the situation and so their learning is better grounded in the experience. It is possible to start accidentally evaluating and judging in this section, however try to stay with their feelings. Beside that, in this

phase, the pre-service English teacher could Learn from the teaching process. Recognizing and expressing personal feelings such as happiness, relief, disappointment, etc. Being aware of the things that are happening in the classroom and after that, thinking about the effects of the lesson on the learners and learning.

In line with this, the researcher found that there are two previous frameworks which also talked about feelings. The framework come from Gibbs (1988) and Greenaway, where both of frameworks explain that feelings have to put as the second steps in telling the reflection, and based on the findings of this research, some of the participants put their feelings after describing what happened. Where in this phase, pre-service English teacher explain their feelings honestly and openly and also how events and happenings during the week affect their emotions, whether they feel happy, sad, angry, surprised, or even confused.

4.5.2.1.2.3 Evaluating Learning Experiences

This category refers to evaluation of experiences or events during teaching without any attempt to suggest alternatives or to solve problems. As the result of researchers' read through the written reflections, the researcher come up with some of the entries which was they seem to show that preservice English teachers were making a judgement on their teaching experiences as they determined whether their lesson was successful or unsuccessful.

Furthermore, in this phase pre-service English teachers examining things that took place in the classroom: before, during, and after the lesson. Justifying and demonstrating an understanding of why certain things happened. Relating teaching with theory. Discussing why things work or did not work. Making sense of things, it may also include some form of evaluation onto own teaching. Beside that, in evaluating phase pre-service teachers are also Determining whether a lesson was successful or unsuccessful,

whether it went or did not go according to plan, whether the lesson objectives were achieved or not achieved, analyzing own performance in teaching the lesson and making a judgement of the overall lesson.

Then, after reading deeper to students' reflective journal, the researcher can conclude that one of the important ones beside describing event and feeling is evaluating. Here, most of the participants do evaluation in every time they write reflective diary, these following statements came from Raisa who evaluated herself in her reflective diary.

When they watched the video even there are some students did not give any attention. But it does not matter, because in contrast, most students listen carefully and try to answer the question.

Furthermore, Bassot (2016) in her book which titled *The reflective practice guide* clarify some words in analyzing and evaluating when writing reflection, such as 'similarly', 'unlike', 'just as', 'in contrast to' to explain about contrasting event, and 'as a result of', 'due to', 'therefore', 'because' to show connects and conclusion. In line with this, most of the frame works that researcher has mentioned and explained above clarify that Evaluation is one of the elements which should be put in writing reflection.

4.5.2.1.2.3 Solving Problem and Improving

This phase is the final phase where researchers take it from the currently policy which is developed by the government, it is developing students' critical thinking by solving problems (see chapter 2). Most of previous frameworks, do not put problem solving as one of important steps in making reflection, but the researcher does it. The researcher thinks that by putting this step will help pre-service teacher build their critical thinking.

Furthermore, Problem solving here refers to a state whereby student teachers

were faced with an unexpected teaching challenge during a lesson that required them to think and find a possible solution either immediately or later. Often, problem solving is considered as a complex intellectual process and associated with higher-order thinking skills (e.g. in Bloom's Taxonomy). A common first step in the process of problem solving is pre-service teachers would start by identifying the problem and then write about it in their reflective diaries. Then, student teachers work their way through the problem finding the cause which leads to understanding of the problem. During the process student teachers will give suggestions in order to improve or solve the teaching problem.

In line with this, Butterworth and Thwaites (2013) said that problem solving involves a series of steps aimed at identifying a problem, developing a plan of action, executing the chosen plan, and then reevaluating the chosen approach, and based on that the researcher thinks that it is important to put problem solving as one of the phase in writing reflective diaries.

4.5.2.2 The Use of Constructed Framework in Teaching Practicum Phase

The framework is flexible which means that student teachers could decide for themselves where they would like to begin their reflections depending on their needs, interests, and experiences. Before student teachers start using the framework, teacher educators could provide an outline or a model of how a reflection should be written based on the framework such as through the different pattern. The patterns could illustrate the different elements of the framework as well as being combined in different ways. In addition, probing questions could also be used during post-observation discussions to direct and stimulate reflection on the teaching experiences according to the framework. They should also encourage student teachers to relate their experiences with the knowledge they had acquired from input sessions during lectures, the literature, case studies, or classroom practices in other contexts. The role of the teacher educators is to

assist student teachers to start reflecting on their teaching and then provide feedback to develop their reflection further.

Micro teaching lecturer could also introduce the framework in phases. For example, during first micro teaching which could be Phase 1 of practicum, the preservice teacher are trained to write reflections, the lecturer could ask pre-service teachers to focus their reflections on Describing Events and/or Self-realization, elaborating and discussing things they observed at school or during 'teaching' and the things they learned through the process. Then, in micro teaching, student teachers could develop reflective writing skills to Evaluation and later to Reasoning and Problem Solving in the end of the stage. Using this framework should help the student teachers to gradually develop their reflective writing over the periods of micro teaching (practicum 1).

In addition, instead of 'telling' student teachers how to write and what to include in their reflections, supervising lecturer should start listening to what student teachers have to say in their reflections. As Yagata (2017, p. 332) found out, his failure to listen generously to the students under her supervising meant that she missed the distress signals his student teacher was giving him with regards to classroom teaching. Student teachers may lose motivation to write their reflections if the supervisor is not reading or listening carefully to student teachers' teaching problems. Although generally there are feedback sessions after lesson observations, the interaction and communication between the supervisor and the pre-service teachers may not be effective, especially when the supervisor fails to listen and scrutinize the problem carefully. By listening carefully to what the student teachers had to say and share about the things that happened in the classroom, supervising lecturer could identify some of the issues the student teachers were experiencing and could discuss the matter together to find solutions to the problem. Through reflective dialogues, supervising teacher could also provide the emotional

support and practical advice student teachers need in improving their teaching. This could also help develop student teachers' reflective thinking.

Reflection is not a 'spontaneous activity' for practicing teachers (Gelter, 2003) which also suggested that student teachers need time to digest and make sense of things. Perhaps, instead of using the same framework throughout the three practicum phases, the practice of writing reflections should be progressive, gradually shifting from being structured in the first phase of practicum to less structured in the second phase and unstructured (e.g. the student teachers develop their own structure) in the third phase of the practicum. Thus, this would give time and space for student teachers to get used to the practice of writing reflections and making sense of their teaching.

Before student teachers start using the framework, the lecturer could provide an outline or a model of how a reflection should be written based on the framework, this is suggested given in microteaching section or before the preservice teacher are having PLP. Additionally, probing questions can also be used during microteaching time, and discussions to direct and stimulate reflection on teaching experiences according to the framework. The lecturer should also encourage pre-service teachers to relate their experiences to the knowledge they gain from feedback sessions during lectures, literature, case studies, or classroom practice in other contexts. The role of teacher educators is to help student teachers begin to reflect on their teaching and then provide feedback to develop their reflections further, this could also help develop student teachers' reflective thinking and we know that reflective thinking is one of the students' characteristics expected by the government to students in MBKM program

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the results of the research and discussion that have been described in the previous chapters, the researchers concluded several things, including:

1. At the end of this process of analysis, the researcher ended up fourteen issues grouped into four topics from the student teachers' written reflections. The four topics are: i) Focus on Planning and Delivering ESL Lessons, ii) Classroom Management, iii) Focus on Learning, iv) School Environment. These topics then divided into fourteen issues. (i) Focus on planning and delivering ESL lesson: planning the action, teaching aids and materials, language content; vocabulary and grammar, stages in teaching, worksheet and technological and teaching problems. (ii) Focus on classroom management: Discipline, time and classroom management, giving clear instruction. (iii) Focus on learning: students' participation and behavior, students' language learning abilities, students' language learning difficulties and students' motivation and interest. (iv) school environment: school atmosphere.
2. In analyzing pre-service English teachers' perception, the researcher has found three main topics which divided into eight themes. The first topic is Pre-service English teachers' understanding about reflection, there are three themes of this topic, namely Good Understanding of "Reflection", the importance of reflection, Identifying Strength, weakness, and suggesting Improving in Teaching (SWIS), and the last one reflection as a writing activity. The second topic is the reason writing which divided into one theme, it is writing reflection as part of assessment. Last topic support in writing reflection with two themes.

3. The constructed framework consists of four features which has specific roles on writing reflective diaries. The features are describing events, feeling, evaluating and problem solving. These features describe the elements in the reflective process that pre-service teachers engaged with as they reflected on their teaching experiences during the practicum. The features helped to visualize 'reflection' in ways that were a revelation and which could have real applications to the training of reflective writing skills both in Indonesia and beyond. The framework was constructed based on findings of the research and some framework from the previous research.

5.2 Suggestions

This research covers several recommendations for further researcher and institution. In this regard, the researcher believes the recommendation will potentially be discussed in the future. In this regard, the following is an explanation:

1. For further Researchers

This research was conducted with preservice teachers during practicum which showed their perceptions and involvement in 'reflection' during teacher training. A follow-up study could further investigate whether student teachers continue to engage in reflective activities, for example writing a journal once they are at school. This investigation can tell us whether priorities for reflecting on their practice have changed among in-service teachers as they have gained experience in teaching. As experienced teachers, will they stick to writing teaching-centered reflections or will their discussions expand to include other issues? What factors will influence the outcome of this 'reflection' among practicing teachers? More importantly, this investigation can shed light on whether weekly reflective writing practices during teaching practice are successful in developing effective critical teachers, as suggested by many authors in the previous studies.

2. For institution and Stakeholders

This research produces a new constructed framework that can be developed by institutions and can help to improve students' reflective writing skills. These two things can be used for the advancement of the institution and the ability of the students themselves when they have practicum teaching. Furthermore, it is suggested to those who will use this especially in the institution, this framework can be used in two sections. Where in section one, the lecturer of microteaching (practicum 1) introduces this framework to the students teaches, and then when in PLP the preservice teachers are common to write the reflective diary based on the constructed framework.

3. For Preservice Teacher

The pre-service teacher's written reflection is one of the elements assessed during the practicum. Therefore, they are 'forced' to write reflections to fulfill course requirements. In doing this, the researcher argue that these reflections become 'superficial' because pre-service teachers wrote these reflections 'according to the lecturer's wishes' or "institution wishes" rather than 'sincerely' reflecting on teaching issues that are relevant for them to improve their teaching. If pre-service teachers' written reflection is to reach a certain 'critical' level that goes 'beyond teaching' which includes exploration of other dimensions such as moral, social, cultural, ethical, economic and political, the researcher suggests that reflection training be written by following the constructed framework which offered. Besides, reflection should include discussion of these other dimensions and make the reflective writing process more flexible. This will enable student teachers to gain a better understanding of their teaching experiences and develop more effective reflective writing skills.

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Appendix A

The format of Reflective journal in a week

Reflective Journal in a week

Journal number:	
Practicum week:	
Date the problem / event occurred:	
Title of the journal:	
Notes:	

Checked by supervising teacher: Signature Name : Date:	Checked by supervising lecturer: Signature Name: Date:
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Appendix B

List of Interview (Research Question no. 2)

Types	Main Questions	Sub-Questions
A. Ice-breaking	• How are you today? • How was your day at school?	
B. Perceptions / Understanding of Reflection	• What do you understand by the term 'reflection'? • What do you expect to get from reflections?	
C. Time / When to reflect	• When do you reflect? • When do you write your reflections?	• Are you happy about being assessed on your reflections? • How does this affect what you write in your reflections? • If you were not being assessed, would you reflect / write your reflections at all?
D. How to reflect	• How do you reflect? • How do you write your reflections? • Do you know what to reflect on or what to write in your reflections? • How do you choose what to write in your reflections? • Do you think you write good reflections?	

E. Learning how to reflect

- Did anybody teach you how to write reflections or how to reflect?
- How did your cooperating teacher or supervising lecturer help you to reflect?
- How did the staff from the practicum unit help you with writing your reflections?

- How does the feedback from your supervisor help you to reflect?
- Do you think your supervisor could do more?
- Do you think student teachers should be taught how to write reflections and how to reflect?

F. Issues found in reflections

- What do you write in your reflections?
- What kind of things do you reflect on?
- What do you do about it?

G. Difficulties in writing reflections

- Do you find it difficult to reflect? How about writing them?
- Why do you feel that reflecting and writing reflections is difficult?
- Do you find writing reflections is easy? Why?

H. Effects of writing reflections

- Do you think the practice of writing reflections during practicum helped you to be reflective? How? If 'No' why not?
- How does writing reflections make you

I. Values of writing reflections

feel?

- Do you think after going through 3 rounds of practicum that you have improved in writing your reflections?

- How has writing reflections affect your teaching?
- Do you know why you are asked to write reflections during your practicum?
- Do you feel that you need to write reflections?
- Do you feel that you need to reflect?
- What are the benefits of writing reflections?
- Do you think writing reflection is useful? Why?

J. Reflections Revisit

- Do you think you will ever read your reflections again?

Appendix C

List of Interview Questions for Practicum Unit Staff

Types	Main Questions
A. Ice-breaking	• How are you today? • Did you have a good day?
B. Perceptions / Understanding of Reflection	• What do you understand by the term 'reflection'?
C. Roles of Practicum Unit	• Can you explain what are the roles of the practicum unit? • What kind of help do you provide to the students regarding reflections? • What kind of information do you provide to the lecturers about reflections by the students for practicum?
D. Guidelines on how to write reflections	• Do you think student teachers should be taught how to write reflections? Why? • How do you inform the students on how to write reflections? • What kinds of activities or training do you provide to help students to write their reflections?
E. Assessment	• How is reflections assessed? • Is there a set of criteria that you follow? • Are you happy about the student teachers being assessed on their reflections? • How do you think this affect what the student teachers write in their reflections? • If the student teachers were not being assessed, do you think they would reflect / write their reflections at all?
F. Effects of writing reflections	• Do you think the practice of writing reflections during practicum helped the student teachers to be reflective? How? If 'No' why not?

Appendix D

Pre-Service English Teachers' Written Reflection (Raisa)

Reflective Journal in a week

Journal number:	1
Practicum week:	1
Date the problem / event occurred:	13 th September 2022
Title of the journal:	
Notes: In the first week, I start to do consultation about the English learning process in the school, we were talking about the lesson plan and the syllabus The teacher gives me all of eighth-grade class (8.1, 8.2, and 8.3) to be taught. When I got in the class, I did not give many materials, in the first meeting with me we just introduce ourselves each other and talking about the difficulties in learning English. I was so nervous at that time, but the students understand our feeling and I was happy to know it.	
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Reflective Journal in a week

Journal number:	2
Practicum week:	2
Date the problem / event occurred:	20 th September 2022
Title of the journal:	
Notes: Second week of my teaching practice based on the syllabus given by pamong teacher, "I Can Do it" as the materials today. I come to the class on time and so did the students. I made the lesson plan and the material a night before. I began the class by showing them some pictures on power point. I use power point to make me easier to teach the students, in the slides I use moving picture and the students like to see it. While teaching, I didn't have much trouble but the lamp is out, so there were some slides which was not showed to the students and I cannot show the videos that I have prepared to the students. In the end of the meeting, I gave students some supplementary materials to see whether students understand or not. After finishing this step, I know that the worksheet was too easy for them.. For this theme, the students could understand easily, and learn actively. but they felt difficult when make a sentence about abilities because they don't have much vocabularies.	

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Journal number:	3
Practicum week:	3
Date the problem / event occurred:	27 th September 2022
Title of the journal:	
Notes: I teach the material about suggestion; it is about how to use “should” and “should not”. As the beginning, I ask them some questions related to the last meeting to burn their mind. After that, I started the main focus by explaining the about the use of should and should not. I used a video from you tube as learning media and the student give more attention while watching video. I was happy because they can give their opinion or suggestion as the practice of speaking, because today we learn speaking skills. I believe that most of them are serious in learning English.	

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Journal number:	4
Practicum week:	4
Date the problem / event occurred:	4 th October 2022
Title of the journal:	
Notes: As usual, I always try to make lesson plan a night before teaching time, it helps me a lot when I was not ready in the morning, like today. But, I am happy, because students started to enjoy learning English with me, they are starting to understand a little of the vocabulary that I often say such as "present", "take care", "silent please" sit down, please", "attention please", "let's pray together, etc. Today, we have writing skills as the lesson today, and the theme about how to use “must” and “don’t”. After explaining the materials, I divided the class into some groups, and then I give a simple explanation, after that I gave them a paper that contains images and text gaps. Then, the students were asked to complete the sentence with the word don't or must according to the picture in with their group member. After that, we checked the result of their group member work together. In the last part of the meeting, I ask them to tell about what they have learned today.	

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Journal number:	5
Practicum week:	5
Date the problem / event occurred:	11 th October 2022
Title of the journal:	
Notes: In this week, I was asked by the English teacher at school to give them midterm exam. So, I make 10 questions about the material based on the syllabus that I have taught before. Students feel easy to do the exam and I was so happy because most of the students got high score just a few students in each class got low score. Even though they don't speak English in the class, they listen to me when I teach them.	

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Journal number:	6
Practicum week:	6
Date the problem / event occurred:	18 th October 2022
Title of the journal:	
Notes: Our material in seventh meeting is about invitation card. As usual I made the lesson plan, and preparing the example of invitation card in the form of slide and power point. And at that time, I give them some of invitation card which I bring from home, I taught them the structure in writing an invitation card and kind of writing card. I gave them a simple question to identify the invitation and ask the student to make a simple invitation card. The class was so noisy, because they were happy to make the invitation card. I asked them to keep silent while making the invitation card and this this had disrupted the timing of the lesson.	

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Journal number:	7
Practicum week:	3
Date the problem / event occurred:	25 th October 2022
Title of the journal:	
Notes: This week we learn about greetings card. I brought many different kinds of greetings card as learning media so the students can understand easily when they see the greetings card directly. I taught them about the function, structure and kind of greetings card. I also ask the student to play pyramid cup. I was so happy to saw the students play and working together to make a pyramid from the cup which they move using threads. After they made a pyramid, I give them a sticky note which contains the structure of the language in writing invitation cards and greetings cards, then they stick it on the blackboard according to the order on the blackboard.	

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Journal number:	8
Practicum week:	8
Date the problem / event occurred:	1 st November 2022
Title of the journal:	
Notes: In the last meeting of my English class, I asked student to write a greetings card for their favorite teacher in the school and apprentice student that doing teaching practice in the school. They really excited in making a greetings card. Then I gave them a large cardboard as a place to attach the greeting cards they have made and decorated the cardboard as creatively as possible. As usual, every time the students do a good thing. I try to praise them. Because I think, one of the best ways to build a good habit is by praising the students.	

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Pre-Service English Teachers' Written Reflection (Selena)

Reflective Journal in a week

Journal number:	1
Practicum week:	1
Date the problem / event occurred:	13rd September 2022
Title of the journal:	To know the school and the environment
Notes: on the first day of practicum, the activity is the handover of students by the supervising lecturer to the school principal og MTs Nururrodhiyah Kota Jambi. We talk about the material, syllabus and lesson plan which I had to make in every meeting. There was a problem in that day, because it was the subject that i did not master it because this is our first week at that school but I try to read the text more carefully. So, I could explain well the subject to the students. At the first week, we do not have any class activity because the teaching schedule has not been distributed. We're just doing the school routine activity such as dzuhur pray at the mosque with the students and other teachers, recite yasin in friday morning and doing exercise in the saturday morning.	

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Journal number:	2
Practicum Week	2
Date the problem / event occurred	22th September 2022
Title of the journal	The difficulties to control the class
Notes: 22th Sept Today's lesson is about stating capabilities "We can do it and we will do it", in this meeting I prepared some videos to make students more interested in studying English. In warming up, not all of the students are actively involved. After explaining the structure of the text, I asked the students to give the example of stating capabilities, but not all of the students could give the examples. The main reason is because they did not give much attention to the class and they talk to each other. Then, I tried to build up the class by giving them some dialogues and divided them into some groups. They work together with their group member which consist of two students. I also tried another way to make them feel relax and give more attention to the class, I asked them to answer or responding to my question of asking capabilities. The notes of today's class is: if some of the students do not give much attention to the class and do not feel relaxed, so the lesson won't be delivered well.	

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Journal number:	3
Practicum Week	3
Date the problem / event occurred	26th September 2022
Title of the journal	
Notes: Today's lesson is about expressing necessity and making suggestions. Before starting the class, I re-arrange the seats of the class to get more attention of the students. I did it because last week the class was so noisy and they don't want to speak English. After that, I explained the material by giving the students some examples. After explaining the material, I gave them a dialogue and asked them to identify the expression of necessity and suggestions. I think the answer is quite simple because the dialogue is simple, but they could not find them. The main reason is they are could not identify the expresses of necessity and making suggestion if it measures with other sentence such as the dialogues. Then, I gave them a task to match the utterances with their responses. After doing that, many students can differentiate the necessity and suggestion, and of course I praise them because of their ability.	

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Date	Date

Journal number:	4
Practicum week:	4
Date the problem / event occurred:	6th October 2022
Title of the journal:	
Notes: Today's lesson is about inviting someone. I made the lesson plan a day before teaching and before teaching I have to give to supervising teacher to be checked. Today, in the beginning of the meeting I made horse shoes seating arrangement to make them more focus on what they were going to learn. After explaining the material, I gave them the text of invitation card and asked them to answer some questions and they could answer it correctly. But, I faced some difficulties when explaining the material, the students could not focused and stay quite. I think the main reason is because it was the last class of the day, so the situation is litle bit different from the morning class which is the students could stay focus to the class.	

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Journal number:	5
Practicum week:	5
Date the problem / event occurred:	13rd October 2022
Title of the journal:	
Notes: Today's lesson is about giving instructions. I explained the material by giving some examples which I have prepared on slides of power point. Then, I asked them to match the statement of instruction and the prohibitions in the worksheet that I gave them. They could not answer it correctly. I think the main reason is students don't know much knowledge and vocabulary even the simple vocabularies. I try to build up their curiosity about the lesson, so that they can be more understand about the material. Even though the students did not speak English in the class, I try to always use English when they asked some questions to me. I asked students about why they don't want to speak English in the class, their answer is because they know nothing about English and After that I can conclude that their ability is still low.	
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Journal number:	6
Practicum week:	6
Date the problem / event occurred:	20th October 2022
Title of the journal:	
Notes: This week, my supervising teacher reminds me again to make lesson plan every time I have to teach and she would check it before I come to the class, so that's why after this week I try to make the lesson plan a day before teaching the class. Actually, my supervising teacher has asked me to do so, but I did not make it for 3 weeks (sorry mam). Today I give students some exercise about inviting someone and giving instructions. I think the answer is quite simple but they could not encourage the difference of inviting and giving instruction, and they could not answer it correctly. I get confused that the assignment was so simple but they couldn't answer it, and they don't want to find out the correct answer. This week we are preparing an event to commemorate maulid of prophet Muhammad sallallahu alaihi wassalam. and having flag ceremony to commemorate of santri's day at the Friday.	

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Journal number:	7
Practicum week:	7
Date the problem / event occurred:	3rd November 2022
Title of the journal:	
Notes: Today's lesson is about greeting cards, and I bring some greeting card to the class. After I explained the lesson, I asked students to identify the example of greeting card. and give them a dialogue for the to read it in front of the class. because of the practicum is almost over, so I started to prepare to make the teaching video to complete the final task of the practicum. Alhamdulillah, the board member of the class were very supportive, they helped me a lot in finishing my assignment.	

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Journal number:	8
Practicum week:	8
Date the problem / event occurred:	10th November 2022
Title of the journal:	
Notes: In my last week of practicum, i started making a video teaching at 8 grade. In the next day we having a farewell with the teacher and students and pickup by the supervisor lecturer.	

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Pre-Service English Teachers' Written Reflection (Drie)

Reflective Journal in a week

Journal number:	1
Practicum week:	1
Date the problem / event occurred:	12-09-2022
Title of the journal:	
Notes: Today is the handover of student's UIN Sultan Thaha Saifuddin Jambi to the SMP Islamic Al-falah Jambi, where the handover ceremony was attended by the lecture, headmaster, and the teaching staff of the SMP Islamic Al-falah Jambi. We met our supervising teacher and talked about the material. The teacher gave us the syllabus and the example of the lesson plan which should be made in every meeting. In my mind I kept thinking that this is my journey on becoming a teacher.	

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Reflective Journal in a week

Journal number:	2
Practicum week:	2
Date the problem / event occurred:	19-09-2022
Title of the journal:	Observation Class
Today is class observation to see the way the teacher teaching in 4 classes where each material is different, each classes learning response is also very different, some are quick to understand and some are also classes that don't respond to learning activities, but each class has its own advantages and disadvantages. This day we just introduced our selves in front of class.	

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Reflective Journal in a week

Journal number:	3
Practicum week:	3
Date the problem / event occurred:	26-09-2022
Title of the journal:	There is And There are
Notes: Today is my first day of teaching and I try to come to the class on time, I made the lesson plan and the material before and the supervising teacher has checked it before I came to the class. Today's learning is about There is and There are in class 7.4 all of class 7 have implemented a new curriculum, namely "curriculum Merdeka". When I teach and explained more detail what is There is and There are and how to use and gave the example sentences, and also in the material There is and There are, students were very easily to distinguish where is countable and uncountable nouns, but sometimes they are little bit confused about how to differentiated the use of (a/an). To check their understanding about the lesson, I distribute a paper which should be filled by the students. There are some assignments on the paper which I made a day before. In doing the exercise, the class was so calm, and I like teaching this class. And at the end of the study I asked them about difficulties in learning today's material	

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Reflective Journal in a week

Journal number:	4
Practicum week:	4
Date the problem / event occurred:	03-10-2022
Title of the journal:	Midterm
Notes: Today is midterm, I Had prepared some questions which has been checked by the supervising teacher. The situation during exams was like general, some students are focused on the test, and some of them are cheating. I supervise in 3 different classes with English Teacher, I got experience and how to control the classroom situation on uncertain times. The other classes has mid term too because it was the time for all the schools levels mid-term test.	

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Reflective Journal in a week

Journal number:	5
Practicum week:	5
Date the problem / event occurred:	10-10-2022
Title of the journal:	Quantifiers
Notes: Today's learning is about "Quantifiers" in class 8. As usual I come to the class on time and the supervising teacher checked my lesson plan before teaching. I started the class by asking them about present tense, because it was their last lesson. After warming up, I explain about quantifiers, in this material students have difficulty distinguishing how to use to express quantities because there are more than 5 types, I personally as a teacher little bit confused about explaining these quantities because if the quantity is large we have to use (Many, Much, a lot of,) besides that if the quantity is small we use (a few, a little, a bit, few) to distinguish the two quantities students must be able to distinguish Countable and Uncountable nouns. In this material students have difficulty and are very confused about how to distinguish it.	

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Reflective Journal in a week

Journal number:	6
Practicum week:	6
Date the problem / event occurred:	17-10-2022
Title of the journal:	Greeting Card
Notes: Today's lesson is about Greeting Card, I had prepared some greeting cards which I had found. When I asked students to open the page book the students very cheerful, because there were many examples of greeting card images with various types, it made me very excited to explain to students related to this material, students very easily understood like which way to make a greeting card based on the structure that has been explained. After that students were asked to make greeting cards and choose any theme based on what's in the book. greeting cards were pasted to be displayed in their class. This day all students are very happy and also make the students more active. In the end of the meeting I asked them to conclude the lesson today	

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Journal number:	7
Practicum week:	7
Date the problem / event occurred:	24-10-2022
Title of the journal:	Time
Notes: Today's material is "Time" telling time in English using British Style and American Style and I bring the clock to the class. In this theme, the students' difficulties when identifying the mention of time from minute 31 until minute 59 where the student has to count how many minutes to go to hours, in British Style we must mention the minutes first and then the hours, with this usage it makes students confused, and also with the term for mentioning time in which the number 15 minutes becomes "a quarter" and the minutes 30 becomes "a half" that is the difficulty. It is very different from the American Style where it is very easy for students to understand because in the American Style, we must mention the hours first than the minutes, it same like in Indonesia. My students look tired and sleepy. I am worried that they will not understand what I have taught them in my lesson. Apparently, all of their English classes are in the afternoon. I tried to keep them awake by asking questions. But they are still not interested in my lesson. What should I do? I think I will ask the them to work collaboratively in groups in my next lesson.	

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Reflective Journal in a week

Journal number:	8
Practicum week:	8
Date the problem / event occurred:	07-11-2022
Title of the journal:	Time
Notes: Today is my last day at this school because today is the farewell day for students of Islamic University Sultan Thaha Saiffudin Jambi, where 16 members of us as were picked up by our lecturers, where there was a farewell event at the Islamic Junior High School Al-Falah Jambi, was attended by all teachers. Thank you for all the wonderful experiences I had teaching at Islamic Junior High School Al-Falah Jambi for 2 months.	

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Pre-Service English Teachers' Written Reflection (Neva)

Reflective Journal in a week

Journal number:	1
Practicum week:	1
Date the problem /event occurred:	September 12 th , 2022 submission of PLP students to schools by supervising lecturers.
Title of the journal:	The first week PLP
Notes: Today is the first day of handing over of PLP students to the school. Namely the MTsN 5 Jambi city. Together with accompanying lecturers to their respective Pamong teachers, in the first week. We meet the supervising teacher and talked about the material and lesson plan which should be checked before teaching. we only observe and participate in activities that are usually carried out by students and teachers at school, such as welcoming students in the morning by shaking hands and checking the completeness of student uniforms as well as participate in routine religious activities on Fridays and casual walks on Saturday mornings there. We still observe our supervising teachers when in the teaching and learning process in class, see how the strategies are used in teaching and the application of teaching materials according to student needs, and we were told by the supervising teacher to prepare a lesson plan before actively teaching in the next week in classes 7 and 8 with family tree and prohibition and obligation material.	

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Journal number:	2
Practicum week:	2
Date the problem /event occurred:	September 19 th , 2022/ Active teaching and learning activities
Title of the journal:	The second week
Notes: Today is the day we start to be active in our respective activities and responsibilities at the MTS school where on Monday it begins with greetings welcoming the arrival of the students and continues with routine ceremonial activities every Monday morning at school. I get the teaching assignment at grades 7 and 8, namely with “family tree material” in grade 7 using picture media as brainstorming and teaching in grade 8 namely “obligation and prohibition material” using picture media as well. I enter English lessons every day with 2 meetings in grades 7 or 8. The students there are very enthusiastic about learning because they have been disciplined from the previous teacher. Many students enjoy learning English and are active in answering questions from the teacher and making sentences ordered by the teacher with guidance from the teacher.	

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Journal number:	3		
Practicum week:	3		
Date the problem /event occurred:	September 26 th , 2022/ Active teaching and learning activities		
Title of the journal:	The third week		
Notes: As usual, on this day we participated in all activities at MTs N 5 Jambi City, such as shaking hands when new students come to school and continuing with the flag ceremony on Monday morning. After that, it was continued by entering class 7A with the material "simple present tense" with the media of pictures and cardboard. I try to be consistence to my supervising teacher to always check the lesson plan before teaching. At the beginning of the class, I told the students about the purpose of the lesson and then continued by asking them some part of their last lesson. After finishing class 7A, I continued to teach 8B with the material "giving instruction" using picture media as brainstorming for students. Having students who are active in answering my questions really makes me happy because they can understand the material well and make sentences that are ordered differently, as for students who don't understand it is my job to be more guided in explaining the material as easily as possible. there we not only teach but help or participate in teachers in checking the presence of students and teachers there with a picket once a week.			
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Journal number:	4
Practicum week:	4
Date the problem /event occurred:	October 3 rd , 2022/ held a competition while carrying out the birthday of the Prophet Muhammad SAW.
Title of the journal:	The fourth week
Notes: On this day we are PLP students together with OSIM members, namely preparing and carrying out competition activities at school, namely as a celebration of the birthday of the Prophet Muhammad SAW. There we held a competition for 2 days. Namely first-class prayer competitions, speeches, tahfiz, and adzan in each class 7-9 representatives. We did a lot of activities there apart from preparing for the competition we also helped the teachers to guide the children who took part in the competition. Such as giving directions in prayers, giving suggestions for creativity in each class during competitions, and helping to listen to their tahfiz memorization. Other than that after the completion of the race then continue on Friday, which is the event commemorating the birthday of the Prophet Muhammad SAW. As well as the distribution of prizes to the children who took part in the competition. The event ran smoothly even though it was hindered by rain and a little conflict because of our negligence in arriving late and this made us a lesson for the next event.	

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Journal number:	5
Practicum week:	5
Date the problem /event occurred:	October 10 th ,2022/teacing learning activities
Title of the journal:	The fifth week
Notes: On this day back to carrying out activities and activities at school, namely the teaching and learning process. And accompanied by routine activities at MTs such as carrying out Monday morning ceremonies, and carrying out religious activities on Friday, namely lectures and prayers. but this week because of the rain and the students could not carry out activities in the field, we all read the Yasin and tahlil prayers in the prayer room along with the teachers and followed by students in their respective classes. Yasin's reading is to commemorate the 7th anniversary of the death of the father of a teacher at the school there. This activity is always carried out when someone or a family member dies. and also teaching activities remain active, namely in grade 7 with the material "Date and months" using media images and calendars, while in grade 8, namely material on "Giving permission" with media images and continued the practice of making excuses sentences in class.	
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Journal number:	6		
Practicum week:	6		
Date the problem /event occurred:	October 17 th ,2022/Friday morning religious activity		
Title of the journal:	The sixth week		
Notes: On this day as usual by participating in activities and carrying out our duties by teaching classes according to the lesson schedule. Or fill in empty classes when the teacher doesn't come. At this meeting, I taught class VII ABC with "Telling time" material, I used pictures and clock as the instructional media. Besides teaching about the time, I also ask some questions about the clock while in class VII B I taught about "Greeting cards" with greeting card media and continued with making greeting cards directly. In groups, the children were very creative in making nice greeting cards. In the next activity on the sixth week, we PLP students were assigned a routine religious task every Friday, which was filled with reciting prayers and lectures.			
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Journal number:	7		
Practicum week:	7		
Date the problem /event occurred:	October 24 th ,2022/ Implementation of the competition to commemorate the Youth Pledge Day		
Title of the journal:	The seventh week		
Notes: On this day, we PLP students participated in activities held by OSIM members, namely the "fashion show and poetry" contest to commemorate Youth Pledge Day by applying the hero theme. there we participated in preparing for the competition as well as assisting in the fashions worn by students during the fashion show. In addition, we also participate in the success of OSIM election activities at schools.			
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Journal number:	8
Practicum week:	8
Date the problem /event occurred:	November 12 th , 2022/PPL student farewell to MTsN 5 school Jambi city
Title of the journal:	The last week
Notes: last week - in the last days there are many tasks that must be completed such as having to complete the material and the students' daily tests. On Thursday, Hero's Day, to be precise, we carried out a ceremony brought by PLP students and followed by taking pictures with the teachers and students. in our last days at school, we held a farewell with the teachers and students at MTs by displaying documentation of PLP students with the students there from the first day they arrived until the last day we taught there, after the appearance of the documentation ended with shaking hands with the teachers first first and continue with the students.	

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Pre-Service English Teachers' Written Reflection (Ine)**Reflective Journal in a week**

Journal number:	1
Practicum week:	1
Date the problem /event occurred:	September 12 th , 2022 submission of PLP students to schools by supervising lecturers.
Title of the journal:	The first week PLP
Notes: Today is the first day of handing over of PLP students to the school. Namely the MTsN 5 Jambi city. Together with accompanying lecturers to their respective Pamong teachers, in the first week. We meet the supervising teacher and talked about the material and lesson plan which should be checked before teaching. we only observe and participate in activities that are usually carried out by students and teachers at school, such as welcoming students in the morning by shaking hands and checking the completeness of student uniforms as well as participate in routine religious activities on Fridays and casual walks on Saturday mornings there. We still observe our supervising teachers when in the teaching and learning process in class, see how the strategies are used in teaching and the application of teaching materials according to student needs, and we were told by the supervising teacher to prepare a lesson plan before actively teaching in the next week in classes 7 and 8 with family tree and prohibition and obligation material.	

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Journal number:	2
Practicum week:	2
Date the problem /event occurred:	September 19 th , 2022/ Active teaching and learning activities
Title of the journal:	The second week
Notes: Today is the day we start to be active in our respective activities and responsibilities at the MTS school where on Monday it begins with greetings welcoming the arrival of the students and continues with routine ceremonial activities every Monday morning at school. I get the teaching assignment at grades 7 and 8, namely with “family tree material” in grade 7 using picture media as brainstorming and teaching in grade 8 namely “obligation and prohibition material” using picture media as well. I enter English lessons every day with 2 meetings in grades 7 or 8. The students there are very enthusiastic about learning because they have been disciplined from the previous teacher. Many students enjoy learning English and are active in answering questions from the teacher and making sentences ordered by the teacher with guidance from the teacher.	

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Journal number:	3
Practicum week:	3
Date the problem /event occurred:	September 26 th , 2022/ Active teaching and learning activities
Title of the journal:	The third week
Notes: As usual, on this day we participated in all activities at MTs N 5 Jambi City, such as shaking hands when new students come to school and continuing with the flag ceremony on Monday morning. After that, it was continued by entering class 7A with the material "simple present tense" with the media of pictures and cardboard. I try to be consistence to my supervising teacher to always check the lesson plan before teaching. At the beginning of the class, I told the students about the purpose of the lesson and then continued by asking them some part of their last lesson. After finishing class 7A, I continued to teach 8B with the material "giving instruction" using picture media as brainstorming for students. Having students who are active in answering my questions really makes me happy because they can understand the material well and make sentences that are ordered differently, as for students who don't understand it is my job to be more guided in explaining the material as easily as possible. there we not only teach but help or participate in teachers in checking the presence of students and teachers there with a picket once a week.	

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Journal number:	4
Practicum week:	4
Date the problem /event occurred:	October 3 rd , 2022/ held a competition while carrying out the birthday of the Prophet Muhammad SAW.
Title of the journal:	The fourth week
Notes: On this day we are PLP students together with OSIM members, namely preparing and carrying out competition activities at school, namely as a celebration of the birthday of the Prophet Muhammad SAW. There we held a competition for 2 days. Namely first-class prayer competitions, speeches, tahfiz, and adzan in each class 7-9 representatives. We did a lot of activities there apart from preparing for the competition we also helped the teachers to guide the children who took part in the competition. Such as giving directions in prayers, giving suggestions for creativity in each class during competitions, and helping to listen to their tahfiz memorization. Other than that after the completion of the race then continue on Friday, which is the event commemorating the birthday of the Prophet Muhammad SAW. As well as the distribution of prizes to the children who took part in the competition. The event ran smoothly even though it was hindered by rain and a little conflict because of our negligence in arriving late and this made us a lesson for the next event.	

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Journal number:	5
Practicum week:	5
Date the problem /event occurred:	October 10 th ,2022/teacing learning activities
Title of the journal:	The fifth week
Notes: On this day back to carrying out activities and activities at school, namely the teaching and learning process. And accompanied by routine activities at MTs such as carrying out Monday morning ceremonies, and carrying out religious activities on Friday, namely lectures and prayers. but this week because of the rain and the students could not carry out activities in the field, we all read the Yasin and tahlil prayers in the prayer room along with the teachers and followed by students in their respective classes. Yasin's reading is to commemorate the 7th anniversary of the death of the father of a teacher at the school there. This activity is always carried out when someone or a family member dies. and also teaching activities remain active, namely in grade 7 with the material "Date and months" using media images and calendars, while in grade 8, namely material on "Giving permission" with media images and continued the practice of making excuses sentences in class.	

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Journal number:	6
Practicum week:	6
Date the problem /event occurred:	October 17 th ,2022/Friday morning religious activity
Title of the journal:	The sixth week
Notes: On this day as usual by participating in activities and carrying out our duties by teaching classes according to the lesson schedule. Or fill in empty classes when the teacher doesn't come. At this meeting, I taught class VII ABC with "Telling time" material, I used pictures and clock as the instructional media. Besides teaching about the time, I also ask some questions about the clock while in class VII B I taught about "Greeting cards" with greeting card media and continued with making greeting cards directly. In groups, the children were very creative in making nice greeting cards. In the next activity on the sixth week, we PLP students were assigned a routine religious task every Friday, which was filled with reciting prayers and lectures.	
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Journal number:	7
Practicum week:	7
Date the problem /event occurred:	October 24 th ,2022/ Implementation of the competition to commemorate the Youth Pledge Day
Title of the journal:	The seventh week
Notes: On this day, we PLP students participated in activities held by OSIM members, namely the "fashion show and poetry" contest to commemorate Youth Pledge Day by applying the hero theme. there we participated in preparing for the competition as well as assisting in the fashions worn by students during the fashion show. In addition, we also participate in the success of OSIM election activities at schools.	

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Journal number:	8
Practicum week:	8
Date the problem /event occurred:	November 12 th , 2022/PPL student farewell to MTsN 5 school Jambi city
Title of the journal:	The last week
Notes: last week - in the last days there are many tasks that must be completed such as having to complete the material and the students' daily tests. On Thursday, Hero's Day, to be precise, we carried out a ceremony brought by PLP students and followed by taking pictures with the teachers and students. in our last days at school we held a farewell with the teachers and students at MTs by displaying documentation of PLP students with the students there from the first day they arrived until the last day we taught there, after the appearance of the documentation ended with shaking hands with the teachers first first and continue with the students.	

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Pre-Service English Teachers' Written Reflection (Berlian)

Reflective Journal in a week

Journal number:	1
Practicum week:	1
Date the problem / event occurred:	
Title of the journal:	
Notes:	
13th -16th September On the first week, no teaching activities were carried out, only the handover of students to the school with supervisors. At this moment, we were introduced to each of our tutors according to our majors. After that, we discussed the group structure. Two days after our arrival at school, the principal of SMPN 7 Kota Jambi was replaced. The farewell event with the school principal took place on Thursday morning, and then followed by discussions with the supervising teacher about lesson plans and syllabus. Basically, on this week, it's just an introduction to the school environment, students, teachers and school staff.	
19th -23rd September On the second week, I focused on teaching two classes, 8J and 8H. Since the lesson of both classes was same, so I only made one lesson plan and check it before coming to the class. The topic lesson that I teach in the class is about "ability and willingness". I started the lesson with brainstorming, relating to the topic of learning with the students' daily lives. The response from both classes was quite active, but the male students dominated more than the female students. There are significant differences between these two classes. Class 8J tends to be difficult to manage, while 8H is easy to manage. I ended both classes by giving them some home work based on the topic of today's lesson and it should be submitted next meeting.	
26th – 30th September The next week, I would teach different level of the class, so I have to make different lesson plan compare to the previous lesson plan that I have made. I started to teach the 7th grade students, in 7E, 7J, and 7I. The topic was about "Singular and Plural", beside that I also introduce about present tense to the students. I bring some picture cards to show them the different between singular and plural. I asked students to group countable and uncountable nouns, after that the students should present about their work. On this week, I found that teaching the 7th grade students was more attractive and fun. The energy that the student's gives was pleasant and they have a high enthusiasm to learn English compared to grade 8. In class 7, the are very excited	

to the exercise which I have prepared before, and the average score of the exercise is very good. Even they are good in doing exercise but I can conclude that in 7E has difficulty in understanding quantifiers. And so that, at the end of the session I gave them assignment which should be done in a group which consist of 4 persons.

3th - 7th October

On this week, especially English students were observing the tutor teacher in class. Seeing how the teacher's method in this school teaches English subjects. At this time, we also observed how the teacher manages the class well. Our tutors were still using traditional method of teaching, she only use white boards and marker to explain the topic. And she also use student LKS as the students worksheet, She also tried to manage the class with asking the students participation in class.

10th-14th October

On the fifth week, this week is mid-term time for the school, so the students are busy preparing their test. I was in charge of supervising the exam room based to the schedule set by the school. I try to come the class very on time, and supervise the students strictly. In every class, the students work on the exams were very conducive and calm.

17th- 21st October

On this week, I taught the 7th grade students in 7G and 7C about “Adverb of Frequency”. Even though I teach grade 7th students again, but I have to make lesson plain again because they have different material. Since this material is about grammar, so I prepared the material by using slides of power point. At very beginning of the meeting, I ask the students about their difficulties in doing mid test to burn their memory. After explaining about the topics today, I asked the students a glimpse of their knowledge about adverb of frequencies, and they didn’t give a good response. I think, it is one of difficult lessons for them to be mastered. After that I explained the topic with very detail explanation and only a few students understood about it. Then, I realized that each of the 7th grades has different potential in English. For example in 7E, 7I, 7J they have known more vocabularies compared to 7G and 7C. To make sure that the students have good understanding, I group the students into 4 groups then they have to make their daily activity in a week by using adverb of frequency.

24th -28th October

On week seven, my tutor teacher asked me to focused on 8th grades, which was 8I. In this class, the lesson was about “Invitation”. Most of the students in 8I were actively participated on this lesson and they have very good understanding about this topic, I give them many vocabularies which should be remembered like invited, celebrate, come, and so on, and they love it. I think 8I is different with other 8th grades, if they didn’t get the point of my explanation; they have willingness to ask me. Since today’s lesson is about invitation, so I search some wedding invitation in google and show them to the students. After explaining the structure of the invitation card, I ask them to make their own invitation. The students were so happy and excited to make their own invitation.

31st October- 4th November

The next day, this week was still about “Invitation”. The last week of teaching at SMPN 7 Kota Jambi, I teach this class about invitation again as same as yesterday’s class. I tried to give the students some material like origami paper. Because they have mastered this lesson, I asked them to write an invitation to her friends with origami paper. The results were very interesting, most of them could write the invitation very creatively and very good.

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Pre-Service English Teachers' Written Reflection (Wawa)

Reflective Journal in a week

Journal number:	1
Practicum week:	1
Date the problem / event occurred:	16 september 2022
Title of the journal:	We can do it and we will do it
Notes: Today is the first day i carry out teaching practice in a school environment, where I was instructed to directly supervise the class as well as being a real teacher and not forgetting to be supervised by my supervising teacher behind the students, of course this really makes me nervous and the material i will teach today is about we can do it and we will do it, or modals form of can and will,wading two hours with students in the classroom i noticed some difficulties that my students had almost from all my students did not master much English vocabulary this certainly made it very difficult for me to order them to make English sentences and also difficulty telling them to make example sentences from can and will.But its oke can this be resolved a little by the way I first give a sentence in indonesian and then invite students to translate the sentence into English and do not forget to give suggestion that they have a special disability to record the new vocabulary they learn.this is my experience teaching practice in the first week.	
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Reflective Journal in a week

Wafiq Mayazilla

Journal number:	2
Practicum week:	2
Date the problem / event occurred:	23 september 2022
Title of the journal:	Suggestion
Notes: Today is my second week as a plp teacher at school, the teacher has given the syllabus and the examples of the lesson plan. So, before teaching I have to show my supervising teacher the lesson plan. Today's material enters chapter 3 (we know what to do) discussion about suggestion, today the problem is still the same as the problem last week, my students lack english vocabulary and difficulty when i give example sentences in english, i have told them to bring a dictionary during english lessons but most of the reasons their students don't have a dictionary, i overcome this difficulty again and again by giving examples of suggestions in indonesian and then translated together into english, but thankfully even though they did not master a lot of english vocabulary, my students were able to make example sentences of suggestions in indonesian and the class came alive with many students who dared to give examples according to their respective opinions.	

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Reflective Journal in a week

Journal number:	3
Practicum week:	3
Date the problem / event occurred:	30 september 2022
Title of the journal:	Obligation
Notes: The third week, this time the material that i will teach is still in the discussion of chapter 3 (We Know What To Do). Even though today I still have same material like last meeting, I still have to make lesson plan which is showed before teaching. today will focus on discussing obligations, today i try to make students into groups where in each group have to make 5 sentences and also look for 15 new vocabulary that exist in the school environment, This is a little less conducive because students prefer to ask the teacher about words they do not know than open a dictionary which has been provided in each group, and as a result only 2 groups have finished doing their assignments in class, the rest I do homework for students who did not finish doing t in class. After evaluating my teaching activities with my supervising teacher, I noticed that there was a slight improvement from my students to English where they preferred to learn less monotonously on the material alone, they sometimes wanted the teacher to enjoy more and invite them to tell stories.	

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Reflective Journal in a week

Journal number:	4
Practicum week:	4
Date the problem / event occurred:	07 october 2022
Title of the journal:	Prohibition
Notes: Today is still about chapter 3 of the last discussion, namely prohibition, there has been a lot of improvement in students, today there are some students who have dared to make example sentences from prohibitions, and some of them have also made example sentences in Indonesian, but what is not what this is already very good for students to move forward in the future, this week there are not too many obstacles after completing the material I give homework to students they have to adjust sentence sentences that already listed in the table, they need to adjust the sentence into suggestions, obligations or prohibitions.	

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Reflective Journal in a week

Journal number:	5
Practicum week:	5
Date the problem / event occurred:	14 october 2022
Title of the journal:	Invitation
Notes: week 5 enters chapter 4 (come to my birthda,please) discussing the invitation.this week's challenge is to tell students to make an invitation to come to their friend's birthday party, and when they're done they have to read their work in front of the class.	

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Reflective Journal in a week

Journal number:	6
Practicum week:	6
Date the problem / event occurred:	21 october 2022
Title of the journal:	Instruction
Notes: Instruction week 6 is still in the discussion of chapter 4 (come to my birthday, please) discussing giving instruction, after I explained the material gave assignments such as bingo games in the table provided word form commands and students were assigned to practice each word demonstrated by the opposing group, and this was quite effective because the class was more active.	

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Reflective Journal in a week

Journal number:	7
Practicum week:	7
Date the problem / event occurred:	28 october 2022
Title of the journal:	Asking and giving permission
Notes: week 7 is still in chapter 4 (come to my birthday,please) the last discussion about asking and giving permission, this time I ordered each student to find their own partner because they were assigned to make a dialogue about asking and giving permission, the challenge this time was a bit tough because the difficulty of students from the beginning did not master much vocabulary and this time they were told to make an English dialogue and it will be practiced in front of the class.	

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Reflective Journal in a week

Journal number:	8
Practicum week:	8
Date the problem / event occurred:	04 november 2022
Title of the journal:	Greeting card
Notes: The 8th week discusses the material on interestcard, it concerns skill writing, after explaining the material and giving several examples of student licencards were formed into five groups and they were assigned to create a teacher-day home-card, and after finishing their work was taped to the classroom wall	

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Pre-Service English Teachers' Written Reflection (Iki)**Reflective Journal in a week**

Journal number:	1
Practicum week:	1
Date the problem / event occurred:	September 12 th , 2022 submission of PLP students to schools by supervising lecturers
Title of the journal:	The First Week
Notes: Today is our first day at school, this first day begins with the handover of students to school, together with the supervising lecturers and their respective tutors. We meet our supervising teacher and talking about the syllabus and lesson plan. My supervising teacher ask me to make the lesson plan every time I teach. On this first week we are still observing the tutor during the teaching and learning process, and are also still introducing students to the school. We observe what activities are in the school such as tahsin and Tahfidzul Qur'an activities which are carried out every morning before the start of teaching and learning activities, and there are also English and Arabic vocabulary sharing activities, and we adapt to the school. In this school in the morning there are tahsin and Tahfidzul Qur'an activities, English and Arabic vocabulary, dhuha prayers. And on Sundays there are extracurriculars in which there are lots of activities for self-development of students.	

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Journal number:	2
Practicum week:	2
Date the problem / event occurred:	September 19 th , 2022/ Active teaching and learning activities
Title of the journal:	The Second Week
Notes: In the second week we were assigned by the tutor to make a lesson plan and started going to class to teach. Even though on September 21, Wednesday to be exact, I taught class 8A with material on Telling The Time. I show students time by using the real clock, so the students are interested in learning. In this material there are still many students who cannot tell the time in English, I help them. I ask them to make some groups which consist of three people, they have to make a conversation which talks about the time. At post activities, I ask students to tell in front of the class about their schedule with the time every day. On Sunday, September 25, to be exact, I took part in extracurricular activities, in the morning I took part in extracurricular futsal, And continued after that I helped in the computer extracurricular. In the afternoon I followed the Scout extracurricular until it was finished.	

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Journal number:	3
Practicum week:	3
Date the problem / event occurred:	September 26 th , 2022/ Active teaching and learning activities
Title of the journal:	The Third Week
Notes: On the third week I teach like the last week, I teach on September 28 in class 8A and 8D with the material “Part Of Body”. I show some pictures from the in focus which I prepared a night before. After I explain the main material, I ask the students to do the exercise, I made an easy exercise on the piece of paper, they only fill in the blank and match the sentence. The students’ response is good, they like today’s theme and do the exercise excitedly. At last, before finishing the lesson I ask the students play the game. The game is like children’s game, Simon says’. It is a fun game and students like to play the game. In this third week I take part in tahsin and Tahfidzul Qur'an activities, I teach tahsin of the Qur'an to students. on Saturday and Sunday, October 1 and 2 to be exact, there are visiting activities for the guardians of the students.	

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Journal number:	4
Practicum week:	4
Date the problem / event occurred:	October 3 rd 2022 / Preperation For English Camp
Title of the journal:	The Fourth Week
Notes: Today is the 4th meeting of class 7B in English lessons. For today's material is about family members. I show a family tree in slides of power point which I had prepared, to explain related material and to make students are interested in learning it. Some of the students already know some vocabulary in family members. but there are also some students who still lack vocabulary about family members. The class is quite impressive because there were so many students who were active and also had good enthusiasm. they are also not afraid to ask me if there are English words, they don't know the meaning of some words. There isn't many materials for this week because it only discusses family members. They do the exercise in the LKS or students' book, after students do the exercise, we check it together. For post activity, I give the assignment, the assignment given, used a family tree that I created and there are several questions related to that family tree. the results of today's assignment were pretty good even though there were some students who got grades below the KKM, but more students got good grades.	

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Journal number:	5
Practicum week:	5
Date the problem / event occurred:	October 10 th 2022/ English Camp Activities
Title of the journal:	The Fifth week
Notes: The fifth week, On Monday, October 10th, the English Camp was held. The opening ceremony was held by Mr. John from Australia. Mr. Jhon delivered material about English. This English camp activity is an English learning activity while playing games in English, its use is so that students don't feel bored in learning and easily understand the material. This English camp activity lasts for one week. I took part in the tahsin and Tahfidzul Qur'an activities as usual, And still help fill in student data. On Sunday, October 16, to be exact, I took part in extracurricular activities, in the morning I took part in extracurricular futsal, And continued after that I helped in the computer extracurricular. In the afternoon I followed the Scout extracurricular until it was finished.	

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Journal number:	6
Practicum week:	6
Date the problem / event occurred:	October 17 th 2022 / Celebrated National Santri Day
Title of the journal:	The Sixth Week
Notes: As usual, in the sixth week I teach as before. And this week I replace many other teachers to teach, such as Arabic lessons, imlak, imsyak, mathematics, etc. On Saturday, October 22 to be precise, it is celebrated with National Santri Day. On that day in the morning we attended a ceremony commemorating the National Santri Day. Everyone at the school is busy to prepare the event because the ceremony would be attended by the parents of the students' council. After the ceremony, there was a sports competition held as a form of commemoration of Santri Day. Sports competitions such as futsal, badminton, chess, and volleyball.	

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Journal number:	7
Practicum week:	7
Date the problem / event occurred:	October 24 th 2022 / Language Headquarters (Arabic Language)
Title of the journal:	The Seventh Week
Notes: On our seventh week we held a language headquarters activity (Arabic), so there we PLP members became the committee for the activity. The activity lasted for one week, and we delivered material in turns every day. I will be presenter on Thursday. This week I teach students tahsin Al-Qur'an, and I teach on Wednesdays with the material "Recount Text". In this material I explain what Recount Text is, and everything else about Recount Text, after that I assign students to make Recount Text according to their respective experiences. On Saturdays I teach recitation of the Qur'an, and in the afternoon I replace the teacher there to teach Indonesian history.	

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Journal number:	8
Practicum week:	8
Date the problem / event occurred:	November 12 th , 2022/PPL student farewell to Islamic Boarding School Darul Arifin Jambi
Title of the journal:	The Last Week
Notes: The eighth week is our last week of PLP at the Darul Arifin Jambi Islamic boarding school. On this last Sunday we began to say goodbye to the students we teach. And also we prepared a farewell event for PLP students to Darul Arifin Jambi Islamic Boarding School. On November 12th, to be precise, our last day of PLP, we had a farewell. We carried out a farewell which was attended by the tutor teacher, DPL, and also the leader of the Darul Arifin Jambi Islamic Boarding School. First of all we were given messages and advice by the leadership of the Islamic Boarding School, after that the PLP students gave mementos to the Darul Arifin Islamic Boarding School. After all the activities were finished, we said goodbye to all the teachers who were there, we shook hands and apologized if there were mistakes. After shaking hands with the teachers, continued to say farewell to all the students there and shake hands too. The farewell activity lasted until the afternoon. And that ended our two months of PLP activities at the Darul Arifin Jambi Islamic boarding school.	

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Pre-Service English Teachers' Written Reflection (Mamad)

Reflective Journal in a week

Journal number:	1
Practicum week:	1
Date the problem / event occurred:	13rd September 2022
Title of the journal:	
Notes: On the first day of practicum, the activity was the handover of students by the supervising lecturer to the principal of MTs Nururroddhiyah, Jambi City. At this time, we are introduced to the supervising teacher, we talked about the materials, lesson plan and the syllabus. on the second day, I entered class to replace the absent teacher with Physical Education subjects. Since it is not English, so I do not make the lesson plan. There were no problems that day, because it was a subject which I was good at. So, I can explain subjects well to students. in the first week we had no class activities because the teaching schedule had not been distributed. We only carry out routine school activities such as midday prayers at the mosque with other students and teachers, reciting yasin on Friday mornings and doing gymnastics on Saturday mornings.	

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Journal number:	2
Practicum week:	2
Date the problem / event occurred:	20th September 2022
Title of the journal:	
Notes: Today's lesson is about demonstrating the ability "Sending Thanks and Apologies in English". I show my lesson to the supervising teacher before coming to the class. After checking students attendance list I asked the last lesson to the students to warm up. In the warm-up, not all students are actively involved. After explaining, I asked students to practice, not all of them could practice well. The main reason is that they don't pay much attention to class. Then, I try to build up the class by giving them some dialogues and asking them to read it in front of the class in pairs. I also try other ways to make them feel relaxed and pay more attention to the class, I ask them to answer or respond to my questions. Finally, they can master the material little by little well.	

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Journal number:	3
Practicum week:	3
Date the problem / event occurred:	26th September 2022
Title of the journal:	
Notes: This week I have entered a fixed schedule to substitute my supervising teacher at the school, and at that school my job is to teach English in grade 7, in my opinion grade 7 children at that school are quite difficult to discipline because grade 7 children are children who have just moved from elementary school to junior high school and also in my opinion the children at the school quite quickly understand the material that I provide, therefore every time I finish the material that I teach, I always give them quizzes so they don't forget what they have learned. I explained earlier and also sometimes I give homework for them so they are always learning.	

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Journal number:	4
Practicum week:	4
Date the problem / event occurred:	3rd October 2022
Title of the journal:	
Notes: Hello everyone so today is my fourth week at the school, and as usual I am still teaching and continuing to teach because my job here is to teach more precisely to teach English to grade 7 children and if there is an empty class I have to fill in the class if I'm on picket, and when the call to prayer resounds we have to go to the mosque to pray in congregation and we have to wait until the bell rings to go home, that's what I do every day at that school friends. but in my opinion now it's much more fun because my students are much more disciplined than before and I consider them like my own friends so as not to limit between me and them, because they are all very young to be still at the age of playing in my opinion	

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Journal number:	5
Practicum week:	5
Date the problem / event occurred:	10 Octoberber 2022
Title of the journal:	
Notes: Today is the day when I have to get up early again, when I am still very sleepy and really want to sleep but I have to get up very early because today is Monday where all of us PLP students have to attend the flag ceremony at the school, and after our flag ceremony back to doing our respective duties, namely teaching in the classes that are already in our respective schedules. and coincidentally that morning my schedule was in class 7A. I try to come to the class on time, I made the lesson plan and the material before and the supervising teacher has checked it before I came to the class. Today's learning is about There is and There are. When I teach and explained more detail what is There is and There are and how to use and gave the example sentences, and also in the material There is and There are, students were very easily to distinguish where is countable and uncountable nouns, but sometimes they are little bit confused about how to differentiated the use of (a/an). To check their understanding about the lesson, In the middle of the meeting, I distribute the worksheet that I have prepared before. Students should fill in the blank and answer the questions correctly. Unfortunately, the score shows that most of students do not really understand about the material given, I was sad actually, but I realized that the worksheet doesn't work well. At the end of the meeting, I asked them about difficulties in learning today's material	

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Journal number:	6
Practicum week:	6
Date the problem / event occurred:	17 Octoberber 2022
Title of the journal:	
Notes: Hello friends, as usual today I have to teach again at the school where I am placed, but today I am very excited because today is Monday and I have to attend the flag ceremony, so I get up early and rush to take a shower then get ready to go to the school , today I am wearing black and white because on Monday the schedule is to wear a black and white uniform. when I was ready I went straight to the school and I immediately lined up in the field to wait for the students and teachers to line up for the flag ceremony. and after the ceremony it turned out that today the headmaster of the school was conducting a raid on the children at the school, and as a result a lot of children from this school had their hair raided because here the students' hair was not allowed to be long, because according to the headmaster long hair can make students have difficulty in learning and more importantly is for the discipline of students in the school. and after what happened earlier I returned to teach English in the class that was scheduled for me to teach, I bring the material and the media with me. Today, I am going to use in focus to explain the material When I taught these children I felt happy because I could share my knowledge with them and I was very happy to be able to interact with them . and as usual I always teach English because that is my major and that is my only expertise, if I am asked to count in math or physics and chemistry subjects maybe I will give up because I am very bad at arithmetic.	

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Journal Number:	7
Practicum week:	7
Date the problem / event occurred:	21st October 2022
Title of the journal:	
Notes: This week is the last 2 weeks before I finish working on PLP, so today I don't teach my students, instead I just give a game called question and answer game, I give questions that I have taught them and they have to raise their hands to who wants to answer first, because in this game who can answer he will be given a gift from me, I am very happy to see that they can be that happy and very excited about learning English, it makes me also excited about teaching language England and will continue to be enthusiastic in the future.	

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Journal Number:	8
Practicum week:	8
Date the problem / event occurred:	11 September 2022
Title of the journal:	
Notes: In my last week here, I felt very sad because I had to part with my little students here, because in my opinion they were like my own friends and younger siblings, and not a few of them asked me to teach permanently at the school, and some students someone gave me memories like a letter to me, and in the letter it contained motivation for me to continue to be passionate about teaching and not least they wanted me to become a teacher not only during the PLP but I had to become a teacher wherever I was later. I saw their faces when I wanted to leave this school, some looked sad and some looked happy, maybe the ones whose faces looked happy were boys, because they no longer had handsome boys here when I left hahahaha, and the PLP also became a very meaningful lesson for me, starting from discipline, responsibility, and how we should behave as teachers. for that moment i will remember for the rest of my life thank you all	

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Appendix E

Interview Transcript of Pre-Service English Teacher

Participant 1: Rynda Mayasari (R)

Pewawancara (P)

P: how are you?

R: I'm fine.

P: apakah kamu pernah tau tentang ap itu refleksi?

R: belum pernah, baru denger tentang istilah refleksi

P: sama sekali belum pernah sebelumnya:

R: belum

P: apakah kamu tau apa yang bisa diharapkan dari refleksi?

R: refleksi yang saya tau melihat lagi hal sebelumnya yang pernah kita lakukan.

P: itu menurut kamu tentang refleksi. Jika menurut kamu itu yang dimaksud dengan refleksi, kira-kira

kapan refleksi itu diperluka?

R: Ketika saya mau mencoba atau melakukan hal yang sama lagi. Biasanya melakukan dengan menulis

P: apakah kamu senang atau suka tidak dengan melakukan refleksi dan apakah bisa membantu atau tidak?

R:ada senang ada tidak senang, senangnya kita isa bisa melihat kekurangan kita, jadi yang kurang harus diperbaiki, jika ada hal yang baik di pertahankan atau ditingkatkan lagi. Tidak senangyo teringat kembali hal-hal yang menyebalkan.

P: bagaimana refleksi ini mempengaruhi writing skill yang kamu miliki?

R: sejauh ini belum merasa ada perubahan karna belum terbiasa dengan refleksi

P: jika kalian tidak ditugaskan untuk mengumpulkan jurnal harian yang sudah kalian buat dan tidak dinilai, apakah kamu masih mau membuatnya sebagai refleksi atau tidak?

R: Tidak

P: padahal itu penting , jika kamu mengajar, di setiap itu pasti ada bagian refleksi. Refleksi bukan hanya menulis, misalnya summary. bagaimana cara kamu merefleksikan sesuatu

R: ditulis setelah melakukan kegiatan, yang saya tulis biasanya bagian-bagian yang penting. Contoh dari jurnal harian ini yang saya tulis berupa materi yang di ajarkan, hal-hal yang terjadi Ketika mengajar, dan prasaan saya Ketika mengajar.

P: jadi kamu bisa memilih apa yang akan kamu tulis

R: iya

P: bagaimana cara kamu memilih?

R: seingatnya.

P: apakah refleksi yang kamu buat itu reflisi yang bagus?

R: bagyus untuk saya, tapi kalua digunakan atau dibaca oleh orang lain, saya tidak yakin denga napa yang saya tulis bisa mempengaruhi orang lain atau tidak.

P: pernah diajarain nulish refleksi tidak sebelumnya.

R: belum pernah

P: Ketika kamu menulis refleksi atau jurnah harian ini, ada Kerjasama tidak antara kamu dengan guru pamong atau DPL?

R: berarti kamu menulis sendiri

P: staf dari UPL ada menolong tidak dalam penulisan refleksi?

R: tidak ada

P : pernah dapat feedback tidak dari DPL atau guru pamong?

R : pernah dapat feedback dari guru pamong dan itu bukan melihat dari refleksi yang saya tulis, tapi hanya mendengarkan saya yang berbicara. Misalnya ada kesulitan dalam mengajar

P: jadi writing refleksinya belum pernah dilihat atau diberi feedback. Menurut kamu selain berbicara, supervisor itu bisa tidak menolong kamu lebih dalam menulis refleksi ini

R: menurut saya bisa, contohnya sesudah saya nulis mereka baca, mungkin bisa langsung memberikan solusi.

P: kejadian-kejadian apa yang biasanya kamu tulis

R: hal yang saya sampaikan Ketika menjelaskan materi, kejadian Ketika siswa aktif dan tidak aktif dalam pelajaran

P: menurut kamu susah tidak untuk menulis refleksi?

R: tidak tulis, jika langsung kita tulis

P: kenapa kamu merasa menulis refleksi itu tidak susah

R: karna kita tau hal tersebut sudah terjadi dan kita sudah merasakannya

P: apakah kamu pikir menulish refleksi selama praktek mengajar membuat kamu menjadi lebih reflective?

R: iya, karna setiap mau mengajar saya selalu berpikir apa yang harus saya pakai supaya siswa mau belajar. Jadi melihat dari refleksi yang kemarin bagaimana pertemuan sebelumnya berlangsung.

P: bagaimana prasaan kamu Ketika menulis refleksi setelah mengikuti dua kali praktikum mengajar, ada peningkatan tidak cara kamu menulis refleksi?

R: menurut saya mungkin akan meningkat, karna belum tau kedepannya, tapi dari yang sudah saya lakukan Ketika menulis refleksi sudah mulai berkembang dari minggu ke minggu karna saya sudah tau apa yang harus saya tulis dan saya tambahkan.

P: itu manfaatnya, bagaimana menulish refleksi mempengaruhi pengajaran kamu

R: lebih mempermudah dan membantu dalam mengajar

P: apakah kamu tau kenapa diperintahkan untuk menulis refleksi Ketika praktikum

R: tidak tau

P: tapi setelah menulis baru tau manfaatnya

R: iya

P: kira-kira jika kamu sudah menjadi guru, kamu akan menulis refleksi atau tidak?

R: iya, untuk membantu dalam mengajar dipertemuan berikutnya

P: kira-kira refleksi yang akan kamu buat akan kamu baca lagi atau tidak

R: kalo akan mengajar dikelas yang sama tau dengan materi yang sama baru akan dibaca lagi

Participant 2: syaripah tya Aprilia (T)

P: apa yang kamu ketahui tentang refleksi?

T: refleksi menurut saya feedback atau penilaian setelah melakukan proses belajar.

P: setelah tahu istilah dari refleksi kira-kira kamu apa yang bisa kamu harapkan dari refleksi

T: saya berharap setelah adanya refleksi bisa menjadi acuan untuk mengajar

P: kapan kamu akan menulis refleksi?

T: setelah melakukan proses pembelajaran

P: kamu suka atau tidak refleksi kamu dinilai oleh LMPTPPL?

T: biasa saja

P: bagaimana penilaian ini mempengaruhi proses kamu menulis refleksi itu

T: saya bisa lebih teliti, dari penilaian itu saya bisa tau kekurangan dari saya Selama proses mengajar

P: kalo kamu tau tugas menulis refksi ini tidak dinilai kamu masih mau menulisnya atau tidak?

T: mau

P: apa yang kamu tulis di refleksi mu

T: saya menulis kelemahan dan kendala dalam mengajar

P: kamu tau tidak apa yang harus kamu tulis dan apa yang tidak seharusnya ditulis?

T: tidak tahu

P: bagaimana cara kamu memilih sesuatu untuk ditulis

T: hal yang menurut saya bisa untuk dinilai

P: apakah kamu pikir kamu menulis refleksi yang baik

T: ada bagusnya

P: apakah ada orang lain yang pernah mengajari kamu cara menulis refleksi

T: sebelumnya tidak ada

P: bagaiman adengan guru pamong, membantu tidak dalam penulisan refleksi

T: tidak pernah membantu hanya memberi tanda tangan

P: bagaimana dengan staff LMPTPPL pernah tidak membantu dlam proses penulisan

T: setau saya tidak ada

P: menurut kamu pamong dan staf LMPTPPL perlu melakukan hal lebih atau tidak, selain hanya melihat.

T: seharusnya bisa memberikan lebih

P: menurut kamu seharusnya student teacher seperti kamu sekarang sebaiknya diajarkan menulis refeksi atau tidak?

T: seharusnya diajarkan, supaya bisa tau apa yang harus ditulis

P: apa saja yang biasanya kamu tulis di dalam refleksi

T: kendala di kelas dan kegiatan-kegiatan

P: menurut kamu menulis refleksi sulit atau tidak?

T: sedikit susah

P: menurut kamu menulis refleksi selama kamu praktikum atau PLP membantu tidak untuk menyimpulkan reflective itu

T: sedikit membantu, selain sebagai penilaian dari pihak kampus, bisa juga jadi penilaian untuk saya mengajar.

P: setelah menulis refeksi selama praktikum mengajar membantu meningkatkan writing skill kamu atau tidak

T: sedikit membantu.

P: bagaimana proses penulisan refleksi ini mempengaruhi pola pengajaran kamu atau tidak?

T: tidak terlalu

P: apakah kamu tau kenapa kamu disuruh menulis refleksi

T: sebelumnya tidak tau, Taunya Cuma untuk penilaian

P: menurut kamu sebagai guru perlu tidak menulis refleksi

T: perlu sebagai evaluasi untuk kedepannya

P: dengan refleksi yang sudah kamu buat, apakah kamu akan membuat dan membaca refleksi lagi

T: iya

Participant 3: Devi Tesya Perasantika (D)

P: apa yang kamu ketahui tentang refleksi?

D: belum pernah dengar sebelumnya.

P: yang kamu tau cuma tentang jurnal harian, itu adalah proses merefleksikan yang kita lakukan hari ini. setelah tahu istilah dari refleksi kira-kira kamu ap ayang bisa kamu harapkan dari refleksi

D: hanya untuk memberitahu kegiatan yang saya lakukan pada saat PLP

P: menurut kamu kapan waktu terbaik menulis refleksi?

D: setiap hari saat saya ada kegiatan mengajar

P: kamu suka atau tidak refleksi kamu dinilai oleh LMPTPPL?

D: senang,

P: bagaimana hal tersebut mempengaruhi kamu menulis refleksi?

D: karna dinilai, suatu kewajiban

P: jika refleksi kamu tidak dinilai kamu masih mau menulis refleksi tidak?

D: tidak

P: bagaimana cara kamu menulis refleksi mengajar

D: mengungkapkan apa yang sebenarnya terjadi dan saya rasakan pada saat itu

P: jadi kamu tau apa yang harus kamu tulis untuk refleksi

D: tau

P: mengungkapkan apa yang terjadi pada hari itu, apa kesulitan yang dihadapi disaan mengajar.

P: menurut kamu, kamu sudah menulis refleksi yang bagus atau belum?

D: belum terlalu bagus, hanya bagus untuk saya sendiri

P: apakah pernah orang lai, guru pamong atau staf LMPTPLP mengajarkan kamu dalam menulis refleksi?

D: tidak pernah

P: jadi bagaimana cara kamu berkoordinasi dengan guru pamong dan DPL dalam membantu kamu menulis refleksi

D: tidak ada, penulisan dari diri saya sendiri

P: apakah tidak pernah di periksa?

D: tidak pernah, cuma dibaca-baca sama guru pamong lalu di paraf, tidak pernah ad feedback

P: bagaimana dengan staf LMPTPPL, apakah pernah membantu?

D: tidak pernah

P: menurut kamu seharusnya guru pamong bisa melakukan hal lebih tidak selain membaca tanpa memberi feedback?

D: seharusnya ada. Lebih dari membantu malah

P: menurut kamu calon guru seperti kamu seharusnya diajarkan menulis refleksi atau tidak?

D: seharusnya di ajarkan, karna bisa lebih tau

P: apa saja yang kamu tulis di refleksi kamu?

D: kegiatan yang dilakukan oleh sekolah, kegiatan mengajar, materi ajar, dan kesuloitan yang dihadapi

P: setelah menulis refleksi kamu merasa susah tidak dalam menulis refleksi

D: cukup mudah, karna kita hanya mengungkapkan kegiatan yang terjadi setiap hari

P: menurut kamu menulis refleksi membantu kamu tidak dalam proses PLP?

D: tidak begitu membantu

P: setelah Latihan menulis refleksi kira-kira ada tidak perkembangan yang kamu rasakan dalam writing skill

D: menurut saya sudah cukup berkembang dari sebelumnya tidak tau apa-apa sekarang jadi tau

P: bagaimana menulis refleksi itu mempengaruhi cara kamu mengajar

D: tidak terlalu mempengaruhi saya dalam mengajar, karna refleksi itu hanya menulis hal yang saya lakukan Ketika mengajar.

P: kamu tau tidak kenapa kamu diminta untuk menulis refleksi

D: tidak tau

P: menurut kamu sebagai guru perlu tidak menulis refleksi?

D: perlu

P: kamu tau tidak apa manfaat dari refleksi

D: tidak tau

P: jadi menurutkamu menulis refleksi berguna atau tidak/

D: sometimes, karna bergunanya pada saat benar-benar mengajar

P: setelah kamu membuat refleksi atau jurnal harian ini, kira-kira akan kamu baca lagi atau tidak

D: sejujurnya tidak

Participant 4 : Novrianti Rukha nanda (N)

P: apa yang kamu ketahui tentang refleksi?

N: jurnal harian berisi apa yang kita lakukan

P: setelah tahu istilah dari refleksi kira-kira kamu ap ayang bisa kamu harapkan dari refleksi

N: tidak ada

P: kapan kamu akan menulis refleksi?

N: setelah kegiatan mengajar,

P: kamu suka atau todak refleksi kamu dinilai oleh LMPTPPL?

N: suka dan senang

P: bagaimana penilaian mempengaruhi refleksi kamu?

N: iya, dari pemilihan kata

P: jika kamu tidak dinilai dalam menulis refleksi, apakah kamu masih mau menulis refleksi?

N: tidak

P: Bagaimana kamu menulis refleksi

N: menulis apa yang saya kerjakan sebelumnya

P: kira-kira kamu tau tidak apa yang harus kamu tulis di dalam refleksi?

N: tidak tau, yang penting tulis aja kegiatan yang dilakukan

P: bagaimana cara kamu memilih topik apa yang harus kamu tulis di refleksi?

N: pokoknya tulis aja, apa yang sudah saya lakukan dalam mengajar

P: menurut kamu, kamu sudah menulis refleksi yang bagus atau belum?

N: belum, baik untuk saya maupun untuk orang lain

P: apakah ada orang lain yang mengajarkan kamu cara menulis refleksi?

N: ada, teman PLP saya

P: bagaimana dengan guru pamong dan DPL apakah membantu kamu dalam menulis refleksi

N: tidak,

P: bagaimana dengan staf LMPTPPL

N: Cuma memberi template jurnal harian

P: apakah kamu pernah mendapatkan feedback dari guru pamong?

N: tidak ada

P: menurut kamu calaon guru perlu tidak diajarkan untuk menulis refleks?

N: perlu, supaya kedepannya lebih tau

P: biasaya dalam menulis refleksi , apa saja yang kamu tulis?

N: hanya menulis kegiatan yang saya lakukan di sekolah

P: apakah kamu menemukan kesuliotan dalam menulis refleksi?

N: tidak susah hanya saja terkadang ada terutama dalam pemilihan kata yang akan ditulis

P: menurut kamu penulisan refleksi selama praktikum mengajar membantu kamu atau tidak dalam merefleksikan pengajaran kamu?

N: tidak begitu membantu

P: kira-kira jika kamu diminta untuk menulis refleksi lagi apakah aka nada perkembangan?

N: sepertinya aka nada perkembangan

P: menulis refleksi membantu atau tidak dalam pengajaran kamu

N: membantu, jadi saya jadi tau situasi di kelas bukan Cuma saya nulis tentang saya saja

P: kamu tau tidak kenapa kamu diminta oleh LMPTPPL untuk menulis refleksi

N: tidak terlalu tau, yang saya tau untuk adek-adek tingkat kamu nanti

P: menurut kamu perlu tidak menulis refleksi untuk proses pengajaran kamu kedepannya?

N: perlu sepertinya,

P: apa manfaat refleksi menurut kamu?

N: saya bisa lebih memahami siswa

P: apakah kamu akan membaca lagi refleksi yang sudah kamu buat

N: ya akan membaca lagi kalau saya akan mengajar.

Participant 5: Indah Maslahah (I)

P: apa yang kamu ketahui tentang refleksi?

I: sebelumnya saya tidak tahu apa itu refleksi

P: setelah tahu istilah dari refleksi kira-kira kamu apa yang bisa kamu harapkan dari refleksi

I: tidak, karena saya tidak tau penting atau tidak refleksi itu

P: kapan kamu akan menulis refleksi?

I: malam, setelah selesai beraktifitas

P: kamu senang atau tidak refleksi kamu dinilai oleh LMPTPPL?

I: senang

P: bagaimana penilaian mempengaruhi refleksi kamu?

I: biasa aja

P: jika kamu tidak dinilai dalam menulis refleksi, apakah kamu masih mau menulis refleksi?

I: tidak, karena sia-sia

P: Bagaimana kamu menulis refleksi kamu

I: nulis biasa, hal-hal yang sudah saya lakukan dalam satu hari

P: apakah kamu tahu apa yang harus kamu tulis di dalam refleksi

I: tidak tau

P: bagaimana cara kamu memilih apa yang akan kamu tulis di dalam refleksi

I: hanya menulis kejadian satu hari secara garis besar

P: menurut kamu, kamu sudah menulis good reflection atau belum?

I: belum, karena hanya menulis hal-hal biasa

P: apakah ada orang yang mengajak kamu menulis refleksi.

I: tidak ada, Cuma ada instruksi buat jurnal harian, jadi Cuma nulis menurut diri sendiri

P: bagaimana DPL dan guru pamong, apakah membantu atau tidak?

I: sejauh ini tidak ada, dilihat pun tidak Cuma kasih paraf

P: bagaimana dengan staf LMPTPPL ada membantu tidak?

I: tidak ada

P: pernah dapat feedback tidak dari DPL atau guru pamong

I: tidak ada feedback, tapi kalo saya lagi mengajar langsung dikasih feedback oleh guru pamong

P: bagaimana feedback dari guru pamong?

I: supaya menjadi lebih bagus lagi

P: menurut kamu guru pamong bisa melakukan yang lebih atau tidak?

I: bisa, karena dia memberikan kita feedback jadi bisa memberikan lebih lagi

P: menurut kamu student teacher sebaiknya diajarkan cara menulis refleksi atau tidak?

I: lebih baik diajarkan dulu supaya tau

P: apa saja yang biasanya kamu tulis di refleksi

I: kegiatan sehari-hari, misalny pagi menyambut kedatangan murid dengan salam-salaman, lalu masuk ke kelas semua kegiatan yang dilakukan di hari itu. Untuk kegiatan mengajar hanya menuliskan materi apa yang dipelajari hari ini

P: kenapa tidak menuliskan keluhan atau kekurangan hari ini

I: ada, tapi tidak semuanya, karena tidak semuanya ada problem

P: menurut kamu menulis refleksi susah atau tidak, kenapa

I: tidak sulit atau bisa di bilang mudah, tetapi malas. Mudah karena hanya menjabari apa yang kita lakukan di hari itu

P: menurut kamu Latihan menulis refleksi selama praktikum mengajar, menolong kamu tidak?

I: tidak, karena saya membuat hanya untuk nilai, karena disuruh bukan karena manfaat itu sendiri

- P: setelah kamu menulis refleksi, kira-kira meningkat tidak skill writing kamu
I: mungkin bisa lebih meningkat, karna sudah lebih tau apa yang harus ditulis
P: bagaimana menulis refleksi mempengaruhi pengajaran kamu
I: sepertinya tidak mempengaruhi , hanya ada pengetahuan tentang cara menulis refleksi.
P: kamu tau tidak kenapa kamu disuruh menulis refleksi oleh LMPTPPL
I: tidak tau
P: menurut kamu butuh tidak menulis refleksi?
I: tidak butuh
P: kamu tau tidak keuntungan atau manfaat dari refleksi
I: tidak ada untungnya
P: apakah kamu akan membaca lagi refleksi yang sudah kamu buat
I: tidak , hanya sekedar disuruh

Participant 6: Idea Berliana (IB)

P: apa yang kamu ketahui tentang refleksi?

IB: suatu hal yang kita sadari baik itu hal yang negative maupun yang positif

P: kapan kamu akan menulis refleksi sesuatu dalam hal pengajaran kamu?

I: pada saat saya mengajar langsung terjadi refleksi tersebut. Karna saya langsung menyadari hal tersebut, misalnya saya masuk di kelas pertama lalu kelas kedua, nanti di kelas ketiga saya sudah menyadari bahwa di kelas ini tidak boleh seperti kela-kelas sebelumnya

P: kamu tau bahwa refleksi kamu dinilai oleh LMPTPPL?

I: tidak tau

P: lalu mengumpulkan buku biru atau jurnal harian

I: saya kira hanya sebagai tugas akhir saja

P: kamu senang atau tidak refleksi kamu dinilai oleh LMPTPPL?

IB: biasa aja

P: bagaimana penilaian mempengaruhi refleksi kamu?

IB: sangat berpengaruh, karna saya tidak menulis refleksi saya dengan baik

P: jika kamu tidak dinilai dalam menulis refleksi, apakah kamu masih mau menulis refleksi?

IB: masih mau

P: Bagaimana kamu menulis refleksi kamu

IB: like diary, how I feel about what I faced today, how is the student because I was teaching.

P: what do you choose what to write on your reflection

IB: membedakan sesuatu dalam refleksi saya baik itu negative atau positif

P: do you think you write a good reflection?

IB: I think so

P: did anybody teach you on your writing reflect

IB: No, but I try to search on the internet how to write reflection

P: ada tidak guru pamong atau DPL menolong kamu dalam menulis refleksi

IB: pernah, sering diskusi dengan guru pamong

P: bearti banyak yang diberikan oleh guru pamong kamu (miss Tesi)

IB: banyak, she is the best guru pamong

P: menurut kamu ada tidak hal lebih yang bisa dilakukan oleh guru pamong

IB: maybe she should improve in making our schedule, soalnya waktu kita di sekolah kami tidak di kasih tanggung jawab pegang satu kelas, Cuma waktu di hari-hari terakhir baru di kasih

P: menurut kamu student teacher perlu diajarin tidak cara menulis refleksi itu

IB: perlu,

P: what kind of think did you reflect on?

IB: in my teaching about how I taught in the class and how the student, how I delivered the material to the students, is it understandable or not for them

P: menurut kamu, do you find it difficult to reflect

IB: No, because it's easy, because based on our opinion, our experience, and my perspective

P: do you think the practice of writing reflection during practicum make you to be reflected

IB: yes of course

P: how does writing reflection make you feel

IB: kitab isa curhat tentang hari ini, improve ourselves to be more excellent

P: setelah menulis refleksi sekian lama, do you think your writing reflection skill is improve?

IB: yes of course

P: how has writing reflection affected your teaching

IB: berpengaruh, karna setelah kita menulis refleksi kita jadi tau kekurangannya apa dan apa yang harus kita lakukan

P: kamu tau tida kenapa kamu disuruh untuk menulis refleksi selama praktikum

IB: no

P: do you think that you need to write reflection

IB: yes we need, because it has benefit and useful

P: apakah kamu piker kamu akan membaca refleksi yang sudah kamu buat

IB: yes, it could be, karna jika saya jadi guru saya bisa melihat bagaiman perkembangan saya dari waktu ke waktu

Participant 7: wafiq mayazila (W)

P: apa yang kamu ketahui tentang refleksi?

W: jurnal harian

P: setelah tahu istilah dari refleksi kira-kira kamu apa yang bisa kamu harapkan dari refleksi

W: untuk mengembangkan kegiatan mengajar yang akan datang

P: kapan kamu akan menulis refleksi?

W: setelah melakukan kegiatan.

P: kamu suka atau tidak refleksi kamu dinilai oleh LMPTPPL?

W: senang

P: bagaimana penilaian mempengaruhi refleksi kamu?

W: lumayan mempengaruhi karna, membuat kita bisa memperbaiki dalam menulis, contohnya memberbaiki grammar dalam menulis

P: jika kamu tidak dinilai dalam menulis refleksi, apakah kamu masih mau menulis refleksi tidak

W: tidak

P: bagaimana kamu melakukan refleksi

W: merenungkan

P: Bagaimana kamu menulis refleksi

W: mengingat sesuatu yang sudah terjadi

P: kira-kira kamu tau tidak apa yang harus kamu tulis di dalam refleksi?

W: tidak tau

P: bagaimana cara kamu memilih topik apa yang harus kamu tulis di refleksi?

W: saya menulis sesuai dengan apa yang terjadi di lapangan atau di sekolah

P: menurut kamu, kamu sudah menulis refleksi yang bagus atau belum?

W: belum bagus

P: apakah ada orang lain yang mengajarkan kamu cara menulis refleksi?

W: tidak ada

P: bagaimana dengan guru pamong dan DPL apakah membantu kamu dalam menulis refleksi

W: tidak pernah

P: bagaimana dengan staf LMPTPPL

W: Cuma memberi template jurnal harian

P: apakah kamu pernah mendapatkan feedback dari guru pamong?

W: ada beberapa kali dikoreksi oleh guru pamong

P: kira-kira supervisor bisa melakukan lebih atau tidak?

W: tidak, cukup itu saya

P: menurut kamu calon guru perlu tidak diajarkan untuk menulis refleksi?

W: perlu

P: biasanya dalam menulis refleksi , apa saja yang kamu tulis?

W: keluh kesah, pengalaman hari mengajar, kesulitan daalam mengajar

P: apakah kamu menemukan kesulitan dalam menulis refleksi?

W: lumayan susah dalam pemilihan dan ngajar kata2

P: menurut kamu penulisan refleksi selama praktikum mengajar membantu kamu tau tidak dalam merefleksikan pengajaran kamu?

W iya menolong

P: bagaimana menulis refleksi mempengaruhi Ketika kamu magajar

W: setelah menulis refleksi apakah ada peningkatan dalam kemampuan menulis refleksi kamu?

W: hanya sedikit

P: apakah ada pengaruh refleksi dalam kegiatan mengajar kamu

W; iya, misal kan di minggu belakang kekurangna kosa kata, jadi saya bisa melihat kelemahan saya dimana.

P: tau tidak kenapa kamu ditugaskan mengumpulkan jurnah harian

W: tidak

P: menurut kamu pribadi kamu butuh tidak menulis refleksi

W: butuh miss untuk kenang-kenangan

P: menurut kamu butuh tidak merefleksi

W: ya butuh, untuk mengembangkan kemampuan mengajar

P: apakah kamu pikir menulis refelksi itu berguna?

W: iya berguna untuk membiasakan diri

P: apakah kamu pikir kamu akan membaca lagi refleksi yang sudah kamu buat

W: iya akan dibaca

Participant 8: rizki herianda (RH)

P: apa yang kamu ketahui tentang refleksi?

RH: menceritakan daily activity yang sudah kita lalui

P: setelah tahu istilah dari refleksi kira-kira kamu apa yang bisa kamu harapkan dari refleksi

RH: refleksi itu menceritakan hal sudah kita lalui dan diharapkan untuk kedepannya menjadi yang lebih baik lagi

P: kapan kamu melakukan refleksi?

RH: setelah melakukan kegiatan

P: kapan kamu akan menulis refleksi?

RH: sebelum tidur

P: kamu suka atau tidak refleksi kamu dinilai oleh LMPTPPL?

RH: biasa-biasa aja

P: bagaimana penilaian mempengaruhi kemampuan menulis refleksi kamu?

RH: sangat mempengaruhi karna terbiasa menulis

P: jika kamu tidak dinilai dalam menulis refleksi, apakah kamu masih mau menulis refleksi tidak

RH: tidak, hanya saat dibutuhkan saja

P: bagaimana kamu menulis refleksi

RH: mengingat Kembali apa yang sudah terjadi

P: kira-kira kamu tau tidak apa yang harus kamu tulis di dalam refleksi?

RH: tidak tau

P: bagaimana cara kamu memilih topik apa yang harus kamu tulis di refleksi?

RH: tentang kegiatan-kegiatan yang saya ingat

P: menurut kamu, kamu sudah menulis refleksi yang bagus atau belum?

RH: bagi saya bagus, tapi tidak tau untuk orang lain

P: apakah ada orang lain yang mengajarkan kamu cara menulis refleksi?

RH: tidak ada

P: bagaimana dengan guru pamong dan DPL apakah membantu kamu dalam menulis refleksi

RH: ada

P: bagaimana dengan staf LMPTPPL

RH: tidak ada

P: apakah kamu pernah mendapatkan feedback dari guru pamong?

RH: tidak pernah

P: kira-kira supervisor bisa melakukan lebih atau tidak?

RH: seharusnya bisa lebih, misalnya melihat Kembali refleksi yang sudah saya buat

P: menurut kamu calon guru perlu tidak diajarkan untuk menulis refleksi?

RH: sangat perlu, untuk memperbaiki diri kedepannya

P: biasaya dalam menulis refleksi , apa saja yang kamu tulis?

RH: kegiatan saya selama kegiatan PLP atau praktikum mengajar berlangsung, misalnya mengajar, membantu dalam ekstrakurikuler, dan kegiatan sekolah lain dimana saya berkontribusi di dalamnya

P: apakah kamu menemukan kesulitan dalam menulis refleksi?

RH: tidak susah

P: artinya mudah menulis refleksi bagi kamu, kenapa?

RH: menulis refleksi mmudah, hanya awalnya saja yang sedikit bingung apa yang harus ditulis, karna sudah terbiasa jadi sudah tau apa yang harus ditulis

P: menurut kamu penulisan refleksi selama praktikum mengajar membantu kamu tau tidak dalam merefleksikan pengajaran kamu?

RH: cukup membantu, karna setelah refleksi saya menyadari apa kekurangan saya

P: setelah menulis refleksi beberapa kali ada tidak peningkatan kemampuan menulis refleksi kamu

RH: ada, dalam hal mengarang dan penggunaan kosa kata

P: bagaimana pengaruh refleksi dalam kegiatan mengajar kamu

RH: sangat berpengaruh, dengan refleksi saya jadi tau apa kelemahan atau kekurangan saya dalam mengajar

P: tau tidak kenapa kamu ditugaskan mengumpulkan jurnah harian atau refleksi

RH: tidak

P: menurut kamu pribadi kamu butuh tidak menulis refleksi

RH: perlu sebagai bukti kita mengajar

P: apa kegunaan refleksi menurut kamu?

RH: sebagai data ajar

P: apakah kamu pikir kamu akan membaca lagi refleksi yang sudah kamu buat

RH: mungkin suatu saat akan saya baca apalagi jika mengajar kelas yang sama

Participant 9: ahmad romi (A)

P: apa yang kamu ketahui tentang refleksi?

A: mencatat atau menulis Kembali hal-hal atau kegiatan yang sudah dilakukan pada suatu hari di dalam sebuah buku

P: setelah tahu istilah dari refleksi kira-kira kamu apa yang bisa kamu harapkan dari refleksi

A: agar saya bisa mengingat semua yang sudah saya kerjakan agar lebih mudah, dan saya bisa membuat laporan dengan refleksi

P: kapan kamu akan menulis refleksi?

A: setelah pulang dari sekolah tempat saya mengajar

P: kamu suka atau tidak refleksi kamu dinilai oleh LMPTPPL?

A: tentu saja senang, apalagi Ketika saya banyak melakukan kegiatan di sekolah dan langsung saya catat dalam buku catatan atau laporan dan jika saya tidak menulis refleksi tidak akan terlihat apa yang saya kerjakan

P: jika kamu tidak dinilai dalam menulis refleksi, apakah kamu masih mau menulis refleksi tidak

RH: iya, karna itu akan menjadi ingatan saya

P: biasanya apa yang kamu tulis dalam refleksi

RH: semua yang saya kerjakan, misalmya mengajar di kelas dengan materi tertentu

P: kira-kira kamu tau tidak apa yang harus kamu tulis di dalam refleksi?

RH: sejujurnya saya tidak tau dan bingung mau menulis apa

P: menurut kamu, kamu sudah menulis refleksi yang bagus atau belum?

RH: bagi saya bagus

P: apakah ada orang lain yang mengajarkan kamu cara menulis refleksi?

RH: tidak ada

P: bagaimana dengan guru pamong dan DPL apakah membantu kamu dalam menulis refleksi

RH: ada sedikit dibantu, tapi saya kecewa dengan guru pamong saya karna memberikan nilai yang tidak memuaskan

P: menurut kamu menulis refleksi sulit tidak, kenapa?

RH: susah tapi mudah, karna terkadang saya bingung mau menulis apa karna setiap harinya melakukan kegiatan yang sama

P: menurut kamu penulisan refleksi selama praktikum mengajar membantu kamu tau tidak dalam merefleksikan pengajaran kamu?

RH: sangat membantu

P: setelah menulis refleksi beberapa kali ada tidak peningkatan kemampuan writing kamu

RH: tentu saja ada, karna itu adalah suatu pengalaman untuk membantu saya

P: bagaimana pengaruh refleksi dalam kegiatan mengajar kamu

RH: karna saya mebuat kesalaham setiap hanrinya jadi saya bisa belajar dari kesalahan dan mengingatnya

P: tau tidak kenapa kamu ditugaskan mengumpulkan jurnah harian atau refleksi

RH: tidak tau, hanya membuat apa yang disuruh

P: menurut kamu pribadi kamu butuh tidak menulis refleksi

RH: perlu

P: apa kegunaan refleksi menurut kamu?

RH: supaya kita bisa mengetahui kesalahan yang kita buat dan memperbaikinya dan kita bisa mengingat apa saja yang dilakukan detia

P: apakah kamu pikir kamu akan membaca lagi refleksi yang sudah kamu buat

RH: mungkin suatu saat akan saya baca apalagi jika mengajar kelas yang sama

Appendix F

Interview Transcript with Staff

1		Wahab (Head of practicum Unit Office)
2	Researcher	Apakah maksud refleksi di dalam konteks praktikum?
3	Wahab	Di dalam praktikum konteks, refleksi itu lebih kepada bentuk dari intropeksi diri terhadap pengajaran yang telah dilakukan. Karena ketika seorang mahasiswa PLP, terkadang ketika mahasiswa tersebut mengajar, dia merasa ada yang kurang dari pengajaran yang telah dia lakukan, sehingga dia akan melakukan refleksi berdasarkan kepuasan atau ketidakpuasannya dalam mengajar.
4	Researcher	Secara umum, bisa tolong jelaskan tugas-tugas LMT (practicum Unit)?
5	Wahab	Tugas LMT?, Pertama, menempatkan siswa di sekolah yang telah bekerja sama dengan FTK dalam pelaksanaan PLP. Jadi mahasiswa ini ditempatkan di sekolah juga berdasarkan jurusannya yang tersedia. Kedua, setelah penempatan mahasiswa, maka LMT akan menunjuk dosen pembimbing untuk masing2 sekolah untuk mengawasi serta membimbing mahasiswa-mahasiswa tsb. Nah, dari guru inilah akan didapatkan guru pamong yang disediakan oleh pihak sekolah. Guru pamong ini memiliki tugas yang hampir sama dengan dosen pembimbing tadi.
6.	Researcher	Bagaimana pihak LMT mengarahkan mahasiswa untuk menulis journal refleksi mereka?
7.	Wahab	Nah, untuk ke siswa, pihak LMT membebaskan siswa untuk menulis apapun yang mereka mau tulis,. Kami hanya mensyaratkan Journal refleksi ini yang tertulis pada panduan pelaksanaan PPL. Namun sayangnya, kare refleksi ini baru pertama kali dan ini merupakan tahun pertama penilaian, tentu belum banyak hal yang bisa di berikan dari pihak LMT
8	Researcher	Bagaimana unit praktikum memberikan informasi kepada guru pamong dan juga kepada dosen pembimbing tentang refleksi atau journal refleksi?
9	Wahab	Sebelum mahasiswa diberangkatkan untuk PLP, unit praktikum akan memberikan pembekalan terkait dengan praktikum dan salah satu hal yang diperkenalkan dalam pembekalan tersebut adalah refleksi. Selain itu, unit praktikum juga biasanya akan mengundang dosen dari berbagai prodi yang menjadi dosen pembimbing lapangan serta perwakilan dari sekolah sekolah untuk diperkenalkan mengenai refleksi ini. Untuk itu, kami memberikan pembekalan tentang pengawasan dan pembinaan dan secara tidak langsung kami juga menjelaskan tentang refleksi kepada mereka.
10	Researcher	Apakah itu berarti tidak ada contoh format atau bahkan pelatihan selama pengarahan PLP?
11	Wahab	Boleh dibilang seperti itu, pihak LMT hanya mengenalkan dan mensosialisasikan bahwa aka nada penilain terhadap journal refleksi ini
12	Researcher	Apakah refleksi ini bagian dari penilaian?
13	Wahab	Refleksi ini merupakan bagian dari penilaian. Namun tidak memberikan kontribusi yang sangat besar. Refleksi ini hanya Sebagian dari penilaian yang diberikan, sebenarnya refleksi ini sangat penting sebagai bagian kecil dari penilaian karena setiap kali refleksi ini dibuat, mereka akan memasukkannya ke dalam portofolio dan portofolio ini akan ditinjau dan diperiksa oleh dosen dan guru dan refleksi ini harus dilakukan. tidak hanya seminggu sekali tetapi refleksi ini juga harus dilakukan setiap kali pembelajaran dilaksanakan.
14	Researcher	Kalua ndak nulis refleksi apakah tidak apa-apa?

15	Wahab	Nah ini, walaupun poin dari refleksi tidak sebesar poin lain dari portofolio, refleksi wajib ditulis oleh mahasiswa. Jadi kalau dia tidak menulis refleksi maka poin penilaian akan berkurang.
16	Researcher	Adakah refleksi ini perlu dinilai?
17	Wahab	Layaknya, refleksi ini dinilai setiap minggu oleh dosen pembimbing dan guru pamong. Dan refleksi ini akan dimonitoring, misalnya, dalam refleksi seorang mahasiswa mengatakan bahwa pembelajaran saat itu kurang memuaskan, mungkin karena alat peraga yang kurang menarik. Dan dalam refleksi itu ia juga akan menyarankan agar ia mengimplementasikan suatu teknik untuk menghasilkan alat peraga yang lebih menarik. Minggu depan, minggu-minggu setelahnya, dosen atau guru akan melihat apakah ada bantuan mengajar, apakah ada perubahan dan apakah lebih baik berdasarkan refleksinya atau tidak melakukan apa-apa. Jadi secara tidak langsung, meskipun dia diberikan nilai secara langsung di sana, tetapi ini dilakukan terkait dengan perbaikan dari hal yang terjadi sebelumnya.
18	Researcher	Apakah unit praktikum memiliki kriteria penilaian (refleksi) sendiri yang diberikan kepada dosen atau guru pamong?
19	Wahab	Sayangnya, sejauh ini LMT belum merancang rubric penilaian untuk refleksi itu sendiri. Sejauh ini refleksi hanya sebagai salah satu bagian yang masuk dan di kumpulkan Bersama portofolio. LMT baru merancang rubric penilaian PLP secara menyeluruh
20	Researcher	sebagai seorang pendidik, bagaimana pendapat Anda tentang praktik menulis refleksi ini? Apakah ini berguna di masa depan?
21	Wahab	Sebenarnya, menulis refleksi ini sangat memberikan dampak positif bagi seorang guru, apalagi guru yang sedang belajar menjadi guru. Karena dengan menulis jurnal refleksi ini, mereka akan paham bagaimana menjadi guru yang baik karena mereka terbiasa menulis kelemahan dan kekurangan yang mereka lakukan dalam satu kali mengajar.
22	Researcher	Nah, apabila unit LMT tidak mewajibkan mahasiswa menulis refleksi, apakah para mahasiswa calon guru ini akan tetap melakukan refleksi?
23	Wahab	Saya rasa tidak, karena hampir kebanyakan mahasiswa merasa keberatan dalam menulis jurnal refleksi ini, mungkin karena tidak terbiasa dan belum diberikan arah serta penjelasan yang lebih konkrit tentang penulisan dan penilaian dari refleksi ini
24	Researcher	Nah pertanyaan terakhir, menurut bapak apakah praktek penulisan refleksi selama masa PLP tahun ini banyak membantu mahasiswa tidak dalam menjadi seorang calon guru?
25	Wahab	Kalau menurut saya, untuk tahun ini penulisan jurnal refleksi belum terlalu banyak membantu, namun nanti kedepannya apabila refleksi ini sudah terkonsep dengan lebih bagus maka akan sangat membantu didalam proses PLP itu sendiri
26	Researcher	Terima kasih.