

CHAPTER II

LITERATURE REVIEW

This chapter addresses the explanation of the EFL pre-service teachers' perceptions of a daily reflective journal. It consists of the theoretical framework and relevant previous studies.

2.1 Theoretical Framework

2.1.1 Field Teaching Practice

Most colleges and universities involve a teaching practice program in their curriculum. Practice in complex domains involves coordinating understandings, skills, relationships, and identities to perform specific activities with others in particular settings (Grossman, Compton, Igra, Ronfeldt, Shahan & Williamson, 2009). Practice can be understood in terms of its goals, activities, and historical traditions (Chaiklin & Lave, 1996). Teaching practice is a route into more complicated teaching thinking aimed at preparing pre-service teachers to better cope with the realities of the classroom (Grudnoff, 2011). Teaching practice or school experience as it is commonly referred to in the researchers' institution, is an essential and compulsory component of the student teachers' program of study in teacher training (Ngara, 2013).

Teaching practice is either seen as an aspect of work-based learning or as meaning the same "thing" as work-based learning, irrespective of the context of practice. Koosimile, Monyatsi, Ngwako and Chakalisa (2003, p. 3), state that

teaching practice is a teaching “internship” and, or “fieldwork” undertaken by “prospective teachers”, and it forms an essential component of all the teacher education programs offered by an education institution.

The (former) Department of Education’s document, *Government Notice No. 30353* (South Africa 2007, p. 3), views teaching practice as work integrated-learning (WIL), and describes WIL as incorporating “periods of required work that integrate with classroom study.” However, the University of the Sunshine Coast (2014) regards WIL and internship as components of work-based learning. The University of the Sunshine Coast also refers to WIL as “work experience in industry or industry-based learning.” In contrast, Flinders University in Australia refers to WIL as “work-based” learning. However, the University of South Africa (Unisa) (2008) seems to have greater clarity about what WIL experiences constitute. Unisa (2008) states that WIL “is an umbrella term, used at Unisa to include experiential education/teaching strategies, such as clinical training/teaching practice, internship, professional practice, experiential training/learning, supervised learning/practice and work-based learning”.

Therefore, teaching practice is viewed as an aspect of WIL and not as a whole of WIL. It is seen as an example of one of the kinds of WIL that takes place in an educational context. Hence, the term, WIL, is considered too broad to encapsulate teaching practice experience obtained in schools. Therefore, the collaboration is called “communities of inquiry” (interconnectedness of components as reflexively reflected upon to guide ongoing organizational and execution of tasks towards improved outcomes). Teacher education departments

are therefore expected to define and outline the philosophical underpinning of their teaching practice endeavors to ensure that clear and focused understanding is not merely meaningful, but also based on a sound theoretical education foundation.

By completing field teaching practice and teaching under the supervision of a supervising mentor, pre-service teachers can enrich teaching knowledge and skills, challenge and reflect on deeply rooted values and beliefs, and advance to cognitive learning and improvement (Cheng, Cheng, & Tang, 2010). For pre-service teachers, their proficient learning begins with a set of philosophies about learning and teaching grown through investigation over years of observation (Yuan & Lee, 2014). Teacher training programs must focus more on goals such as promoting conflict resolution skills, self-confidence, empathy, leadership, and collaboration skills. This means that not only the cognitive aspects of human development but also the social and emotional aspects must be considered (Malm, 2009).

Teaching practices are essential in initial English teacher preparation programs because they give prospective teachers of English as a foreign language a great opportunity to practice the educational content acquired through coursework by teaching real students (Kosar, 2021). Merc (2010) classifies the practicum component of the teacher training course into five main aspects: a) student teachers as active participants in internships; b) university supervisors as professionals to support student teachers before and after teaching practice; c) work with teachers as a professional to support student teachers at the internship

school; d) students as recipients of knowledge presented by student-teachers during actual classes; and e) educational conditions and systems in which student-teachers must complete teacher training requirements. Ngara (2013) emphasized that teaching practice offers pre-service teachers or teachers in initial teacher training an opportunity to relate the knowledge and theories learned on campus to the actual classroom environment.

The implementation of teaching practice varies according to national and institutional prescriptions. For instance, Pakistan offers different programs in teacher education of which teaching practice is compulsory except for Master of Education. The duration of teaching practice is 4 to 8 weeks (Gujjar, 2009). The time allocated for teaching practice is short and hence the students only concentrate on classroom teaching and not the other school activities outside the classroom.

The main purpose of teaching practice is to allow prospective teachers to get ready as future teachers. Student teachers consider teaching practice to be the most important part of the teaching experience and an integral part of teacher education (Zeichner, 1990). The teaching practice period offers student teachers opportunity to develop their own personal and professional identity, develop their mission, forge relationships with other staff, identify with educational ethos of the school and the national education imperatives (Frick, 2010). Likewise, teaching practice grants beginning teachers with the chance to be socialized into the profession and make them connect with the culture of teaching (Gujjar, 2009). Further research is needed to explain how a candidate's teaching practice is

established, how it is positively or negatively affected by preparatory experience, and how it is maintained and refined throughout a career. Further research is also needed to determine the impact of candidates on student learning (Maheady, Jabot, Rey & Michielli-Pendl, 2007).

2.1.2 Daily Reflective Journal in Teaching Practice

Reflection is commonly recognized as a piece of learning equipment and measured as an integral part of professional practice (Blissett, Driscoll, McKenna & Plack, 2005). Reflection is defined as the method of examining experiences that raise issues of concern (Boyd & Fales, 1983). The procedure of discovering how journals can help their writers be taught is often described as how journals can increase reflective thinking and practice (Boud, 2001). The power of reflective writing to help teachers become thoughtful practitioners is evident when teachers write about lesson plans, shared reading, internship-related experiences, and teaching in their own classrooms.

The use of reflection in developing early career teachers into reflective practitioners has attracted much attention in recent years (Ciroki & Widodo, 2019; Farrell, 2018). In order to improve their teaching practices and professional development, pre-service teachers can connect theory and practice through reflection (Cirocki & Widodo, 2019). They can also identify the quality level of their reflection (such as dialogic or transformative reflection), as well as the advantages and disadvantages of their practicum practice (Azimi et al. 2019). Pre-service teachers can better harness their teacher identity and agency through

deeper reflection after reflective practice (Flynn, 2019). The process through which student teachers participate in their reflective practice while completing a teaching practicum is still poorly understood, despite empirical evidence highlighting its benefits.

Reflective journaling has long been used to improve students' learning attitudes, creativity, and academic awareness (Gemilang, Kristanto & Sudirman, 2021). Evişen (2021) stated that one activity to improve teaching is to keep a teaching diary through which teachers reflect their feelings and observations during the instructional day. Reflection delivers interpretation to experience; it turns the experience into practice, connecting past and present experiences and preparing individuals for tomorrow's practice (Plack et al., 2005). Reflective thinking is essential for observing, evaluating, and unfolding the complicated problems that characterize classroom instruction. Reflective thinking starts in a condition of doubt, hesitation, or confusion and goes through exploring to find material that resolves, clarifies, or otherwise determines the question (Spalding & Wilson, 2002).

Journaling is a varied activity that might take plentiful forms for different causes. It can be used in an approach to facilitate reflection. Various ideas and tools can be utilized in different ways of learning methods to concentrate on expected or past events. The circumstances under which journaling takes position can have a powerful impact on what is created and the extent to which writers can reflect critically (Boud, 2001). The journal's four main themes: practice-related learning, professional ideologies,

personal learning and growth, and reflective practices were identified through analysis. It was also clear that contributors used the journal for five distinct objectives: to establish connections, ask and answer questions, explore concepts, share personal experiences, and further understanding. Both Bruner (1990) and Christensen (1981) assert that journal writing encourages creativity and also helps the construction of knowledge. Otherwise, Morrison (1996) stated that journals are helpful for self-directed learning. According to others (Alterio, 1998; Wolf, 1989), journals, in all of their forms, can combine the conscious, physical act of writing with the occasionally unconscious, internal act of thinking. Given these potential advantages, it is not unexpected that keeping an individual journal has become more popular as a tool for reflective learning in a various professional settings.

Reflection has the prospective to support learners in developing understanding, enriching lifelong learning, and developing professional autonomy based on expert judgment (Kinsella, 2010). Jerome and Algarra (2005) reiterate the need for teachers to use reflection in teaching activities. Reflective thinking inspires teachers to assess their practice. From this perspective, it is within the power to be confident that reflective thinking will make teachers more aware of themselves and their role. Reflective education involves looking more closely at oneself, thinking more deeply, and reflecting, hopefully leading to changes in teaching practices. Dewey first established the idea of reflective thinking in his essay “How Do We Think”. Reflective thinking is a style of thinking that entails seriously considering a topic in one’s mind (Dewey, 1933).

According to Dewey (1997), a thought is anything that enters the mind. Being conscious of something is the same as thinking about it. Second, eliminating the immediate environment can lessen this perception of cognition; humans only consider things that are not immediately visible to their senses of sight, hearing, smell, or taste. Third, by restricting it to evidence-supported views, meaning can be further condensed.

Bain, Ballantyne, Packer and Mills (1999) summarized some issues that impact the use and effectiveness of student journal writing during pre-service teacher education are addressed in this study. Students' journal entries, as they reflect on their developing teaching practice during field experience, are examined in order to establish the range of levels of sophistication in reflective writing likely to occur among preservice teachers and to explore the impact of journalling on the development of reflective skills. Variations in the content and context of reflective writing are introduced to determine the extent to which the content of reflection can be influenced by instruction and feedback. To examine the relative advantages and disadvantages of a cognitively oriented and an experientially oriented approach to journalling and investigate the impact of reflective dialogue on the focus, quality and development of reflection.

Reflection is a threefold process comprising direct experience, analysis of our beliefs, values or knowledge about that experience, and consideration of the options that should lead to action as a result of the analysis. Reflective practice can be seen as reconsidering and questioning experiences within the context of learning theories (Whitton, 2004). Pennington (1992) describes reflective teaching

as: “a movement in teachers’ education in which teachers analyze their practice and their underlying basis and then consider alternative means of achieving their ends.” (p. 48). Al Hazmi (2006) adds that reflection incorporates a critical component, indicating that a reflective approach to teaching embodies that student teachers collect data about teaching, examine their attitudes, beliefs, assumptions and teaching practices, and use the information obtained as a basis for critical reflection about teaching, to improve their practice. Kahn and Walsh (2006) view reflection as a means for self-evaluation of one’s practice and place it at the core of the teaching-learning cycle.

Marcos and Tillema (2006) and Fendler (2003) emphasized the importance of reflection to improve the teaching practice. According to Russell (1999), teachers should think about what they have learned from their teaching experience, and reevaluate these experiences to see them in new ways that might suggest new practices.

Schon (1987) asserts that a surprise factor, such as a pleasant or lousy experience, unexpected outcomes, or uncommon behavior, serves as the catalyzes for reflective thinking in people. It is known as knowing in action (Hong & Choi 2011) when the element of surprise conflicts with the person’s prior knowledge. The three sorts of reflection that Schon (1983, 1987) identified are reflection on action, reflection in action, and reflection for action. Schon categorized reflection into three kinds according to the moment the action is carried out. When a person turns around after finishing an activity, considers it thoroughly and methodically, and assesses it from all angles, they reflect on the action.

However, if a person unexpectedly starts to reflect while still in activity and attempts to fix the issue at that very moment, that person is reflecting while acting. Future thoughts and behaviors are molded and created due to the experiences they had during the processes of reflection on action and reflection in action. They use this to reflect before acting. Research on the growth of pre-service teachers' reflective thinking abilities has recently attracted much attention, both internationally and nationally. This result of how crucial reflective thinking is for instructors. The focus of the current research is reflective thinking, which needs to be addressed more in teacher preparation.

According to Loughran (2002), reflection has emerged as a suggested way to help educators better understand what they know and do in developing their hands-on knowledge by revisiting what they know. Teachers face several challenges when writing journals. This because they need to be reflected in their practices, especially for less experienced teachers. It can be threatening. This introspective passage helps teachers use self-criticism to understand themselves better. Whether the journal is written daily or weekly, the journal provides teachers with an opportunity to question their thinking and break through the limitations imposed by teacher's day-to-day work and teachers' feelings (Khales, 2015). Reflective practice is well known and recognized internationally as a powerful tool for teacher professional development. Studies carried out elsewhere show that many teachers cannot sustain the practice of reflection through journal writing. A survey carried out by Holly and McLoughlin (1989) reveals, consistent

with our experience, that although a few teachers continued to write reflections after a year, most did not sustain it throughout the year.

2.1.3 EFL Pre-service Teachers' Perception

The term “EFL pre-service teacher” refers to those in one sphere, such as training or education before taking any particular field of job. Likewise, terms of requirements, EFL pre-service teachers have many duties to fulfill as prospective teachers (Barzaq, 2007). One of them is they should have enough pedagogy skills such as in designing and implementing curriculum, applying technologies, and mastering the target language with its culture (Barzaq, 2007). To become proficient teachers, EFL pre-service teachers need to improve their ability in terms of choosing content as teaching materials, knowing how to deliver materials, and having good teaching and managerial strategies (Sheridan, 2011).

Practicum is designed for pre-service teachers, who use it to get a taste of what it's like to teach in the classroom. Even though pre-service teachers may not initially be fully aware of the issues that they might encounter when working in schools (Beeth & Adadan, 2006), they will required to handle these issues as they come up during the practicum. During their practicum, pre-service teachers are typically assisted by university-based teacher educators and mentors from their local schools in navigating the unanticipated obstacles of classroom instruction. Pre-service teachers must have concerns during their practicum since these issues aid in their comprehension of teachers' methods (Beeth & Adadan, 2006). Poulou (2007) tried to identify the pre-service teachers' anxieties, concerns, and feelings

regarding their teaching methods. Pre-service teachers have the chance to strengthen their reflective abilities with the help of mentors and tutors as they address the professional practice processes that teachers deal with daily and to (re)construct their identities as teacher practitioners (Poulou 2007).

Accordingly, there are some points needed by EFL pre-service teachers besides pedagogy that they must be well qualified in language skills, culture and literature, language and linguistics and psychology (Barzaq, 2007). In addition, in the area where English has become a foreign language, it gives special issues and important elements for the TEFL program. It requires EFL pre-service teachers such as those who have good language proficiency and can communicate effectively (Barzaq, 2017). Despite of those conditions, in the real situation EFL pre-service teachers found some challenges and weaknesses when associated with teaching practicum.

In addition, Farrel (2012) classifies several challenges that are often faced by EFL pre-service teachers: lesson planning, lesson delivery, classroom management, and identity development. It happens based on the situations and class conditions they find in real life. Hence, this can be overcome in two ways: first, by preparing everything needed by a teacher or teacher candidates at the preparation stage, such as at the Second Language Teacher SLT stage by including reflection activities and assignments to specific subjects (Farrel, 2012). Second, as stated by Farrel (2009) in Farrel (2012), holding training aimed at teachers in the first year to prepare them to minimize the challenges to face.

Altman (1985, p. 85) describes perception as the way stimuli are selected and grouped so that they can be meaningfully interpreted. It is a person's view of reality. Kreitner and Kinicki (1992) stated that perception is a mental and cognitive process that enables people to interpret and understand their surroundings. In addition, Mozkowitz and Orgel (1969) argue that perception is a global response to a stimulus or a set of incentives. From those definitions, perception is viewed as the response to a stimulus or surroundings. Then, these responses will be interpreted as meaningful information about incentives.

Otherwise, Cook (1994) remarks that perception is the selection, organization, and interpretation of sensory data. Further, Kreitner (1989) adds that perception will lead to a change in attitude, motivation, and behavior. In conclusion, perception may create this outcome within individuals. According to Pickens (2005), perception is related to attitude. Perception can be defined when someone interprets the stimuli into something meaningful to him or her based on prior experiences (Pickens, 2005). In short, perception is how humans react to their previous experience.

Some factors influence students' perceptions, such as their motivation, expectation, and previous experience. In short, positive or negative perceptions will influence the students' attitude, motivation, and behavior. Depdikbud (1987, as cited in Pratiwi, 2013) divides factors that affect someone's perception into two. They are internal factors, and external factors. Internal factors come from the students themselves, such as thoughts, feelings, willingness, needs, and

motivation. Meanwhile, external factors that come from outside of students, such as educational background, experience, environment, culture, and belief.

According to Lee (2007), teaching practicum can be defined as a method designed to prepare student-teachers with the knowledge, attitudes, behaviors, and skills necessary for them to perform their duties in school and classroom effectively. Teaching experience will have significant benefits to provide opportunities for prospective teachers to bridge academic tasks, and the realities of teaching in the classroom (McCormack, 1996). Haigh, Pinder and McDonald (2008) revealed if the pre-service teacher actively participates in the actual teaching experience and instructs under the constant guidance of the associate teacher, the pre-service teacher will learn the art of teaching.

Findings from Hadi's (2019) research indicate the challenges of preparing pre-service teachers' English proficiency and pedagogy, which is probably related to the lack of urgent demand to use English. Becoming an EFL pre-service teacher is complicated, especially at the time of field teaching practice where the EFL pre-service teachers will be teaching in a school with real students and communities. During the field teaching practice, the EFL pre-service teachers distribute their knowledge in teaching situations according to the theories and the best training they learned (Megawati & Astutik, 2018).

2.1.4 Teacher's Personal Development

Malm (2009) found that in teacher education, there is a need to heighten the awareness of what it means to be a teacher, with both the personal "being" and the

professional “becoming” as essential and interrelated dimensions of career development. There has been a tendency to underline the “becoming” at the expense of what it means to “be.” The person, the student teacher, *is* becomes of the utmost relevance to how they develop professionally. Too little attention has hitherto been paid to the importance of personal development for professional learning. Teacher education has to focus much more on the personal processes involved in becoming a professional teacher. Teacher training programs should comprise a well-grounded balance between the cognitive and emotional dimensions of learning to teach.

Teacher development has been revealed through the last decade as a popular department of study (Evans, 2002). Teacher personal development allows both individual and work-related issues as teachers accelerate a career path from novice to master, a turning point that has been supposed to occur on two fronts aspect is enhanced embedded understanding and skill advancement (Dall’Alba & Sandberg, 2006). Teachers always try to find ways to impart knowledge to students, which often causes frustration when they are unable to find the proper learning techniques for their students. A teacher even participates in subject association meetings and conferences, in-service courses, study for university qualifications, talk with other teachers or read professional articles (Bell & Gilbert, 1994). The vital part that personal dispositions have for professional learning must be better accepted and valued (Malm, 2009).

A full day of professional development was provided to the combined staff of the five schools on the first day of the term. The work of Stanovich and Jordan

(2003) was utilized in the preparation of the program. These researchers are involved in a longitudinal research project called “Supporting Effective Teaching” in the United States and are investigating the inclusion of students with disabilities in 100 general education classrooms. They report that there are three primary teachers and one school variable that provide the key to successful inclusion: 1) Teacher beliefs about students with disabilities and their inclusion in the regular class; 2) Teachers’ sense of self-efficacy; 3) The classroom teacher's repertoire of teaching behaviors; and, 4) A school norm variable that is a composite of the beliefs held by the principal and other teachers in the school, (p. 175).

Teacher beliefs and self-efficacy issues had been discussed with staff at meetings before the professional development day, and the researcher/presenter had information about the teachers’ beliefs before the activity. Information about various strategies that would increase and enhance teachers’ repertoires was to be provided. Staff at the school and consultants to the schools had input into these. The principals of the schools were all present and participated in the program. The day was divided into three segments. In the first segment, entitled Responding to learner variability, teachers were presented with information about the characteristics of differentiated instruction. They were provided information about the diversity of classrooms as described in Louden et al.'s (2000) report on Australian schools, “Mapping the Territory”. After receiving information about ecological, instructional and curricular adaptations, staff broke into groups to brainstorm and record the strategies they used in the classroom. During this session, teachers were presented with information about tolerance levels in the

classroom and teachers' beliefs, both general information about beliefs and specific information gathered from the survey data. Before the first break teachers broke into pairs or groups of three to discuss the adaptations they had successfully used and those they might potentially make for a student they both knew well. Teachers were asked to use an adaptive teaching planning tool to record current and potential adaptations.

The second segment was titled "Strategies for differentiated instruction." In this section, teachers were given opportunities to hear about research on problem based learning, peer teaching strategies, flexible grouping, contract learning, and tiered learning within the framework of Tomlinson's (1995) "Progression of independent needs". Teachers then broke into school groups and their principals led a discussion on the facilitators and barriers to differentiated teaching for students who experienced difficulties with literacy in their classrooms and schools. Schools were also asked to devise a plan for sharing information about inclusive and adaptive teaching practices regularly.

Scott and Spencer (2006) found that in the final session, teachers elected to work in groups and workshop specific strategies for differentiated instruction. These workshops were led by consultants and learning support teachers and included strategic collaborative reading, questioning techniques and comprehension monitoring strategy. The aim was to provide some detailed information about strategies introduced in the second segment of the day and provide teachers with various skills that they might share with their colleagues back in school.

Little (1987) defined professional development as any activity intended partly or primarily to prepare paid staff members for improved performance in present or future roles in the school district (p. 491). The literature throws a wide net for what might be included in this category. The newer, more complex, and broad-based views on how to conceptualize teachers' professional development that have started to emerge over the past ten years go beyond discrete activities like workshops, regional and national conferences, college courses, special institutes, and centers (Little, 1993). Situated and cognitive views of learning as interactive and social (Greeno, 1997; Greeno, Collins, & Resnick, 1996), based on discourse and community practice (e.g., Anderson, Reder, & Simon, 1996, 1997; Cobb, 1994; Greeno, 1997; Lave & Wenger, 1991), have been applied to teachers (Putnam & Borko, 2000). This is consistent with the idea that formal or informal learning communities among teachers can act as potent mechanisms for teacher growth and development (e.g., Little, 1999, 2002; McLaughlin & Talbert, 1993; Stein, Smith, & Silver, 1999).

Some of the most potent teacher learning experiences can occur in a teacher's own classroom, through self or observer examination of the teacher's practice (Putnam & Borko, 2000). Still, another dimension of teachers' professional development is their activities, such as engagement in educative online venues (Ingvarson, Meiers, & Beavis, 2005) and their inquiry/action research (Guskey, 2000).

Teachers' professional development engages teachers reviewing their practice to establish their personal beliefs about teaching (Keiny, 1994). Teacher

professional development is a continuous and comprehensive process that begins with on-the-job, training and lasts until retirement (Bharati & Chalise, 2017). Furthermore, Brody and Hadar (2011) focus on the fundamental understanding and behavior of teacher educators who choose to participate in a career development project that can help policymakers appreciate and manage resistance adaptation of the proposed innovations. Teacher commitment is a crucial predictor of teachers' work performance, absenteeism, retention, burnout and turnover, as well as having an important influence on students' motivation, achievement, attitudes towards learning, and being in school (Day, 2002).

More than the last decade, reflective teaching has been proven helpful by Some researchers as a method for teacher self-development. The results of research on reflective teaching show more than the shortcomings. The teacher education program demands development in the use of reflection for pre-service teachers because reflection can help pre-service teachers to be more aware of decision-making (Dumlao & Pinatacan, 2019). Journaling engages the expression or exploration of feelings and attitudes by writing open. It has the prospective to link education and personal and professional development (Moon, 2006). Therefore, the researcher wants to report the perception of pre-service teachers on the use of daily reflective journals on their personal development during the field teaching practice program.

2.2 Previous Study

This section provides some relevant studies. First, Altalhab, Alsuhaibani and Gillies (2021) did research that investigated the use of reflective diaries by pre-service teachers in the teaching practicum course. Using interviews as the instrument of the study, and with 50 pre-service teachers as participants. In-service teachers at these schools were interviewed for their opinions and evaluations of the research reflection diaries. It was because they were considered secondary supervisors of trainee teachers. Results showed that the majority of pre-service teachers and all in-service teachers had positive attitudes toward the use of reflective diaries. Although most journals were descriptive rather than reflective, prospective teachers focused on critical elements of the classroom, such as teaching methods, activities, and materials. It suggests that it recommends making journals mandatory, and incorporating them into educational practice courses. Its dedication to coaching, mentoring and modeling has allowed pre-service teachers to further develop their approach to professional reflection.

The second study was conducted by Kahles (2015) to highlight the power of reflective writing for early childhood teachers, as participants for this study seven teachers participated. Using qualitative study participants write their reflections for 18 months. Data in this study was gathered using semi-structured interviews and reflective writing journals. Data was analyzed using thematic analysis (TA) approach in order to determine the possible effects of using reflective writing with teachers on developing their reflective thinking. The results of the study indicated that reflective writing was capable of developing teachers' reflective thinking and

helped them to change their attitudes toward themselves and empower them as well.

The third study is by Abednia, Hovassapian, Teimournezhad, and Ghanbari (2013) using a focus group discussion conducted with six in-service teachers on the advantages and challenges of journal writing assignments in a BA Second Language Teaching Methodology program they had went to. Thematic analysis of the discussion aired that the participants assumed writing journals had led to their self-awareness, comprehension of issues linked to ELT, reasoning skills, and dialog with the teacher educator. The participants also discussed two major challenges in writing journals: the necessity of in-depth reading of course materials and full participation in discussions to be able to write quality journals and the tension between their schooling background and the reflective nature of journal writing.

The fourth study was conducted by Langley (2010) to observe the perceptions of graduate nursing students and a small sample of faculty concerning learning outcomes related to reflective learning journals in online education. The finding of this research reveals that graduate students and faculty discover positive learning outcomes with the implementation of reflective journals in online education.

The last study was conducted by Greiman and Covington (2007) explore pre-service teachers' journal writing experiences to obtain insight into the process of developing reflective practitioners. Participants in this study completed an 11-week student teaching experience. The pre-service teacher preferred reflective

modality was verbal reflection, self-reflection, and written reflection. Using a “like/dislike” phenomenon associated with journal writing and reflection was discovered. Pre-service teachers perceived that journal writing is a personal and unique endeavor.

Meanwhile, the researcher wants to conduct a study also related to the daily reflective journal. The results in previous studies showed differences. Some stated that daily reflective journals were instrumental (Abednia, Hovassapian, Teimournezhad & Ghanbari, 2013; Farrah, 2012) for the learning process, but some stated that this was only a repetitive activity (Dumlao & Pinatacan, 2019). Therefore, researchers using a qualitative method with participants who are pre-service teachers at a university in Southeast Sulawesi report their perceptions of daily reflective journal use for teacher development during field teaching practice.

