

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion. In this part, the researcher would report the findings of data analysis which is related to EFL preservice teachers' perceptions of reflective teaching journal writing.

4.1 Findings

This study focuses on the analysis of EFL preservice teachers' perceptions of reflective teaching journal writing. For this reason, the purpose of this research is to use student reflection. This finding shows the reflection questions that focus on identifying knowing EFL preservice teachers' perceptions of reflection on teaching journal writing. From the findings of preservice teachers' reflections, almost all of them had a positive response from reflection on teaching writing journals.

From EFL preservice teachers' reflection questions, almost all gave positive responses when they wrote reflection journals their experience, and observation of reflective teaching journal writing activity provided many benefits and motivation. Reflective teaching journal writing helped them realize and evaluate their shortcomings as EFL pre-service teachers during their field teaching practice. Then, they also showed a good response when they could find out their ability and strengths while writing reflection journals that they could enjoy during field teaching practice.

4.1.1 EFL Preservice Teachers' Perceptions of Reflective Teaching Journal Writing

The teaching practicum is a psychologically demanding period of professional preparation since preservice teachers must juggle demands from the student, mentor, school administrator, and university supervisor in a compressed time frame all in what is typically a new environment (Cakmak & Gunduz, 2018). The main purpose of a practicum is to connect theory and practice. In a social constructivist view, for learning to take place, it must be situated in an authentic social space. A practicum becomes that space in which preservice teachers make sense of the content in their programs and transform their identities (Cirocki, Madyarov & Baecher, 2019).

Thus, pre-service teachers need to be in touch with a real teaching context to build up a realistic view that allows them to understand, reflect, and work to improve their teaching practice. With this, pre-service teachers can see the developmental process in teaching by finding phenomena that occur during teaching practice and observation in the field. Then providing the benefits of reflective teaching journal writing is a tool that allows them to look back on their idea, reaction, and response from the writing experience they write in their teaching journal writing.

4.1.1.1 Benefits of Reflective Journal Writing

EFL preservice teachers' perceptions of reflective teaching journal writing were generally positive, especially at the outset. They regard reflection as a useful tool that helps them through their teaching experiences. For them, reflection is a

record in which they express their thoughts after each teaching experience to maintain good teaching action, focus on the problem at hand, and consider improvement plans. Melville, Passmore and Bowen (2011) supported the idea that reflection provides to build EFL preservice teachers' who were better able to absorb course content and link this to their personal experience as well as their teaching practice. The statement is that almost all preservice teachers provide a positive response to perceptions about the reflection of teaching journals, which builds their teaching quality better.

4.1.1.2 Building Preservice Teachers' Enthusiasm

Today pre-service teachers need to relate to a real teaching context to build a realistic outlook that allows them to understand, reflect, and work to improve their teaching practice. From these findings, almost all pre-service teachers respond well to the perception of reflection on writing a teaching journal better in the future, they can see the developmental process in teaching by finding phenomena that occur during teaching practice and observation in the field.

The benefits of journaling during the practicum according to the pre-service teachers in both the interview and the reflection data included practicing reflection on the practicum, further conceptualizing deep and personalized views on how to use awareness and knowledge in own class, and developing English skills. First, reflective journals encouraged the pre-service teachers to engage in reflection on their practicum including classroom observation. This can be seen from the excerpts below.

"Writing a reflection journal is very useful and beneficial in research to find inspiration and motivation and helps find comparisons of writing levels over time." (P1).

From the statement above, I can see that the participant enjoyed and mentioned that writing a reflective journal is very useful, and provides inspiration and motivation.

"This reflection journal is very useful and becomes a medium for venting and reducing stress when rereading." (P2)

The response above states that the participants in the journal provide benefits in being able to re-read the teaching journal that he has written.

"It is useful because it can find out the shortcomings of teaching". (P3)

From the response above participant mentioned that writing a journal of teaching reflection is beneficial.

"Very useful, because when I write a teaching reflection I can know my strengths and weaknesses in teaching and use it as an evaluation material." (P4)

From the response above, participants said that when writing a journal they could find and know his strengths and mistake when evaluating the material he presented.

"Writing a teaching reflection journal is useful, especially for prospective teachers, and knowledge to teach according to the RPP can know the reasons and factors and also become an archive of documentation of future teaching abilities."(P5)

From the response above, it is stated that participants can know the location of teaching and learning well, such as what they think know to teach, so

they can know the factors and reasons for doing teaching documentation can find out their future abilities better.

From the conclusion above, it can be seen that the use of reflective teaching journal writing is very good to apply in teaching English because the use of reflective teaching journal writing can make students make more enthusiastic about writing teaching journals.

4.1.1.3 Developing Enjoyment in Writing Teaching Experience

The use of reflective journal writing builds an exciting atmosphere. From the results of EFL pre-service teachers' reflections, several students stated that they liked to write journal reflections because the student would have a good impact on bringing them to the development of writing a teaching reflection journal. Some say that the use of journal writing is very interesting.

By using reflective journal writing, they can realize and evaluate their shortcomings and they will continue to improve their teaching and learning system based on what they write in their reflection journal. This can be seen from the excerpts below.

“Yes, I enjoy it because I find myself happy to write, especially about diaries or daily activities that have high emotional outbursts in them, such as when teaching.” (P1)

From the answer above, it is said that participants enjoy writing, and their daily writing can provide development in writing.

“Yes, I enjoyed it, the reflection journal that I wrote became a medium for me to "confide" about what I experienced during the teaching and learning process that day. I can write all the troubles, as well as ease and free expression in the journal so I enjoy it.” (P2)

With the same answer, the response above mentions that reflection journals can provide good feedback when the teaching experience can provide a better experience in free expression.

“I quite enjoy the process of writing this teaching reflection journal because that way I can know my strengths and weaknesses in the teaching process in class.” (P4)

In this answer, participants can find out where the strengths and mistakes lie when writing a journal of reflection on pre-teaching experiences.

“I enjoy writing a reflection journal. I found it easy because it was like writing a story about the activities we had done. while writing, suddenly an idea popped up and made me feel like there was a lot to write about.” (P5)

The same answer, the participant enjoyed writing a journal more because he considered that writing a teaching journal was the same as writing activities in daily life so he felt a little more critical in including the idea in his book. From the statement above, it can be seen that the use of reflective journal writing is very effective.

In addition to the way the student teaches during the field, teaching practice is very good, using reflection can also make preservice teachers enjoy the reflective teaching journal writing on what they experienced and then put it in the form of reflection writing so that they can correct mistakes and evaluate themselves teaching as field teaching practice teacher will be better.

4.1.1.4 Increasing Preservice Teachers' Motivation to Teach

From the results of the reflection data, it can be seen that several preservice teachers state that the use of reflection journal writing is very good

because it can motivate preservice teachers to improve their abilities. Not only that, but using writing a teaching reflection journal can also give them experience in writing, and enjoying, and the idea that they will develop.

The use of writing a teaching reflection journal can also make preservice teachers able to release the thinking patterns formed through understanding their teaching and they can distribute it to the community later, it can even make preservice teachers motivated in the journal writing process. In improving the developmental process in teaching practice, preservice teachers also feel that they increase their teaching ability by writing a journal of teaching reflection so that they can be realized when leading them to be like teachers in general. This can be seen from the excerpts below.

“Yes, this activity made me realize that I was able to feel a little better as a teacher. At that time, I realized that I had skills to be a teacher, which I didn't believe in myself until I didn't even want to be a teacher.”
(P1)

From the answer above, I see that the participant, worry about them in terms of skills to be a teacher who is quite better at giving them motivation and direction and making them realize how important it is to have a skill as teachers so that in the future they can be better.

“I was also able to realize my strengths and strengths as a teacher during PLP II. In my reflection journal, I write everything down, everything that I experience starting from my feelings, the child's response, the feedback I give to the children, the process I did in learning that day, and the interactions between one child and another. So that I can realize which parts turned out to be my strengths as a teacher during PLP II.” (P2)

The answer above makes them aware of the ability as individual prospective teachers to be able to realize the advantages during the process of experience in their teaching practice. This has a positive impact on prospective

teachers who in the process of writing their teaching journal, then they can know where the advantages in the teaching and learning process can be better in the future.

“Yes, because from that reflection I can see my progress in teaching.”
(P3)

“Yes, besides being able to realize my shortcomings in teaching, through this reflection I can also know my strengths/strengths in teaching. Why is that, because I think the purpose of this teaching reflection is to find out the advantages and disadvantages of the teaching process.” (P4)

The combined answer of participants 3 and 4 have had a good impact on their own. Because of the two, they have seen their progress in teaching and also they can know and realize the shortcomings and advantages in the process of writing their teaching journal.

From the statement above, it can be seen from the results of student reflections that have been collected that they are motivated by using reflection journals, and even their level of understanding about EFL preservice teachers' perceptions of reflective journal writing is further increased. Because using the journal can make students have a little change in teaching patterns. There was even a student who stated that using journal writing in reflective teaching made him have a lot of changes in determining ideas.

4.1.2 Preservice Teachers' Awareness of Reflective Teaching Journal

Arslan (2019) expands the study of reflection as a longitudinal case study and observe how pre-reflection teacher devotion develops from outside factors such as the environment, and behavior to more inner problem such as the mission,

to be a teacher. So, reflection can open a window for the pre-reconstruction of the teaching profession as a mission.

From the results of student reflection, several students gave positive responses that the use of reflective teaching journal writing is very good. For Chant, Hefner, and Bennett (2004), on the other hand, reflection is a difficult process, since it requires critical thinking, self-direction, and problem-solving coupled with personal knowledge and self-awareness. the use of writing journals can make students remember and evaluate the previous teaching reflections that became a factor in the emergence of the idea from the journal reflection.

When reflective teaching journal writing can make preservice teachers aware of previous teaching observations. From the finding, it was found that almost all students gave a good response to the EFL preservice teachers' perceptions of reflective teaching journal writing. In addition, their reflection is sometimes repetitive. They also reflect on similar issues such as an explanation of grammar, student participation, and understanding, time, and classroom management. Finding the problems they typically share in reflective writing and their frequency. This can be seen from the excerpts below.

"I found many advantages as I became accustomed to writing reflectively and evaluative, of course, which I can feel at this time."
(P1)

"I think writing this journal can make this teaching reflection a medium to unwind after doing the teaching process." (P2)

"I think it is necessary that student-teacher candidates can evaluate their shortcomings in teaching and can use them as learning for the future so that it becomes better." (P3)

"Yes, you have to, because this teaching reflection has many benefits. Besides being a medium for our evaluation as prospective teachers, this reflection can also make students think critically." (P4)

“In my opinion, writing teaching reflections, especially for education students, can train prospective teachers to always evaluate their abilities and motivate them to try various teaching strategies.” (P5)

From the statement above, it can be seen that the use of reflective journal writing is very useful for students to strengthen their use of reflective journals. In addition to the way the student teaches during field teaching practice, using reflection can also make students find the idea from observation for teaching experience using the reflective teaching journal writing reflection writing can give them evaluate and learning. In some cases, they do not offer solutions to the problems they face. Furthermore, they sometimes generally state that they will do their best or they will seek a solution without specifying it.

4.1.2.1 Preservice Teachers’ Perceptions of Reflective Teaching Journal Process/Experience

On the other hand, language teachers who critically reflect on their teaching practices raise questions about the language teaching catchphrases they have been taught, promote ‘more informed practice’ and make ‘tacit beliefs and practical knowledge explicit’, leading to ‘new ways of knowing and articulating’ (Crandall, 2000, p. 40). However, second and foreign language teacher cognition research is a more recent phenomenon, and when it comes to pre-service teachers’ cognitions, the issue gains more importance for the widely accepted belief that they come to teacher training programs with well-established beliefs.

Knowing preservice teachers' perceptions of reflective teaching journal, with the activity of writing a reflection of teaching journal make them better understand their strength and weakness in the experience of teaching practice. In

addition, from the results of preservice teachers' reflection, some preservice teachers state that the use of reflective journal writing can also give them a process in evaluating a field of teaching practice experience. This can be seen from the excerpts below.

“Yes, I am very aware of that. Writing a reflection journal for the first time in the first column on the first day of teaching has given me enough self-evaluation. I have been very observant in wanting to improve my teaching skills after that at each next teaching session, including covering up my previous teaching shortcomings. (P1)

From the answers above, the participants was able to understand their awareness in the process of writing a teaching journal giving them an evaluation by correcting errors in their teaching skills.

“Yes of course. After writing a teaching reflection journal at PLP II and then I read it again, I realized that in the teaching and learning process that I was doing, there were still some shortcomings. With it, I can evaluate anything.” (P2)

The response above was that the participant really enjoyed the process of writing his reflections and then he was able to evaluate the teaching process.

“Yes, because from that reflection I could see my progress in teaching, which at first was nervous and confused about how to teach students well, over time teaching has become a normal thing for me. From these reflections, I can also find out my shortcomings so that in the future I can improve them and not repeat the same mistakes.” (P3)

The response above is that the participant enjoyed the development of his teaching from the teaching reflections he had written, and he could better understand the students in teaching well so that in the future he could be a better teacher. The other statements ;

“Yes you can, because the teaching reflection journal contains about the teaching process that I do in class which I explain in detail so that I can evaluate the shortcomings that I did during the teaching process and make it even better.” (P4)

“I have not been able to fully realize my shortcomings as a teacher during PLP II through writing a reflection journal. Because I still tend to write only positive things from my teaching.” (P5)

The response above mentioned that participants were able to realize during teaching practice through writing journal reflections because they received positive feedback from their teaching. The statement above, shows that writing journal writing can give them positive responses so that they can enjoy the experience of writing.

Journal writing can provide many benefits, especially the ability to remember, improve writing creativity, and improve the development of skills in the teaching experience. Of course, they can also correct deficiencies in previous teaching practices, and from that experience, they can continue to improve their ability, and the teaching and learning system in the future will be better.

4.2 Discussion

This study presents a discussion of the research findings. This study was conducted to see how EFL preservice teachers' perceptions of reflective teaching journal writing. This study found perceptions on two themes that are divided into several sub-themes. The two themes are EFL Preservice Teachers' Perceptions Of Reflective Teaching Journal Writing which includes several sub-themes and Preservice Teachers' Awareness of Reflective Teaching Journal which includes a sub-theme, namely Preservice Teachers' Perceptions of Reflective Teaching Journal Process / Experience. Based on these findings, several reasons and opinions of pre-service teachers were found regarding perceptions related to their teaching journals that they had observed and looked at circumstances outside of

teaching and in teaching. Some opinions and reasons found that from the beginning the reflection of teaching was very good and useful and received a positive response from this preservice teacher who could help them during teaching practice.

Writing in journals helped preservice teachers become more aware of the needs and problems specific to their teaching contexts. This awareness was the first big step for them to think about possible solutions and to implement various teaching strategies they developed. Lee's (2007) findings that suggest engaging in journal writing helps to promote reflective thinking, thus describing it as a useful experience for pre-service EFL teachers. Similarly, Abednia et al. (2013) found that EFL in-service teachers thought that journal writing contributed to their self-awareness, understanding of issues related to ELT, reasoning skills, and dialog with the teacher educator. Many researchers have implemented different studies to examine the effectiveness of different types of reflective teaching tools and techniques.

Pre-service EFL teachers were asked to keep a journal in which they recorded their thoughts after each lesson. They were asked to write spontaneously with the main focus on reflection rather than worrying about grammar or spelling. According to Wright (2010), writing reflective journals is "a fairly radical innovation". Also, journals have formed the most visible mode of realization of reflection and have prompted discussion of perceived difficulties of this trend.

This study chose reflective writing to show that it has the potential to maximize student participation and motivation. Moreover, students can express their thoughts and feelings through such diaries without worrying about spelling

and grammar. Allowing future English teachers to reflect on their performance will help them determine the strengths and weaknesses of what they are doing or learning. Identifying the positive and negative aspects is the first step in implementing any required modifications. As Zein (2017) argues that the bigger emphasis on interest in teaching younger newbies became the younger language learner in preference to the language itself. Training future English teachers in journal writing in the manner in this study helps them use the same skills as students in school; something that can help these students develop writing skills and start thinking critically at a young age.

The process of reflection was a kind of eye-opener because preservice teacher felt empowered and autonomous in their classroom practices when they implemented self-initiated pedagogical options. This awareness was the first big step for them to think about possible solutions and to implement various teaching strategies they developed. They extended their knowledge about language learning/teaching and brought about positive changes to address their teaching goals and students' needs more effectively. The participants in Degago's (2007) study considered writing journals as a valuable opportunity to improve their reflection skills.

Lee (2007) found that the pre-service English teachers in her study referred to additional perspectives when reflecting on a given issue, which, to her, would lead to more depth of understanding of the issues. According to Schön (1983), reflection involves reflection-in-action and reflection-on-action. Reflection-on-action involves thinking about an action after the action has been done, the purposes of which, based on Schön (1983), are to develop and expand

one's understanding of a phenomenon and to evaluate and examine one's knowledge base.

The use of journal writing in reflective teaching can increase the level of students understanding even more by using reflective, students can be motivated in the learning of teaching. The results of the two themes found that several student responses benefited as well as motivation so that they could get information and an overview from the point of view of their perception of the use of journal writing reflection. That way, from the results, found there are responses or input their answers with repeated sentences or words. Motivation is categorized as useful, and development is categorized as strengths and advantages, all of which are collected on their perception during teaching practice.

The results showed that the prospective teacher's perception of reflection is positive. They believe that it is very helpful during their teaching practice in schools. Mohamed (2011) stated that reflective skills are acquired gradually through maintaining a teaching journal, recording lessons, obtaining feedback through peer observation, and obtaining feedback from the student's journal which acts as a reflection forum. It helps them to pay attention and record what they are doing and improves their teaching by developing solutions to the problems they face. However, they assume that the importance of reflection is temporary. It was only useful in the beginning but became a routine action that repeated over time.

This shows that they have a misunderstanding about reflection. They think of it as a way to write down their thoughts about their teaching practices and how to develop them rather than an ongoing process of exploring and undoing teaching

routines. In this regard, Lee (2005) argues that reflective thought processes should not only address progress toward the solution of a problem but rather at the level of situational awareness; Process and progress must be seen together.

Therefore, the pre-service ought to be aware of the improvement of the child-pleasant pedagogy. Registration for teaching activities, especially Abednia et al. (2013) claims that teachers can video record the teaching process to collect rich data and follow up by recording it in a diary. Regular journaling is strongly recommended as it helps teachers clarify their teaching, explore their beliefs and practices, and monitor their practice (Farrell, 2007; Orland-Barak & Yinon, 2005).

