

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents the study's design, setting and context, instrument of the study, technique of data collection, and followed by the technique of data analysis.

#### **3.1 Research Design**

This study used an approach called the narrative review method to explain the benefits of reflective journals for EFL teachers. A narrative review is characterized by defining the necessary criteria, systematically reviewing and exploring the existing literature to determine the research questions and relevant inclusion and exclusion criteria, and aims to understand what phenomena were experienced by research subjects in terms of experience, behavior, perception, motivation, action, and so on (Ferrari, 2015). Therefore, this narrative review research explained and identified the benefits of reflective journals for teachers through in-depth study data collection.

#### **3.2 Setting and Context**

The documents were searched in the journal database with a limitation to articles published in the last five years (2015-2021). The journals obtained were then identified based on the research subject, which was the benefits of reflective journals for EFL teachers.

### **3.3 Instrument of the Study**

The data for the study consisted of documents containing articles, and ten articles were selected and identified. These articles, published in the last six years (2015-2021), each addressed topics relevant to the purpose of this research.

#### **3.3.1 Narrative Review**

A narrative review defines the necessary criteria by systematically reviewing and exploring the existing literature to determine research questions and relevant inclusion and exclusion criteria (Baker, 2016). The use of narrative review was to identify the benefits of reflective journals for EFL teachers. According to Ferrari (2015), the narrative review method aims to find and summarize previously published articles, avoid research duplication, and look for unexplored new areas of study. The purpose of the narrative review, as described by Okoli and Schabram (2015), is to provide a theoretical background or foundation for the research to be conducted. It aims to explore the depth or breadth of existing research related to the topic under investigation and address practical questions by understanding the findings of previous studies.

The results of the narrative review assessment process of the studies led to a decision regarding their inclusion or exclusion. As a result, the final data used for analysis came from studies that were deemed of high quality and trustworthy (Holly, Salmond, & Saimbert, 2021).

### **3.4 Technique of Data Collection**

In collecting data about the benefits of reflective journals for EFL teachers, this study utilized narrative review methodology. The data on the benefits of reflective journaling for EFL teachers were gathered through narrative review. The data from journal reviews were examined qualitatively using a synthesis matrix (Bandara, Fiel, & Miskon, 2011).

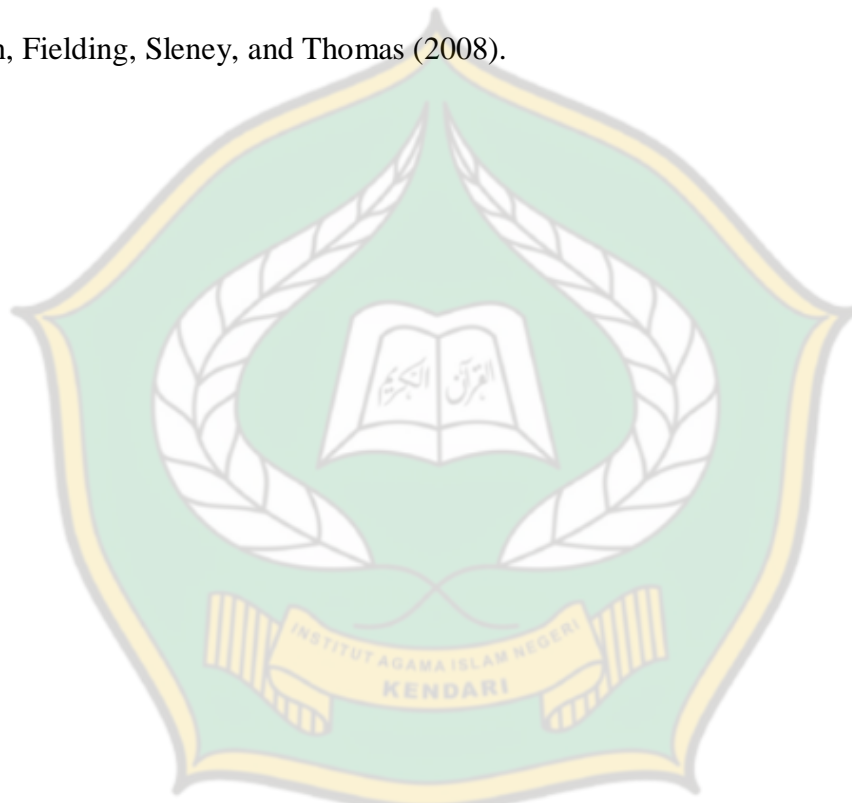
This study identified ten relevant articles published between 2015 and 2021 as a foundation for gaining solid insights into recent developments on the topic. The data from the journal review were analyzed using four qualitative steps based on narrative review methodology, as outlined by Ramdhani, Ramdhani, and Amin (2014). These steps included selecting topics for review, tracking and selecting suitable/relevant articles, analyzing and synthesizing the literature, and organizing the writing of the review and conclusions.

### **3.5 Technique of Data Analysis**

This study had a primary objective of gathering comprehensive data to ascertain the benefits of reflective journals for EFL teachers. The process of data analysis was meticulously conducted, drawing insights from the rich dataset that had been meticulously collected. The study took on the responsibility of overseeing this data collection, recognizing its critical role in shedding light on the benefits of reflective journals for EFL teachers.

One of the pivotal techniques employed in this synthesis process was the utilization of a synthesis matrix, a strategy expounded by Ramdhani, Ramdhani, and Amin (2014). This matrix was systematically structured around key studies

centered on specific topics, serving as a foundational tool for guiding the research endeavors. In essence, a synthesis matrix took the form of a table or diagram, facilitating the organization and categorization of arguments extracted from various articles. It allowed researchers to amalgamate diverse components into a coherent whole, forming impressions or deriving conclusive insights concerning the entirety of the articles under consideration, as elucidated by Ellis, Alexander, Dickinson, Cronin, Fielding, Sloney, and Thomas (2008).



**Tabel 3.1 Article Table**

No.	Author	Title	Year	Aim/focus	Design	Instrument	Findings
1.	Anselmus Sudirman, Adria Vitalya Gemilang, & Thadius Marhendra Adi Kristanto	The Power of Reflective Journal Writing for University Students from the EFL Perspective	2021	(1) Describe the power of reflective journal writing in communicating ideas, (2) Identify the aspects of reflective journal writing that aid learning in an EFL context	This Research Uses A Qualitative Method	Interview, Reflective Journals	The study showed that reflective journals were useful for students to make critical reflections and self-discovery responses to writing topics. The students learned to focus on writing components such as order, unity, coherence, cohesiveness, content, and organization of ideas through reflective journal writing. The students' perspectives on reflective journal writing were primarily concerned with macro-and micro-level linguistic issues, as evidenced by the interview results. Writing a reflective journal necessitated their ability to reformulate thoughts, provide details, and solve problems.

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							Furthermore, critical thinking, metacognitive skills, and self-reflections became increasingly important in helping the students to develop their ability to write reflective journals.
2.	Rokhsareh Ghorbani Moghaddam, Mohammad Davoudi, Mohammad Reza Adel, Seyyed Mohammad Reza Amirian	Reflective Teaching Through Journal Writing: a Study on EFL Teachers' Reflection-for-Action, Reflection-in-Action, and Reflection-on-Action	2020	The aim of the current mixed methods study was to explore the extent to which EFL teachers engage in reflective teaching and to examine the extent to which raising teachers' awareness of reflective teaching changes their reflective practice.	Qualitative Method)	Reflective Teaching Inventory	The results also showed that the experimental group practiced reflective teaching more than the control group. The findings of this study might encourage the instructors of teacher education programs to have a fresh look at their practices and policies with the intention of customizing techniques that promote a reflective approach to teaching practices among teachers
3.	Arman Abednia, Addeh	Reflective journal writing:	2017	What were the advantages of	Qualitative Method	Focus Group Discussion	In this respect, the teachers considered

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	Hovassapian, Shohre Teimournezhad, & Nazanin Ghanbari	Exploring in-service EFL teachers' perceptions		writing reflective journals? What challenges did writing reflective journals present? What solutions would help address those challenges?			reflective journal writing to have great potential to help them become aware of their implicit beliefs about ELT and revisit them and improve their reasoning and self-expression skills. However, they believed it put high demands on them in terms of preparatory readings prior to sessions and active involvement in class discussions. Also, they had to deal with the tension which arose between their schooling background and the reflective nature of journal writing. In order to enhance the effectiveness of the task, they suggested that the teacher educator shed more light on the nature and process of writing reflective journals and encourage peer feedback

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4.	Bilha Bashan & Rachel Holsblat	Reflective journals as a research tool: The case of student teachers' development of teamwork	2017	How do reflective journals help teacher educators better understand the development of teamwork among student teachers in their practicum?	Qualitative Method)	Phenomenological Analysis.	The reflective journal entries provided the researchers with a better understanding of the development of teamwork among student teachers. The findings suggest that teamwork develops in seven stages corresponding to Drexler's model of teamwork performance. The journal findings will be analyzed according to the seven stages of the model. The journal entries are marked according to the research's first/second/third year: I/II/III.
5.	Intan Safinas Mohd Ariff Albakri, Mohd Hassan Abdullah, Ahmad Jazimin Jusoh	Lessons from Experience: ESL Student Teachers' Reflection during Practicum	2017	1. What are the focuses of student teachers' reflections during practicum? 2. What do the student teachers face the challenges?	Qualitative Case Study.	Semi-structured Interviews	Student teachers require strengthening in skills and strategies to manage the classroom and diverse learners. They need to be exposed to ways to resolve classroom conflicts and resume the role of the person with authority in the



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		through Reflective Journals					classroom. Student teachers need to be exposed to reflective thinking. They need To be guided and coached on how to reflect critically and they need to be equipped with Critical reflective skills to promote critical reflection. Proper scaffolding has to be injected to assist the student teachers in reaching a higher level of reflection. Reflective journals can be a good practice during teacher training in some of the courses to promote reflective thinking from technical and practical levels to critical reflection levels.
6.	Shadi Donyaie a, Hassan Soodmand Afshar	EFL Teachers' Reflective Journal Writing: Barriers and Boosters	2019	1. Are Iranian EFL teachers familiar with RJW? 2. Are Iranian EFL teachers already trained on RJW?	Qualitative	Semi-structured Interviews and Focus-Group Interviews	The results also indicated that the reflection consciousness-raising interactive workshop positively impacted the participants' individual and collective RJW and their

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				<p>3. In Iranian EFL teachers' view, what are the barriers to RJW?</p> <p>4. How can an interactive consciousness-raising workshop on reflection contribute to the content quality of individual and collective journals written by Iranian EFL teachers?</p> <p>5. In what ways do such consciousness-raising activities on reflective journal writing as interactive workshops</p>			<p>teaching overall. In sum, we found out that EFL teachers could and should be trained on reflection in general and RJW in particular through interactive workshops or other consciousness-raising activities on reflection.</p>

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				contribute to Iranian EFL teachers' teaching quality overall?			
7.	Brent Allen Jones	Reflective Journaling for English as a Foreign Language (EFL) Teachers in Japan	2015	1. What shared/differing concerns or challenges are experienced by university EFL teachers in Japan? 2. Is reflective journaling a viable form of professional development for EFL teachers in Japan?	Qualitative	A Reflective Journaling & Semi-Structured Interviews	Preliminary analysis identified classroom management, questioning of one's own perspectives/practices, and classroom community as shared concerns. Also, with appropriate support, reflective journaling appears to be a viable form of PD for in-service teachers of EFL in this context.
8.	Amin Khanjani, Fereidoon Vahdany,	Effects of Journal Writing on EFL Teacher Trainees'	2017	To investigate the actual application of reflective	Qualitative	Questionnaire, Observation	The results indicated that journal writing had a significant effect on promoting reflective practice in teacher trainees. There was

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	Manoochehr Jafarigohar	Reflective Practice		practice in EFL teaching practice			also a significant difference between participants' perceptions and the application of reflective practice before and after treatment.
9.	Suleyman Davut Göker	Use of Reflective Journals in the Development of Teachers' Leadership and Teaching Skills	2016	1. What reflection types are observed in the student teachers' writing? 2. What strengths and weaknesses were focused on by the student teachers in writing their reflections? 3. What are the student teachers' opinions regarding 10-hour orientation on reflective writing program?	Quantitative and qualitative research approaches	Open-ended Questioning Techniques (Surveys and Interviews), and	Findings have implications for how reflective journals can be employed and used in school-based contexts and pre-service teacher education. Results gained through this study are also consistent with those of some researchers showing the positive contribution of journal writing ([2]; [7]; [13]; [14]; [18]; [19]). Considering recent developments based on creating reflective communities and reflective practices in the field, researchers argue that writing reflective journals could be integrated with the content of teacher education programs.

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10.	Shahab Moradkhani	EFL teachers' perceptions of two reflection approaches	2018	<p>1. Do EFL teachers prefer one reflection approach (teaching journal versus peer observation) over the other?</p> <p>2. If so, to what factors do they attribute their preference for one reflection approach?</p> <p>3. What are their suggestions for maximizing the impact of these reflection approaches?</p>	Qualitative Method	focus Group Interviews	<p>Research findings indicated that the teachers generally favored peer observations over teaching journals. This preference was attributed to the evaluation criteria in observation forms, alternative teaching models the participants were exposed to, and collegial collaborations developed through post-observation discussions. The teachers also argued that receiving feedback on journal entries, conducting observations before keeping journals, and establishing criteria to guide journal writing could further the benefit of the two reflection approaches. The implications for teachers and teacher education are discussed.</p>