

## CHAPTER V

### CONCLUSION

As a finale, this chapter presents the point of the research. It discusses some items in particular consisting of the study's conclusion, limitations and pedagogical implications.

#### 5.1 Conclusion

This study aims to discover the benefits of reflective journals for EFL teachers. The results of this study reveal that there are several benefits obtained from the results of relevant studies, namely: (1) Improved pedagogy, (2) Dialogic tool, (3) Self-awareness (identifying strengths and weaknesses of the learning process), (4) Evaluation tool, (5) Developing reflection and reasoning skill, (6) Constructing and expanding personal understanding, and (7) understanding learners.

Information gleaned from previous research underscores the manifold advantages of employing reflective journals as a dialogic instrument, facilitating meaningful communication between individual educators and their students. This approach empowers teachers to continually refine their communication styles through the practice of engaging in reflective journaling, leading to more effective and student-centered instructional strategies.

Furthermore, one of the pivotal merits of reflective journaling lies in fostering self-awareness, enabling educators to discern their own strengths and areas that warrant improvement. This self-awareness, coupled with a commitment

to adapt and modify lessons as needed, paves the way for ongoing professional growth and the provision of enhanced educational experiences.

Additionally, reflective journals serve as invaluable tools for evaluation—a cornerstone of the learning process. By leveraging reflective journals for assessment, educators can discern the efficacy of their teaching methods, pinpoint areas requiring refinement, and gauge students' depth of comprehension. Thus, when educators fully grasp their role and recognize the inherent strengths of pedagogy and professionalism within the learning process, they can harness the diverse benefits of reflective journals to maximize their impact on both teaching and learning.

## **5.2 Limitations**

Recognizing the research's limitations was necessary. The study's flaws or shortcomings showed this restriction. Through a lengthy procedure, some of these constraints can be examined from multiple perspectives. These cover techniques, study results, and reviews of the literature.

The study has certain weaknesses that need to be addressed, particularly concerning research on the advantages of journals in the Indonesian context. Firstly, it is challenging to locate relevant research within the Indonesian context, especially when compared to research conducted in a more regional context, such as Southeast Sulawesi. This challenge arises due to the limited availability of articles that align precisely with the study's objectives.

Secondly, there is a scarcity of reliable sources providing in-depth and complex insights into the intentions behind reflective journal usage. This scarcity

hinders the ability to delve deeper into the advantages and drawbacks that may exist but are not elucidated due to conflicts with the research objectives. Consequently, there is a need for more comprehensive research that extends beyond the examination of solely the advantages of reflective journals. This expanded research scope should encompass an exploration of both the advantages and shortcomings, along with a comparative analysis of reflective methods against other instructional approaches. Such an approach will contribute to a more comprehensive understanding of the subject matter.

### **5.3 Pedagogical Implication**

The outcomes of this study hold significant implications for how EFL (English as a Foreign Language) teachers can effectively integrate reflective journals into the learning process. From a pedagogical standpoint, educators can harness the potential of focused reflective journals by encouraging students to tap into their emotions. As suggested by the research findings, these journals serve as a platform to foster interaction, open dialogues, and engage in collective evaluations with students and fellow educators. This approach can prove highly effective in capturing students' attention, heightening their awareness of their environment, and instilling the confidence to explore their capabilities while remaining actively engaged in the learning process.

Furthermore, the study's revelations underscore the utility of reflective journals in promoting self-awareness, particularly in terms of recognizing one's strengths and weaknesses. For teachers and lecturers, this aspect becomes invaluable in understanding students' perspectives on their own strengths and

weaknesses. This insight empowers educators to tailor their teaching methods more effectively, aligning them with students' needs and potential for growth.

In essence, the study's findings advocate for the incorporation of reflective journals not only as a means of enhancing language learning but also as a dynamic tool for fostering self-awareness and enriching the pedagogical experience. By encouraging individuals to engage in thoughtful self-reflection, reflective journals empower both educators and students to embark on a journey of continuous improvement, resulting in a more responsive and effective teaching and learning environment.

#### **5.4 Recommendation**

Based on the findings of this narrative review on the benefits of reflective journals for EFL teachers, it is recommended that educational institutions and teacher training programs incorporate reflective journal practices into their curricula. Encouraging EFL teachers to regularly engage in reflective journaling can enhance their self-awareness, professional growth, and pedagogical effectiveness. Institutions should provide structured guidelines and support systems to help teachers maximize the potential benefits of this practice. Additionally, further research is suggested to explore the long-term impacts of reflective journaling on teaching performance and student outcomes, ensuring a comprehensive understanding of its advantages in various educational contexts.