



APPENDICES

Appendix 1 : Reviewed Paper

- Abednia, A., Hovassapian, A., Teimournezhad, S. & Ghanbari, N. (2017). Reflective journal writing: Exploring in-service EFL teachers' perceptions. *System*, 41(5), 503-514.
- Albakri, I., M., A., Abdullah, M., H. & Jusoh, A., J. (2017). Lessons from experience: ESL student teachers' reflection during practicum through reflective journals. *Studies in English Language and Education*, 4(2), 226-234.
- Bashan, B. & Holsblat, R. (2017). Reflective journals as a research tool: The case of student teachers' development of teamwork. *Cogent Education*, 4(1), 2-13. Doi.Org/10.1080/2331186x.1374234
- Donyaie S. & Afshar. H., S. (2019). EFL teachers' reflective journal writing: Barriers and boosters. *Iranian Journal of Language Teaching Research* 7(3), 71-90.
- Göker, S., D. (2016). Use of reflective journals in development of teachers' leadership and teaching skills. *Universal Journal of Educational Research*, 4(12), 63-70. DOI: 10.13189
- Goldberg, K. (2012). Reflective journaling: Building bridges between theory and practice. *Journal of Homeland Security Education* 1(1), 63-69.
- Jones, B., A. (2015). Reflective journaling for English as a foreign language (EFL) teachers in Japan. *Indonesian EFL Journal*, 1(2), 2460-2604.
- Khanjani, A., Vahdany, F. & Jafarigohar, M. (2017). Effects of journal writing on EFL teacher trainees' reflective practice. *Research in English Language Pedagogy*, 6(1). 56-77.
- Moghaddam, R., G., Davoudi, M., Adel, S., M., R. & Amirian, S., M., R. (2020). Reflective teaching through journal writing: A study on EFL teachers' reflection-for-action, reflection-in-action, and reflection-on-action. *English Teaching & Learning*, 44(1), 277-296.
- Moradkhani, S. (2018). EFL teachers' perceptions of two reflection approaches. *ELT Journal*, 73(1), 1-11. Doi:10.1093/elt/ccy030
- Sudirman, A., Gemilang, A., V. & Kristanto, T., M., A. (2021). The power of reflective journal writing for university students from the EFL perspective. *Studies in English Language and Education*, 8(3), 1061-1079.

Appendix 2: Tabel Matrix

Article Code	Article Title	Finding	Notes
A #1	The Power of Reflective Journal Writing for University Students from the EFL Perspective	<p>The power of reflective journal writing and the aspects of reflective journal writing in the EFL context of learning</p> <p>1. Critical Reflections and Self-Discovery.</p> <p>In this sense, reflective journal writing is becoming more popular as a means of addressing both writing competence and its significant impacts on cognitive domains such as powerful reflections, interpretation, and other self-inquiry issues. The results in Table 2 reveal that reflective journal writing seeks to chronicle the EFL students' self-reflection components that tend to evaluate writing activities, demonstrate in-depth thoughts, and develop them</p> <p>2. Critical Thinking, Metacognitive Skills, and Self-Reflections.</p> <p>These are increasingly important in helping students to develop their ability to write reflective journals.</p>	<p>In the aspect of powerful reflection, it has similarities with A#3 on developing reflection and reasoning skills. This study's participants believe they can improve their reflection and reasoning abilities. Also, on A#10, on the aspect of the order of reflection approach, the teacher proposes that reflection journaling tasks until peer observations are completed can yield more useful results.</p> <p>And also has similarities with A#6, which explains that increasing critical reflection has a positive impact.</p>

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		<p>15% Student review topics, implying that the majority of students review The topics of the course’s learning materials. That is followed by analyzing problems (13%) and interpreting the topics (13%). That implies that despite the students re-formulating the materials learned in previous sessions, they also tried to develop their critical thinking skills.</p> <p>3. Student Ability Writing Components.</p> <p>The students learned to focus on writing components such as order, unity, coherence, cohesiveness, content, and organization of ideas.</p> <p>As much as 12 % of students summarize, compare (12%), and classify topics and subtopics (11%) in their writing. About 7% were Able to build critical thinking, 7% to sequence topics, and 6% to communicate ideas. Meanwhile, only a small % of students (4%) had difficulty exploring ideas in their reflective journals.</p> <p>4. Macro-and Micro-Level Linguistic Issues.</p>	

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		<p>The students said writing in reflective journals sharpened their writing skills, especially in using and understanding certain terms. For example, when the definition of a word is changed from a general to a specific category. This process emphasized their linguistic improvements at both the macro and micro levels. The macro-level considerations include writing contexts, rhetorical structure, textual or clause relations, cohesion and coherence, composing stages, and strategies. Hence, grammar, vocabulary, referencing, transitional devices, writing styles, and metacognitive skills are all technically covered at this level</p> <p>5. Writing reflective journals is thought to have the power to bridge the gap between existing and new knowledge.</p> <p>It shows that the students were able to assert procedural steps, clues, sequences of events, or the causal relationships between ideas and problems when they highlighted logical sequences of arguments. This effort is based on word accuracy, clarity, and precision, as well as the ability to think logically and critically</p>	

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A#2	<p>Reflective Teaching Through Journal Writing: a Study on EFL Teachers' Reflection-for-Action, Reflection-in-Action, and Reflection-on-Action</p>	<p>The findings of the current research showed that Iranian EFL teachers practice:</p> <p>1. EFL teachers engaged in five factors underlying reflective teaching (namely, cognitive, metacognitive, affective, critical, and practical)</p> <p>Practical (M=2.14), Cognitive (M=3.02), Affective (M=2.16), Metacognitive (M=3.76), Critical (M=2.89). The results of the questionnaire indicated that the most frequently used reflective techniques were metacognitive and cognitive components (M = 3.76, M = 3.02), respectively, and the least frequently used one was the practical component (M = 2.14). That would imply that Iranian EFL teachers are more preoccupied with metacognitive factors and are more inclined to gain insight into their teaching practices than the other factors.</p> <p>The low use of the practical component could be justified by various contextual factors (e.g., lack of facilities, lack of support, and cooperation by colleagues and students) impacting language teachers' burdens.</p>	<p>That has similarities to A#5 in the Pedagogy section, where understanding what students know and how they learn and how this informs the chosen instructional strategy is a common subtheme reported by all participants, and similar to A#3 Dialog with other Teachers.</p>

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		<p>2. EFL teachers practiced three chronological types of reflection: reflection-for-action, reflection-in-action, and reflection-on-action to different degrees.</p> <p>Reflection-for-action (Metacognitive Categories, Learner's Issues, Critical Issues), they spent time thinking about the lesson plan and collecting information on the upcoming lesson. The teachers' planning decision is described as reflective practice because they imply a sense of introspection on the part of teachers. Strictly speaking, the teachers' reflections on their future intentions and upcoming lesson plans indicate that they engaged in reflection-for-action.</p> <p>Reflection-in-action (Metacognitive Categories, Learner's Issues), The majority of the experimental group reflection under this category Revolved around learner-related issues like monitoring and assessing students' understanding and increasing their involvement, errors, interaction patterns, and technical issues, including using alternative methods for teaching language skills and language components and managing the classroom. As for the control group, the participants frequently wrote about learners' errors, involvement, and classroom management.</p>	

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		<p>Reflection-on-action (Metacognitive categories, Learner’s Issues, Cognitive Categories) The themes under the reflection-on-action domain were identified: evaluating teaching procedures, asking colleagues; and other experts for advice, searching sources including the Internet, and reading articles.</p> <p>The results showed that the participants in the experimental group were involved in reflection-on-action (78%), reflection-for-action (74%), and reflection-in-action (70%); the control group practiced reflection-on-action (66.6%), reflection-for-action (50%), and reflection-in-action (39.9%). Reflection-in-action was practiced less by both groups.</p>	
#3	A Reflective journal writing: Exploring in-service teachers’ perceptions EFL	<p>Benefits of reflective journal writing:</p> <p>1. Fostering self-awareness.</p> <p>Teachers’ awareness of their own teaching beliefs and habits can help them identify their strengths and areas of improvement and, as a result, improve their teaching perspective and practice.</p> <p><i>“I’d write my idea and understanding of the issue under discussion. In doing so, I’d go through a spiral pattern where first I’d express my ideas</i></p>	<p>In the section, Engage in dialogue with teacher educators. Has the same meaning as A#4 Stage 6—“to work together”. Teacher students reported that they felt a synergy with fellow teacher students, interacted more spontaneously with others, and achieved good results.</p>

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		<p><i>which were usually followed with a rethought and reconsideration of them based on the class discussions, and then revise the whole thing based on my new enlightened perspective.” (Nasrin)*Interview.</i></p> <p>2. Constructing and expanding personal understanding.</p> <p>The participants thought that the reflection that occurred while writing journals encouraged them to establish meaningful connections between the course content and their real-life experiences. As a result, instead of borrowing others’ opinions passively, they could construct their understanding of issues covered in the</p> <p>class in light of their personal teaching experiences.</p> <p><i>“When I attempted to write a reflective journal, I was sure that it is my ideas, and I felt free to relate my personal experiences to the discussed issues, strengthening my sense of being a teacher.” (Mina)*Interview.</i></p> <p>3. Developing reflection and reasoning skills.</p> <p>The participants in this study believed they could improve their reflection and reasoning skills. Before writing journals, they sometimes did</p>	<p>That is also quite relevant to A#10, which suggests collaboration and feedback.</p> <p>Then it is also relevant to A#4, which reveals that there is good preparation for journal writing.</p>

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		<p>not know how to support their positions and express their ideas clearly and persuasively. However, due to writing reflections, being challenged by the teacher educator's questions and comments, and trying to justify their personal ideas, they learned more about reflecting on issues and presenting and supporting their opinions.</p> <p><i>“Writing journals, in many cases, helped us to bring into reality our abstract thoughts, which we would find difficult to express by words. When we would write and present them in a way acceptable and concise to us by putting enough thought and energy, it would become much easier for us to present them verbally for our classmates applying a decent organization and reasoning.” (Melvin) *Interview.</i></p> <p>4. Engaging in dialog with the teacher educator.</p> <p>In the focus group, the participants believed that, in addition to class and group discussions, writing reflective journals was also an opportunity for dialog with the teacher educator since he would carefully comment on their ideas and invite them to continue the dialog through written comments. As the following excerpts show, this dialog helped the teachers find answers to</p>	

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		<p>their questions, modify their thoughts, and increase their interest in journaling.</p> <p><i>“Sometimes I just posed a question, just like in a dialog, since I knew that he [the teacher educator] would answer it and we could negotiate our problems or misunderstandings throughout the writing process.” (Melvin) *Interview.</i></p> <p>Challenges confronted when writing reflective journals</p> <p>1. The conflict between transmission-oriented schooling and a reflective task.</p> <p>The participants believed their learning styles were also strongly influenced by the transmission-oriented and memorization-based schooling they had received, which, in their opinion, was almost devoid of tasks demanding critical reflection and the generation of personal ideas. Teachers were unfamiliar with reflective activities emphasizing individuals’ constructing their own understandings of phenomena. Consequently, their early journals were mostly reproductions of experts’ views rather than their</p>	

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		<p>thoughts on topics and sometimes mainly perfunctory attempts to fulfill an assignment.</p> <p>2. Thorough preparation is required for writing journals.</p> <p>Reflective journal writing is generally considered a demanding task that entails time, practice, and space for generating and reflecting on ideas. An indispensable prerequisite for writing truly reflective journals in the course reported in this study was the teachers' having developed a proper understanding of the assigned readings. In fact, they believed that their journals were not reflective enough whenever they did not read the assigned materials analytically.</p> <p><i>“To be able to discuss a subject with others or write reflections about it, you need to digest that subject. Whenever I did not have or put enough time to read the texts, I could not express in-depth ideas.”</i> (Shirin) *Interviewer.</p>	

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		<p style="text-align: center;">Suggestions for maximizing the fruitfulness of reflective journal writing</p> <p>1. Clarifying the nature and purposes of writing reflective journals. <i>“For the first few samples, we supposed that just like other types of assignments, and we have to reproduce the materials we went through... if I were introduced to the nature of the journal or at least had seen some samples, I would probably have written more meaningfully from the very beginning.”</i>(Mina) *Interview.</p> <p>2. Asking teachers to share their journals <i>“I believe when writing, people express their ideas more freely, with less fear of being rejected, questioned, or laughed at. So it would be interesting to know what your classmates have to say when they feel freer to speak. Also, it’s interesting to know how their reason and organize their lines of reasoning.”</i> (Sara) * Interview.</p>	

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A #4	Reflective journals as a research tool: The case of student teachers' development of teamwork	<p>The reflective journal entries provided the researchers with a better understanding of the development of teamwork among student teachers. Our findings suggest that teamwork develops in seven stages.</p> <p>1. Stage 1—Orientation: “Why am I here?”</p> <p>It is evident from the reflective journals that the student teachers experienced initial difficulties with their integration into the practicum project. Their experience corresponds to the first stage of the model, which begins with an unresolved situation, characterized by a lack of orientation, fear, and alack of confidence.</p> <p><i>“Last year, every two student teachers were in a separate kindergarten, and our instructor would visit us from time to time. We did not meet with the other members of our group, and therefore this year was something new for all of us.” (B., I)</i></p> <p>2. Stage 2—Trust building: “Who are you?”</p> <p>The student teachers’ reflective journals revealed that they were experiencing problems at first in building a relatio nship of trust with the school staff. According to the theoretical model, an unresolved situation at</p>	<p>The point of self-confidence has the same meaning with A#1 where popular journals reflect as a means to overcome these problems.</p> <p>Besides that, the initial difficulties felt were the same as A# 5 which describes the process of environmental management in which the initial difficulties were felt.</p> <p>And also in line with A#6 explaining that one of the factors that hinders journal writing is the teacher's lack of understanding.</p>

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		<p>the stage of trust building is characterized by mistrust and by conflicts. The student teachers experienced this stage both at the group level (the relationships among themselves) and at the personal level (the relationships between the student teachers and the school staff). For example, Ruth one of the student teachers wrote about the tension among the student teachers in her group at the beginning: “... <i>At the beginning of the year, it was not simple to do the teamwork. We faced difficulties: it was hard sharing our materials and ideas with other student teachers ... Every one tried to work alone ...</i>” (Ru., III).</p> <p>3. Stage 3—Goal clarification: “What are we doing here?”</p> <p>At this stage of the model, an unresolved situation is characterized by indifference, skepticism, and a lack of competition. In contrast, a resolved situation is marked by the clarity of goals and the creation of a shared vision. The transition from an unresolved to a resolved situation is illustrated in one student teacher’s journal. The entry documents the shift in mood from the initial tension the group felt about planning an activity day for the Young Division to the group’s relief at resolving the tension, during a meeting with their pedagogical instructor.</p>	

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		<p><i>“When we came to school in the morning, some of the girls were angry at each other ... At the end of the day, we sat with R. (the instructor), and reviewed all that had happened. We tried to understand why the girls were angry at one another. After a discussion of the issue, we reached the conclusion that there had been a lack of communication among us. R. (the instructor) spoke about the importance of open communication for the establishment of teamwork.” (D., II).</i></p> <p>4. Stage 4—Commitment: “How will we do it?”</p> <p>The reflective journals include evidence of an unresolved situation both among the student teachers in the group and between the student teachers and the staff. Such a situation at this stage, according to the model, is marked by feelings of dependency and resistance, as can be seen in the following student teacher’s entry:</p> <p><i>Today is supposed to be a day of sharing—between our group and the group of regular teachers. Honestly, I don’t understand how they (the regular teachers) will take part in such a day. “We prepare all our materials by ourselves and the teachers get them ready-made...”.</i> (V., II).</p>	

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		<p>5. Stage 5—The—transition.</p> <p>The following insights of a student teacher into the essential role of the pedagogical instructor illustrate this claim:</p> <p><i>“I see the role of the pedagogical instructor as a mediator and liaison between the student teachers and the school. She has considerable influence in helping us solve problems, integrating student teachers in the classroom, releasing group tensions, and encouraging collaborative work among the group members.” (Da., II).</i></p> <p>6. Stage 6—“working together”.</p> <p>In their journals, the student teachers reported that they felt a synergy with their fellow student teachers, interacted more spontaneously with the others, and achieved good results. The experience of “being together” as a team of student teachers was part of the process of their collaboration.</p> <p><i>“We shared our feelings with one another, listened to everyone else in the group, and got advice from the instructor and the other student</i></p>	

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		<p><i>teachers. The knowledge that we all faced similar problems gave me the feeling that I was not alone and had partners.” (Mi., II).</i></p>	
#5	<p>A Lessons from Experience: ESL Student Teachers’ Reflection during Practicum through Reflective Journals</p>	<p>Three main themes emerged from the analysis of the reflective journals which are:</p> <p>1. Managing the Learning Environment.</p> <p>All students reflected on managing the learning environment and adapting to the school culture and learners’ behavior at the beginning of the practicum experience. The student teachers were more concerned about developing a learning relationship with the students in their respective classes. After several weeks, the student teachers’ thinking is dominated by selecting appropriate strategies. After week seven, the Student teachers showed development in their understanding of the context and were able to make more strategic decisions to manage the learning environment and employ multiple strategies.</p>	<p>The value of pedagogy is in line with A#2, which explains the teacher's reflection process, including evaluation strategies and how to understand the situation.</p> <p>And also, in A#4, namely the role of pedagogical instructors as mediators and liaisons between students, teachers and schools.</p> <p>Then in line with A#7 on the point of the classroom atmosphere, the importance of the classroom atmosphere to facilitate reflective learning.</p>

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		<p>2. Pedagogy.</p> <p>Pedagogy is the second theme that emerged and is being reported by all participants. The theme centers around pedagogical reasoning and actions based on the interaction with the context and what worked and did not work in the context. Understanding what the students know and how they learn, and how these informed the selected instructional strategies is a generic subtheme reported by all the participants. The reflection showed evidence of evaluation, assessment and awareness and understanding of teaching among the participants.</p> <p>3. Teacher Attributes.</p> <p>Teacher attributes concerned development of qualities and Dispositions of a teacher, understanding and connecting to the role as a teacher and relating to individual beliefs, assumptions and views about being an English language teacher. The participants' exposure to the real context has allowed them to explore their identities and notions as teachers. They learn to resume their position of authority and their feeling of being</p>	

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		accountable for students' learning increases as Their interaction with the context grew.	
#6 A	EFL Teachers' Reflective Journal Writing: Barriers and Boosters	<p>The first research question investigating Iranian EFL teachers' familiarity with RJW showed that only less than half of the participants (43.3%) had some previous familiarity with RJW.</p> <p>The second research question investigated Iranian EFL teachers' previous training experience in RJW, and the result showed that all of the participants reported that they had never been trained during their professional life in terms of RJW</p> <p>The third research question of the study explored the inhibitors or barriers to RJW from EFL teachers' points of view. As indicated in Table 3, the inhibitors to reflective journal writing from the participants' views can be classified into 'institutional issues', 'teacher issues' and 'educational system issues'. Regarding institutional issues, all the participants regarded the '<i>lack of training</i>' for RJW as the main barrier to reflective teaching. Also, 93.3% thought the <i>rigid rules of language institutes</i> were another barrier in this respect. Regarding teacher issues, teachers' low</p>	<p>In terms of teachers, this is in line with A#3, which explains that one of the challenges in journal writing is the problem of teachers, both in teaching and in material preparation.</p> <p>At the point of usefulness in line with A#1, students' ability to understand the writing component.</p>

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		<p>salaries, lack of time, unfamiliarity with and lack of knowledge of reflection, and <i>lack of motivation</i> were among the most impeding barriers. Educational system issues included factors such as the conflict between teachers' old educational habits and the new systems, which were thought to be among the main barriers related to this sub-category.</p> <p>The fourth research question investigated the possible contribution of reflection consciousness-raising interactive workshop presentation to the quality of Iranian EFL teachers' RJW. The fourth research question investigated the contribution of reflection consciousness-raising interactive workshops to individual and collective RJW. The findings from the comparison of the two rounds of journals showed that the workshop positively affected the participants' both individual and collective RJW. In The second-round reflective journals, the participants paid attention to Such factors as socio-political issues in teaching, teachers/learners' feelings, teachers' teaching methods, strategies, and their suitability had gone unnoticed before they attended the interactive consciousness-raising workshop on RJW. In other words, the contents of the second-round journals were found to be more reflection-oriented than those of the first-round journals.</p>	

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		<p>The fifth research question of the study examined the possible contribution of reflection consciousness-raising interactive workshops to the participants' overall teaching. Most participants believed in the positive impact of the interactive consciousness-raising workshop about RJW on their overall teaching quality. Most participants, i.e. (93.2%) believed they became systematically aware of what they had already been doing unsystematically. 83% of them also came to pay attention to the emotional aspects the consciousness-raising workshop brought them, most possibly because when reflective teachers leave their classes, they are likely to struggle against their negative feelings and accompany the positive emotions they have about their classes. Moreover, teachers thought the interactive consciousness-raising workshop on RJW helped them construct/enhance their identity and develop professionally, most probably because the teachers' reflectivity process occurred through a step-by-step structured framework mentioned earlier. Fifty and forty percent reported that the consciousness-raising workshop contributed to their stream of thought and made them reflect on their reflections while writing.</p>	

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		<p>The participants thought the workshop on RJW enabled them to think about their actions before, after and during the class. These findings can be justified with teachers' time allocation to address their weaknesses and strengths, their students' needs and their contextual Demands.</p> <p>Finally, our findings showed that the expression of teachers' inner feelings in their reflective journals was a pleasant part for them, which had already been ignored before the consciousness-raising Activity on RJW.</p>	
A #7	Reflective Journaling for English as a Foreign Language (EFL) Teachers in Japan	<p>For this initial phase of the study, seven nodes stand out as deserving of special Attention:</p> <p>1. Adjustment to Lesson Plan (14 sources/101 references).</p> <p>As the Reflection-in-Action prompt asked for examples of adjustments to lesson plans, it was not a surprise to find the bulk of comments at this node, including adding an activity, adjusting an activity, and dropping an activity. My initial impression was that adjustments were being made when the teacher ran out of time, but further analysis of the entries and</p>	<p>In line with A#6 and A#4, the teacher seems to have difficulty in the early stages of journal reflection.</p> <p>And in line with A#5 pedagogical elements in understanding students and material in reflection journals.</p>

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		<p>interviews revealed several instances of the teacher accommodating the learners:</p> <p><i>“I noticed a few students getting sleepy during the AIESEC listening task, so I decided to skip over some parts of the video the second time and have them collaborate further on the worksheet. I also decided to have students read the Mikitani bio out loud while highlighting key ideas”.</i> (May 12). *Interview.</p> <p>2. Classroom Atmosphere (10 sources/58 references).</p> <p>As mentioned earlier, I will focus on emotions in another paper and will thus limit my comments on emotions here. However, I would like to note that several comments were coded at the Classroom Atmosphere node, an area that seems to concern this group of teachers. Several comments suggested the importance of classroom atmosphere in facilitating or hindering learning. These teachers seem to recognize how students feed off each other and the teacher.</p> <p><i>“The first class went well, and the emotions were definitely on the upside, even through the difficult parts of the video and text. I feel that</i></p>	

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		<p><i>the students and I were feeding off each other regarding emotions and mood.” (June 9). *Interview.</i></p> <p>3. Difficulties with Reflective Journaling (7 sources/23 references).</p> <p>These results are directly related to my second research question, but not many entries were coded at this node. One participant expressed his frustration at being unable to explain his decisions or reflection in action movements.</p> <p><i>“And I know that I do it, I do it all the time, but I cannot—when I sit down to write about it, I cannot think of how to explain it. And that’s what I’m having a really hard time with. And that’s why I look at some of my reflections, and before I get ready to submit them, I think, “Oh, this is awful.” But I [laughs] don’t know what else to say, so—submit. I’m done. [laughs] . . . So I’m trying to get better at it, I’m going to work on, but—“ (June 3). *Interview.</i></p> <p>4. Questioning own Perceptions (11 sources/20 references).</p> <p>Eight of the ten participants had entries or comments coded at this node</p>	

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		<p><i>“So I do see that in the class. Or maybe it could also be that I perceive that, so I’m putting that emotion on the students. And it could be something completely different. Maybe they have a completely different emotion, but I’m just speculating. I don’t know ... I mean, it could be other things. They may have things in their mind—family problems... They might have other issues we don’t know about that they don’t want to tell us.” (June 3). *Interview.</i></p> <p>5. Questioning own Practices (14 sources/73 references).</p> <p>This node had the second most references at seventy-three and thus appeared to be a common concern for this group of teachers. Here is just a sampling of entries or comments coded at this node:</p> <p><i>“Sometimes, I don’t know if it’s laziness or just like referring to the book and assuming the book would know or their suggestion for the scaffolding is good enough, and then when I do it, I realize that was not good enough, that I could have done a lot more with it had I taken that separately and thought about it more and come back.” (May 28). *Interview.</i></p>	

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		<p>6. Recognizes the Value of Reflection Journaling (6 sources/28 references).</p> <p>I acknowledge here that participants are aware of the research project and maybe make these favorable comments supporting reflection and journaling to please the researcher. However, the <i>critical friend</i> atmosphere created among this group of teachers supports the sincerity of these comments.</p> <p><i>“And for me, that actually—I don’t know—I just felt like by the end of that, I was a much better teacher than at the beginning. So I see the benefits of journaling and reflecting “ (May 28). *Interview.</i></p> <p>7. Understanding the Learners (7 sources/19 references)</p> <p>Several comments revealed an understanding or attempt at understanding the learners.</p> <p><i>“I can think of many, but I’ll pick on this one student. And this student, I think, has had an attitude, probably not just in my class. So I</i></p>	

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		<p><i>don't think it's that overall issue that was happening. I think that it's also his issue." (June 2). *Interview.</i></p> <p>In terms of shared concerns, we can recognize three major themes. First, these teachers seem to spend much time thinking about classroom management issues such as activity sequencing, gaining and keeping attention focused on learning and continued work toward course goals. A second theme was the questioning of one's perceptions and practices. Collectively, these teachers reflect on whether they are correctly reading their learners' behaviors and levels of engagement or if their instructional approaches and classroom practices can be improved. The third theme is the importance of relationships and classroom community. These teachers recognize the value of a positive social setting in learning, and much of the frustration in the entries and interviews is related to breakdowns in this area.</p>	
A #8	Effects of Journal Writing on EFL Teacher Trainees' Reflective Practice	<p><i>Descriptive Analysis of the Questionnaire Results Before/ After the Treatment.</i></p> <p>Indicated that the three highest means were for item 20–<i>I think about my strengths and weaknesses as a teacher</i> ($M = 3.12, SD = .78$), item 15–<i>I ask my students whether they like a teaching task or not</i> ($M = 2.63, SD = .62$),</p>	That has something in common between A#4 and A#3 with the gradual process of journal reflection being able to have a positive impact.

Article Code	Article Title	Finding	Notes
		<p>and item 7–<i>I read books/articles related to effective teaching to improve my classroom performance</i> ($M = 2.51, SD = .93$).</p> <p><i>Paired-samples T-tests for the Participants' Perceptions of Reflective Practice Questionnaire Items Before and After Treatment.</i></p> <p>Regarding the difference between the participants' perceptions before and after the treatment, apparently, in almost every case, a difference in the mean could be observed. However, to determine whether such a difference was significant, the researchers ran paired sample <i>t</i>-tests for the questionnaire items. The results indicated there was a significant difference in scores for the perceptions of participants on reflective practice before treatment ($M = 2.01, SD = .87$) and after treatment ($M = 3.88, SD = 0.95$); $t(23) = 10.46, p = 0.001$.</p> <p><i>Descriptive Analysis of the Observed Variables of Reflective Practice Before/After Treatment.</i></p> <p>Results of the observation checklist (Table 3) revealed that the most highly The observed variable of reflective practice before the treatment was item 3, <i>Preparing lessons before teaching them</i> ($M = 2.95, SD = .67$), and the least</p>	<p>There is a pattern of interaction between teachers and students in line with A#3 and has similarities with A#2 with an evaluation process from the teacher to improve teaching and the similarity of perceptions and results after and after treatment.</p>

Article Code	Article Title	Finding	Notes
		<p>observed variable was item 8, <i>Helping students to know about instances of social injustice and changing their perceptions</i>, ($M = 3.83$, $SD = .38$). However, for, after treatment, the most highly observed variable was Item 6, <i>Writing about the accomplishments and failures of that lesson at the end of the class</i> ($M = 1.70$, $SD = .69$), and the least observed one was item 4, <i>Providing equal opportunities for all students regardless of their capabilities</i> ($M = 2.40$, $SD = .72$). Paired-samples <i>t</i>-tests were also conducted to compare trainees' application of reflective practice before and after the treatment.</p> <p style="text-align: center;"><i>Paired-samples T-tests for the Participants' application of Reflective Practice Before and After Treatment.</i></p> <p>The results indicated there was a significant difference in scores for reflective practice implementation before treatment ($M = 3.44$ $SD = .54$) and after treatment ($M = 2.04$, $SD = .70$); $t(23) = 10.46$, $p = 0.00$.</p>	
#9 A	Use of Reflective Journals in Development of Teachers' Leadership and	<p>Research Question One.</p> <p>Research question one of this research study aims to explore the types of reflection evidenced in the student teachers' writing. The types of reflection evidenced in the student teachers' writing were analyzed to answer this research question. Findings (Appendix II) revealed that the order of the</p>	That is in line with A#5. The element of pedagogy has a great impact on the reflection process,

Article Code	Article Title	Finding	Notes
	Teaching Skills	<p>types of entire followed this path: Dialogic Reflection (35%), Descriptive Writing (29%), Critical Reflection (26%) and finally Descriptive Reflection (10%).</p> <p>Within the framework of dialogic reflection of the respondents, the main was on teaching techniques, classroom management, and teaching aids.</p> <p>For example, a student teacher pointed out that her teaching method did not work because it did not consider different learning styles and abilities. In one entry, the student teacher said that the students were demotivated due to the lack of authenticity. He commented that whatever you teach, the content should be relevant to students' real-life experiences.</p> <p>Research Question Two.</p> <p>Research question two of this research study aims to explore the strengths and weaknesses experienced by the student teachers in writing their reflections.</p> <p>A student teacher, in one entry</p> <p><i>“I think my biggest area ‘needs improvement’ is classroom management. Because during my practicum, I have realized that each student</i></p>	<p>And has the same meaning as A#1 critical reflection as the benefits it has in reflection.</p> <p>Another thing is in line with A#6, A#4the teacher lacks understanding and experience.</p> <p>And has similarities with A#4 and A#3, which show positive results on journal reflection.</p>

Article Code	Article Title	Finding	Notes
		<p><i>in the class is exhibiting different disruptive behavior. I need more time and experience to understand them. I am pretty new at this. That means that I have no experience to guide me in all of the split-second questions that come up for the day .”</i></p> <p>In an entry, a student teacher said :</p> <p><i>“Flexibility, passion for children and teaching, compassion, hard work, and professionalism in a classroom are my greatest strengths. This program helped me to be aware of all of my strengths in teaching.”</i></p> <p>However, almost all of them admit that they lack experience, but they further add that their greatest strength as a teacher is simply a love of what they will do and a dedication to their students.</p> <p>Research Question Three.</p> <p>Research question three explores student teachers’ opinions regarding the 10-hour orientation on the reflective writing program.</p> <p>According to the responses received, an overwhelming majority (91%) gave positive responses and meaningful comments in favor of the reflective journal writing program. In addition, a great majority of them</p>	

Article Code	Article Title	Finding	Notes
		<p>(81%) found the training very useful, and they stated that it created awareness of their strengths and they had the chance to develop in identifying problems in their teaching. Again most of them (73%) stated that they developed a new understanding of being a better, wise, creative teacher. Almost 68 % of them indicated that they realized new strategies to analyze the problem-solving approach employed in their teaching. 60% of the participants stated that they saw progress in understanding learning theories used during the teaching and learning process. However, almost 5 % of them stated they were unsatisfied with writing a reflective journal.</p> <p>The respondents wrote their thoughts about the school, the way they teach and, to a large extent, as facilitative in evaluating the activities used, improving themselves as a teacher, determining changes to be made during teaching, reflecting on the theories they have acquired and the applicability these theories to actual practice, determining the effective or ineffective aspects of teaching, determining a good, creative and effective teacher characteristics. Carrying out the teaching objectives of a lesson, evaluating the teaching aids and methods used, revealing problems encountered in their teaching,, bringing solutions to the problems encountered, evaluating</p>	

Article Code	Article Title	Finding	Notes
		<p>teacher-student relationships, evaluating their approach to the needs of students, grasping the learning and teaching process and the curricula.</p> <p>Prospective teachers, through reflective journals, developed their leadership and teaching skills. The findings also showed that most participants are happy with their progress through such training.</p>	
A #10	EFL teachers' perceptions of two reflection approaches	<p>In general, the EFL teachers believed that peer observations were more fruitful than teaching journals in helping them develop professionally and Improve their teaching. Their arguments supporting peer observations Were summarized in the following categories:</p> <p>1. Evaluation Criteria Almost all the participants reported that the clues provided in the form of evaluation criteria served as a guideline on what they should look for while observing their peers' teaching.</p> <p>2. Alternative Teaching Models.</p>	<p>That is in line with A#1 in critical thinking and self-reflection. Journal reflection is needed as an effort to reflect on oneself. As well as A#3 journal reflection to foster self-awareness.</p> <p>And also, the similarity of meaning with A#5, the pedagogical element, is an important point.</p>

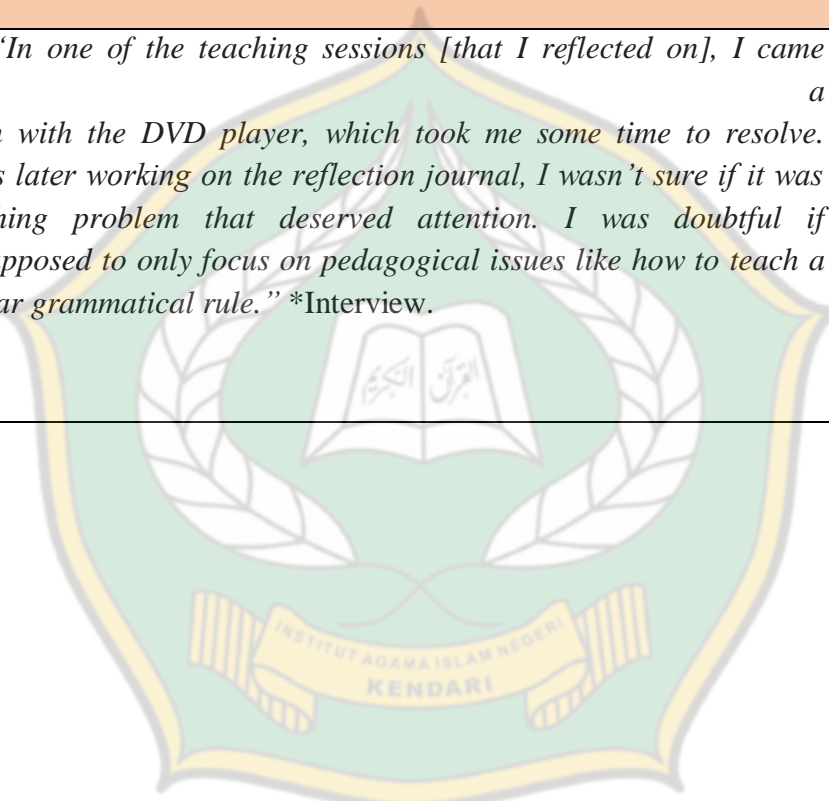
Article Code	Article Title	Finding	Notes
		<p>Another reason that the teachers disclosed about the superiority of peer observation had to do with comparing one's performance to a colleague's. This constant comparison allowed the observing teachers to review their teaching and take required remedial steps critically. In the words of Mehri:</p> <p><i>“Observation gives us new insights about our performance because we are exposed to various teaching styles. ... We can easily compare ourselves with the observed teacher and find the areas [in our teaching] that need improvement.”</i> *Interview.</p> <p>3. Collegial Collaboration.</p> <p>The last category in which peer observation had the edge over journal writing, according to the participating teachers' perceptions, pertained to the nature of these two reflection approaches. While peer observation needs close collaboration between at least two teachers, journal writing is largely an individual process often completed in teachers' privacy. The participants asserted that although no systematic collaboration</p>	

Article Code	Article Title	Finding	Notes
		<p>with colleagues was planned ahead of peer observation sessions, the Observation events usually culminated in informal chats about the Teaching session.</p> <p><i>“At the end of all observations, I started friendly communication with my colleagues [i.e., the observed teachers] talking about the teaching Sessions. ... The outcome was wonderful, as either I learned something New or I was able to suggest some better teaching alternatives to my colleagues.”</i> *Interview.</p> <p>Improvement of reflection approaches</p> <p>1. Feedback on Journal Entries.</p> <p>Most of the participants stated that they would like to receive feedback from a more knowledgeable and experienced teacher in their journal Entries, especially focusing on the solutions that they projected for their Teaching problems. Accordingly, they would rather discover if their Solutions were logical, or if there were any better alternatives to try in their</p>	

Article Code	Article Title	Finding	Notes
		<p>Future teaching sessions. Of particular significance to them was receiving feedback from me as the course instructor. Maryam, for example, said:</p> <p><i>“I wish we could have your feedback on our journal writings. Sometimes, I was not sure if my proposed solutions for the teaching problems As mentioned in my journal entries, it would be effective in my classes And I badly needed your comments [as the course instructor] on these occasions.”</i> *Interview.</p> <p>2. Order of Reflection Approaches.</p> <p>Some of the interviewed teachers (14 out of the total 21) proposed that postponing journal writing assignments until the peer observations Were completed could bear more fruitful results for two reasons. First, they could gain a better understanding of the criteria presented in the observation framework and, therefore, could think of ways to Include these criteria while writing journals. Additionally, the friendly Communications that followed the observation sessions exposed the Participants to new teaching insights that could enhance the quality of</p>	

Article Code	Article Title	Finding	Notes
		<p>Their subsequent journal writing. As Fatemeh and Soheila, respectively Put it:</p> <p><i>“If we could first conduct all the peer observations and then focus on Writing teaching journals, we would have more detailed journal entries Because we would be wiser critics of our performance as a result of Gaining experience in peer observations” *Interview.</i></p> <p>3. Criteria for Teaching Journals.</p> <p>An alternative suggestion that 10 participants offered instead of conducting all peer observations before writing journal assignments was providing a detailed set of rubrics containing all the criteria that the Teachers should focus on critiquing their performance. The Participants who proposed this idea collectively believed that the open-ended format of teaching journals was confusing for them and that If a thorough set of criteria were presented (like the peer observation Framework), they would better organize their reflection journals.</p> <p>Mojtaba Presented an example to clarify this issue:</p>	

Article Code	Article Title	Finding	Notes
		<p><i>“In one of the teaching sessions [that I reflected on], I came across a Problem with the DVD player, which took me some time to resolve. As I was later working on the reflection journal, I wasn’t sure if it was A teaching problem that deserved attention. I was doubtful if I was supposed to only focus on pedagogical issues like how to teach a particular grammatical rule.” *Interview.</i></p>	



Appendix 3 : Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KENDARI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Sultan Qaimuddin No. 17 Kelurahan Baruga, Kendari Sulawesi Tenggara
Telp/Fax. (0401) 3193710/ 3193710
email : iainkendari@yahoo.co.id website : http://iainkendari.ac.id

Nomor : 4672/In.23/FTIK/TL.00/11/2022

04 November 2022

Lampiran : Proposal Penelitian

Perihal : *Izin Penelitian*

Yth. Kepala Balitbang Provinsi Sulawesi Tenggara

Dengan hormat, kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa sebagai syarat penyelesaian studi di Institut Agama Islam Negeri (IAIN) Kendari, maka dimohon berkenan memberikan izin kepada mahasiswa kami:

Nama : Erfida
NIM : 17010106054
Jurusan : Tadris Bahasa
Prog. Studi : Tadris Bahasa Inggris
Alamat : Jl. Sultan Qaimuddin Kendari
Pembimbing I : Dr. Sitti Nurfaidah S.Pd., M.Ed
Pembimbing II : Sarjaniah Zur S.Pd., M.Pd

Untuk melakukan penelitian serta pengumpulan data di IAIN Kendari dengan judul skripsi:

“Identifying Benefits of Reflective Journal for EFL Teachers: A Narrative Review Study”

Demikian kami sampaikan, atas kerjasamanya yang baik diucapkan terima kasih.

Dekan,

Masjin

Tembusan:

1. Ketua LPPM IAIN Kendari;
2. Ketua Prodi Tadris Inggris FTIK IAIN Kendari.

*Visi Fakultas Tarbiyah dan Ilmu Keguruan:
Menjadi Fakultas yang Menghasilkan Tenaga Pendidik dan Kependidikan
yang Berkualitas, Berkepribadian Islami dan Berwawasan Transdisipliner Tahun 2025.*



**PEMERINTAH PROVINSI SULAWESI TENGGARA
BADAN PENELITIAN DAN PENGEMBANGAN**

Jl. Mayjend S. Parman No. 03 Kendari 93121

Website : balitbang sulawesitenggara prov.go.id Email: badan litbang sultra01@gmail.com

Kendari, 22 November 2022

Kepada

Yth. Rektor IAIN Kendari

Di -

KENDARI

Nomor : 070/4025 / XI / 2022
Sifat : -
Lampiran : -
Perihal : IZIN PENELITIAN.

Berdasarkan Surat Dekan FTIK IAIN Kendari Nomor: 4672/In23./FT/TL.00/11/2022 tanggal 04 November 2022 perihal tersebut diatas, Mahasiswa dibawah ini :

Nama : ERFIDA
NIM : 17010106054
Jurusan : TBI
Pekerjaan : Mahasiswa
Lokasi Penelitian : IAIN Kendari

Bermaksud untuk Melakukan Penelitian/Pengambilan Data di Daerah/Sesuai Lokasi diatas, dalam rangka penyusunan KT/Skripsi/Tesis/Disertasi, dengan judul :

**"IDENTIFYING BENEFITS OF REFLECTIVE JOURNAL FOR EFL TEACHERS:
A NARRATIVE REVIEW STUDY"**

Yang akan dilaksanakan dari tanggal : 22 November 2022 sampai selesai.

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Senantiasa menjaga keamanan dan ketertiban serta mentaati perundang-undangan yang berlaku.
2. Tidak mengadakan kegiatan lain yang bertentangan dengan rencana semula.
3. Dalam setiap kegiatan dilapangan agar pihak Peneliti senantiasa koordinasi dengan Pemerintah setempat.
4. Wajib menghormati adat Istiadat yang berlaku di daerah setempat.
5. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Gubernur Sulawesi Tenggara Cq. Kepala Badan Penelitian dan Pengembangan Provinsi Sulawesi Tenggara.
6. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Demikian surat Izin Penelitian diberikan untuk digunakan sebagaimana mestinya.

an. GUBERNUR SULAWESI TENGGARA
Pih. KEPALA BADAN PENELITIAN & PENGEMBANGAN
PROV. SULAWESI TENGGARA

RUNDUBELI HASAN, ST., M.Eng

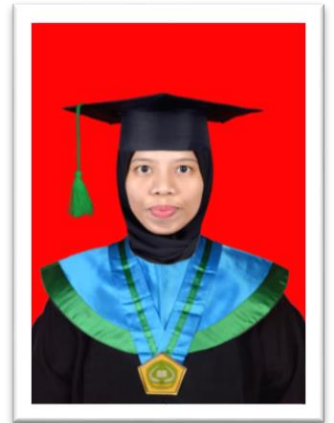
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Nip. 19730611 200604 1 006

Tembusan :

1. Gubernur Sulawesi Tenggara (sebagai laporan) di Kendari;
2. Dekan FATIK IAIN Kendari di Kendari;
3. Ketua Prodi TBI FATIK IAIN Kendari di Kendari;
4. Mahasiswa yang bersangkutan.

Appendix 4 : Curriculum Vitae



A. PERSONAL INFORMATION

Name : Erfida
SID : 17010106054
Date of Birth : Soreantiworo, 29 Desember 1998
Address : Desa Mattirowalie, Kec. Poleang, Kab.Bombana
Religion : Islam
Nationality : Indonesia
Mobile Phone : 0822-6050-2340
Hobbies : Singing

B. Education Background

SD : SD Negeri 2 Pallimae (2011)
SMP : Madrasah Tsanawiyah Negeri Poleang (2014)
SMA : Madrasah Aliyah Poleang (2017)
Perguruan Tinggi : IAIN Kendari

C. Organization Experience

1. Komunitas Peduli Anak Yatim (KPAY) Kendari
2. Masyarakat Relawan Indonesia (MRI) Kota Kendari
3. Relawan Peduli & Berbagi (RELIGI) Kota Kendari

Kendari, 13 June 2022

Erfida