

**EFL PRE-SERVICE TEACHERS' PERCEPTIONS OF REFLECTIVE
TEACHING JOURNAL WRITING DURING FIELD TEACHING
PRACTICE**



RESEARCH PAPER

Submitted in partial fulfillment of the requirements for the degree of
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By

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I am Widya Astuti, SID 18010106053, here by I declare that all information in my research entitled “EFL Pre-Service Teachers’ Perceptions of Reflective Teaching Journal Writing during Field Teaching Practice” under the supervision of Azwar Abidin M.Pd and Ilfan Askul Pehala S.Pd., M.Hum have been obtained and presented following academic rules and ethical conduct of IAIN Kendari. It is written and published as a requirement for the degree of English Education Program, Tarbiyah, and Teacher Training Faculty at IAIN Kendari. For this reason, I fully take responsibility for the research paper, if there is any objection or claim from others.

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ABSTRACT

Widya Astuti SID 18010106053. “EFL Pre-Service Teachers’ Perceptions of Reflective Teaching Journal Writing During Field Teaching Practice”. Supervised by: Azwar Abidin M.Pd and Ilfan Askul Pehala S.Pd. M.Hum.

This study investigates pre-service English as a Foreign Language (EFL) teachers' perceptions of writing reflective teaching journals during field teaching practices. An exploratory, descriptive research design was utilized in this study. Data collection was conducted via reflection and focus group discussions among ten prospective teachers in the seventh semester of the Department of English Education at an Islamic university in Southeast Sulawesi. Thematic analysis was used to analyze the data. The analysis findings indicated that most participants view writing reflective journals as positive evaluation material for the learning process. The advantages of reflective writing were discussed, such as improvement of teaching progress by tracking teaching progress, understanding student learning models, and building critical thinking. Challenges and difficulties experienced were identified, the greatest being managing time. Prospective teachers can overcome these challenges and difficulties by finding solutions and showcasing positive results. Finally, the reliability of the reflection writing was found to influence their learning progress.

Keywords: EFL pre-service teachers’ perceptions; Reflective teaching journal writing; Teaching practice

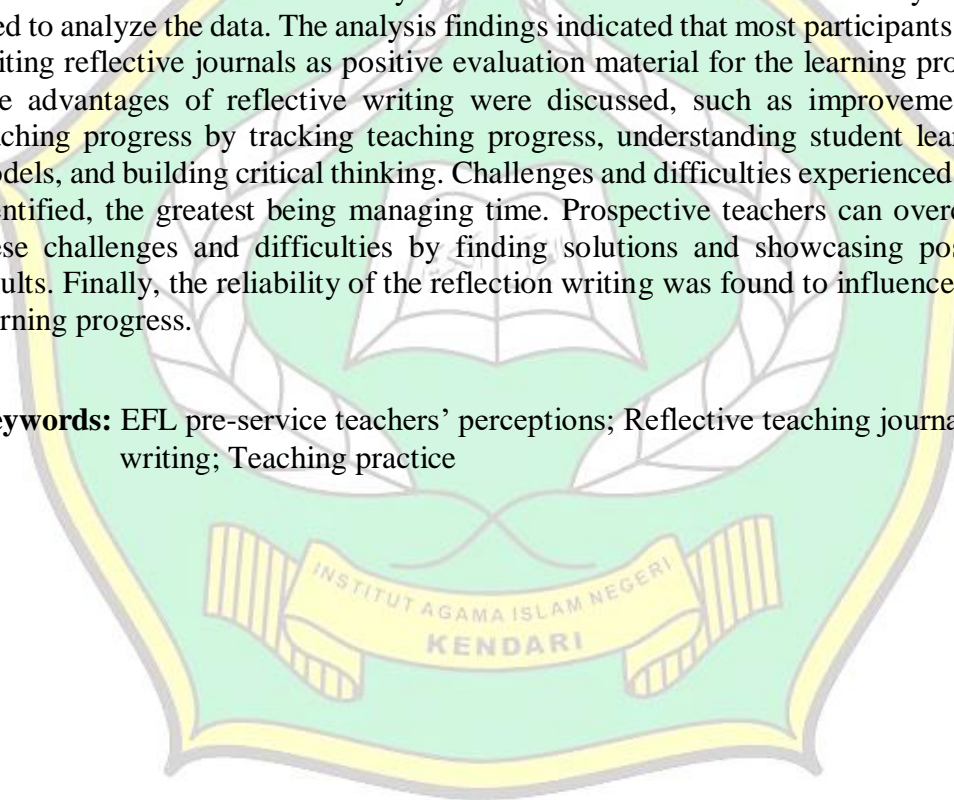


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