

CHAPTER V

CONCLUSION

This chapter presents the research point. It discusses the conclusion of the study, its limitations, recommended actions, and pedagogical implications.

5.1 Conclusion

The present study aimed to explore the perceptions of EFL pre-service teachers on reflective teaching journal writing during their teaching practice at the Islamic State Institute of Kendari in the seventh semester of the 2021/2022 academic year. Data were gathered via reflection and focus group discussion.

The results of reflective journal writing indicate that it can be an effective tool for promoting EFL learners' learning. Through reflective journal writing, students can develop their ability to think critically about various learning activities, recognize their strengths and weaknesses, and document their responses to learning events. This process ultimately supports them in organizing topics, analyzing problems, and reviewing the subject matter. In addition, it allows students to express their honesty, self-discovery, and self-improvement in order to improve their quality of learning practice.

This study found that using reflective journals was an effective way to foster the development of critical thinking skills and intellectual abilities in students. Reflective writing strategies allowed the students to communicate their ideas and messages while developing their self-reflection, writing skills, and language abilities. Strategies such as rewriting ideas and adding details to discussion topics

were used to address new needs, such as the extent to which students could conceptualize ideas, perceived problem formulation, and increased writing freedom in a flexible process.

Results revealed that the pre-service teachers perceived the practice of reflective teaching journal writing as having a number of advantages, such as improving teaching progress, tracking and assessing teaching progress, facilitating informed instructional decisions, changing teaching styles to enhance teaching quality, understanding students' learning models, and developing critical thinking. Challenges faced by the pre-service teachers while writing reflections included boredom from the repeated activity, time management issues, difficulties in word structure and lack of understanding, and describing the experience. Solutions to these difficulties included brainstorming ideas and evaluating progress. The reliability measures in writing reflection were found to influence pre-service teacher perceptions.

The incorporation of reflective practice into the learning process creates reflective learning communities, which can be used to develop "reflective leaders." This research study has proposed ways in which teacher trainers can facilitate the development of reflective practice through writing journals. Furthermore, reflective practice is believed to contribute to analytical learning. Although reflective journaling is an easy way to implement reflective practice, more collaborative methods could also be employed to enhance individual and group learning, as reflective practice and learning is a lifelong experience.

The findings of a reflective journal training program revealed improved leadership and teaching skills among prospective teachers. Participants reported increased awareness of their current practice, which was the primary focus of the reflective exercise. It is suggested that this type of training could be beneficial for developing teacher effectiveness in pre-service and in-service contexts, and may be an inexpensive and feasible addition to all school environments.

5.2 Limitation

The limitation of this research was the focus on EFL pre-service teacher perception of reflective teaching journals during field teaching practice at technical vocational schools. To gain more insight, the researcher sought assistance with collecting data. The response of students in their written reflections needed to be more detailed, and this difficulty was corroborated during the focus group discussion. To combat this, the researcher explained the challenges and potential problems in advance, and used a second instrument, the focus group discussion, to supplement the written reflection and ensure more detailed responses from the participants.

5.3 Pedagogical Implication

The findings of this study have several pedagogical implications. The use of reflective journals or diaries may provide students with an opportunity to practice

writing on a daily basis, thus supporting pedagogical activities. Moreover, reflective journals can be used to express general or specific experiences, ideas, and factual information obtained from a variety of sources. The efficacy of writing reflective journals is contingent upon the precision with which content and other elements related to academic matters are interpreted.

Research has indicated that reflective journaling can be an effective tool for the evaluation of written work, particularly by providing a platform for self-editing and peer feedback (Ferris, 2002). Reflection is often focused on the macro aspects of composition, such as content and organization of ideas, rather than on the micro-level components of grammar, vocabulary, spelling, and punctuation. As part of the reflective process, students can be encouraged to attend to both forms of errors, paying attention to major mistakes, such as in content, idea linking, logical thinking, and sentence arrangement, as well as to minor errors in words, sentences, and punctuation.

Teacher educators should be cognizant of the need for guidance and feedback for pre-service teachers. Psychological support is also essential to aid the pre-service teachers in maintaining a satisfactory level of teaching. Furthermore, this research is anticipated to build pre-service teachers' awareness surrounding the importance of material preparation before teaching and the lack of understanding during field teaching. Lastly, it is necessary for universities to take into account the potential difficulties experienced by pre-service teachers during field teaching practice.

5.4 Recommendation for Further Studies

The findings of the research suggested that the use of reflective teaching journals could be effective and could yield positive results for pre-service teachers or students wishing to improve their teaching progress, etc. It is recommended that future research should be conducted with an enlarged participant size to increase the validity of the study. This study employed written reflection and focus group discussion sessions as methods of data collection; however, future researchers could also consider using other instruments such as questionnaires to collect data from a larger sample. Further research should also focus on the perception of EFL pre-service teachers of reflective teaching journal writing during field teaching practice, when pre-service teachers are required to seek out schools independently without the accompaniment of a college lecturer. This perception of reflective journal writing in such a context could be an interesting area for further research.

