

**ONLINE INTERACTIVE JOURNALING: FACILITATING  
REFLECTIONS AMONG INDONESIAN EFL STUDENTS**

**THESIS**

**Submitted by**

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Bachelor of Education in English Language Teaching

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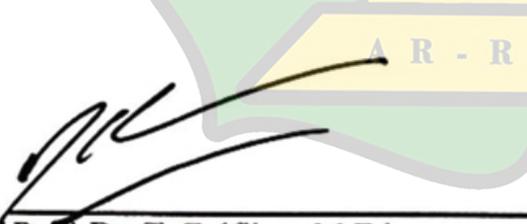
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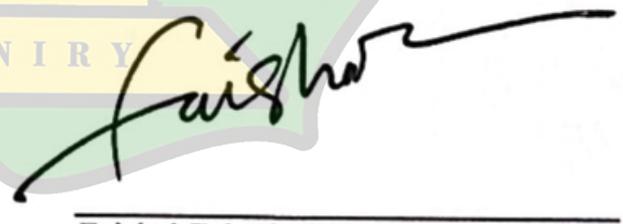
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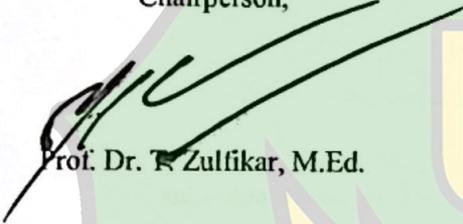
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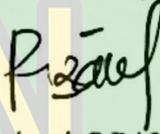
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya. Maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Putri Zahratullida

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Furthermore, this research is still far from perfect and it needs a lot of improvement so that recommendation and suggestion are highly appreciated. Besides, I hope this research could be beneficial for readers. *Aamin Yaa Rabbal 'Alamin.*

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The Writer

## ABSTRACT

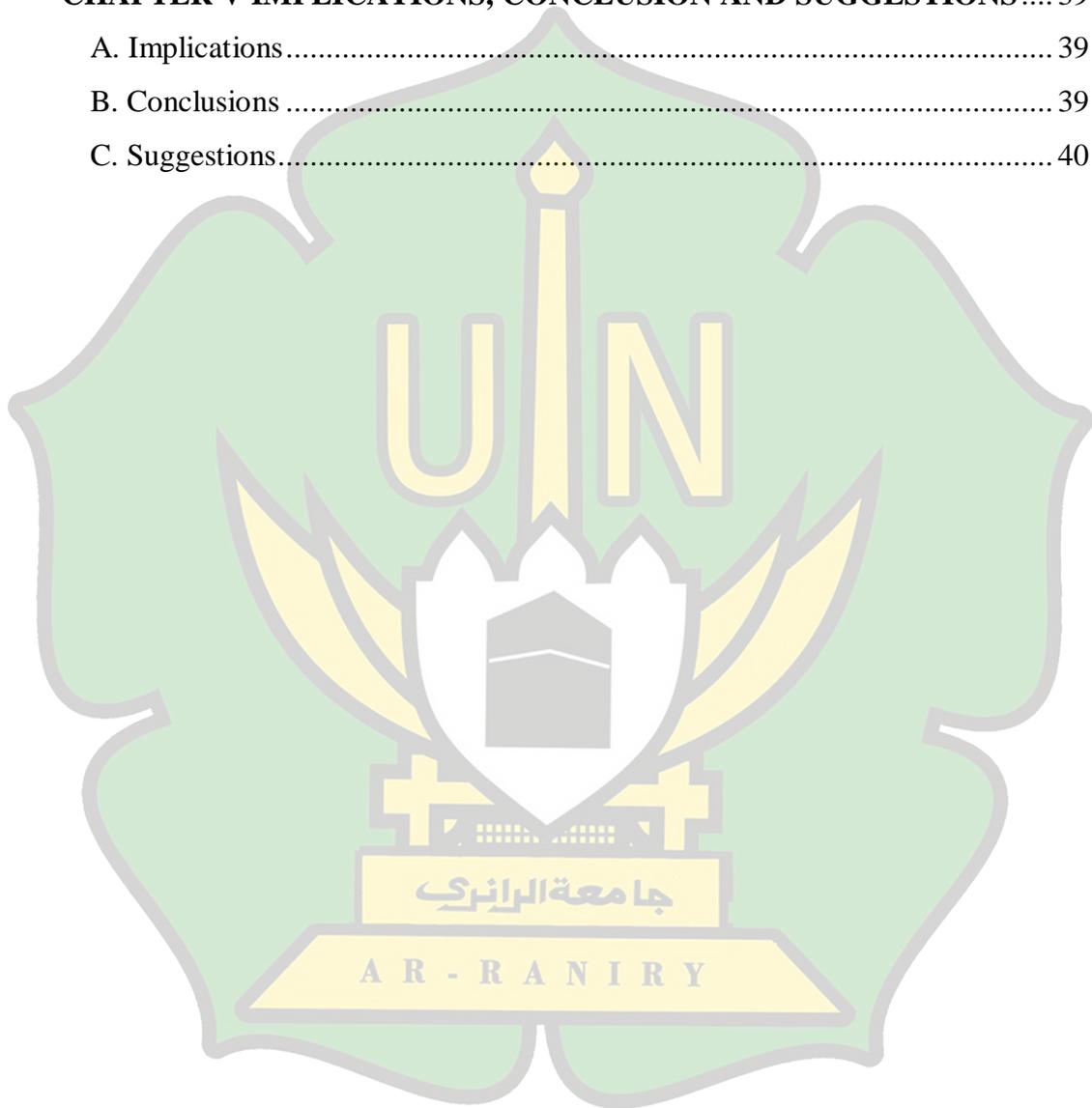
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This research aimed to find out how much online interactive journaling engenders students' reflection and facilitates them in doing it. The sample of this research was two students from Department of English Language Education, UIN Ar-Raniry. The qualitative approach was used to reveal students' experiences. In collecting the data, I used journal entries and interviews. The collected data was analyzed thematically. Based on the findings, students thought interactive journaling was excellent for reflections to be used. When students use journaling, the thoughts saved in their head about the previous courses can be put so that reflections can be engendered. The results of the qualitative data analysis unmistakably demonstrate that journaling can improve students' learning. The documents and the interviews revealed a several topics that could help learners hone their critical thinking and metacognitive abilities. In addition, the interview results show that students will become accustomed to reflections and interactive journal writing if can be used as a tool in learning process.

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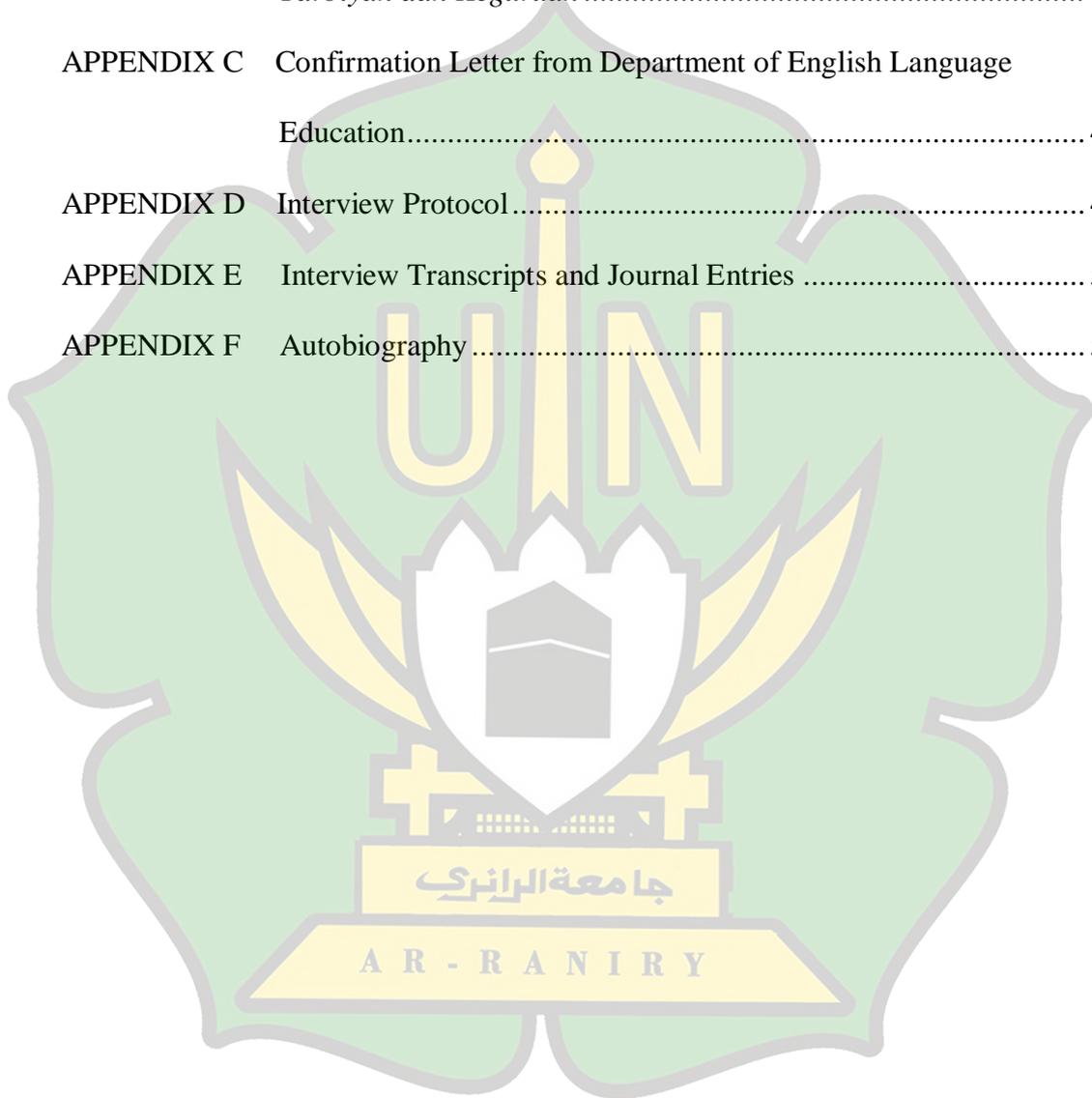
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## **CHAPTER I INTRODUCTION**

### **A. Background of The Study**

Lately, English as a Foreign Language (EFL) students have learned to produce good writing through many methods. For instance, they write journal entries to engage in reflective practices while learning to write in English (Boud, 2001, p. 5). Existing research has indeed shown that journaling engenders reflection among students writing academic papers. For example, Krieger and Stockton (2004) found that journaling was appropriate for addressing theoretical aspects with more experienced practitioners. This could mean that journaling allows writers to make practitioners recognize the learning that results for new experiences in new learning.

In this sense, reflective thoughts can be determined as “effective, persistent, and deep consideration of any beliefs or supposed forms of knowledge in light of the grounds that support it and the further conclusions to which it tends” (Dewey, 1993, p. 118). Dewey suggests that idea was essential to capture and explore the deeper meaning of knowledge and transform it into comprehension. It articulates as a reflection on what we know. Further, Dewey (1993) believes that a reflective thinker should possess three major characteristics: an interest in hearing alternative perspectives, which he referred to as “open-mindedness,” attention to the consequences of a course of action, which he referred to as “responsibility,” and the ability to overcome fears of critical self-evaluation, which he referred to as “wholeheartedness”.

According to Hunter and Hatton (1998), qualified mentors who can encourage students and support the reflective process may help students acquire good writing. The interaction was one of the main reasons it worked well, which can be done interactively. Reflection can help students gain awareness of what they are learning, continually examine what they already know, and acknowledge it. Furthermore, as Denton (2011) points out, reflection has a cyclic nature in that it might motivate learners to generate new thoughts and ideas that will lead to future learning stages. Last but not least, reflective thinking brings about conditions to accommodate different perspectives, empowering individuals to criticize their thoughts and, consequently, to perceive the whole picture (Morrow, 2011).

Research by Andrusyszyn and Davie (2007) has shown that interactive journal entries allow the instructor and participants to engage in the process of reflection. Andrusyszyn and Davie (2007) emphasized analyzing course materials and synthesizing them concerning professional practice and experience. Abednia et al.'s (2013) recent research showed reflections on journal writing as contributing to self-awareness and dialogue through teachers' perception of the effectiveness of writing journals. These studies bridge the gap between reflecting on the group process as well as their personal goals. Unlike the previous research, I want to learn more about how interactive journaling can engender reflection in students as they interact, experience, synthesize their journal transcripts, and communicate with higher levels of cognitive and active understanding of English as a Foreign Language (EFL) within the context of an Islamic higher education institution in Indonesia.

## **B. Research Questions**

In particular, this proposed study seeks to answer the following questions:

1. How much online interactive journaling engender reflection among EFL students within the context of Islamic higher education in Indonesia?
2. In what ways does online interactive journaling facilitate the students' reflection?

## **C. Research Aims**

The aims of this proposed research are to:

1. Find out if and how much online interactive journaling engenders students' reflection.
2. Investigate how online interactive journaling facilitates students' reflection.

## **D. Significance of The Study**

This present study is expected to contribute to the existing body of knowledge by offering insights into the potential of reflections on learning. Especially to students and lecturers. Furthermore, this research findings will be useful for other researchers in the future since it can be used as a guide for work of a significance relevance. I recognize that this research is far from perfect, therefore, I hope that other researchers will be able to fill the research gap.

## **E. Terminologies**

### **a. Online interactive journaling**

According to Parr et al. (2000), interactive journaling is a new way of using writing in group work in which journals are exchanged in all directions—members to members, members to the leader, and leader to members. Journaling is a technique for learning. Students utilize their diaries or journals to express personal interests, record observations, speculate, wonder, and make connections between new material and what they already know.

In this research, I define interactive journaling as an organized writing evaluation method that serves as a guide for conducting productive research and creating constructive feedback in a secure setting. Students' participation in designing an English interactive method will be needed, especially for English as a Foreign Language (EFL) students who learn to write academic papers. EFL students come from non-English speaker countries but are progressing in learning English. In doing the interactive assignment, students need teamwork based on their ability to process online interactive journaling.

As I use online interactive journaling, the study took place online. From the definition, it can be said that online interactive journaling is a way of writing between members to construct or create interactions resulting in feedback and reflections. In addition, the participants in this study achieve the reflection through journal entries and reflecting on their works.

## **b. Reflection**

Dewey (1993) views reflection as a problem-solving process including “active chaining, a deliberate arranging of thoughts linking each with its predecessors” (Hatton & Smith, 1995, p.33). As Asakereh and Yousofi (2018) explain, reflective thinking is a hopeful marker of learning achievement. Learners that are regarded as reflective thinkers are always aware of what they are learning; they continually evaluate what they already know, what they should know, and how to connect the two.

According to Denton (2011), reflection has a cyclical aspect, which means it may inspire students to come up with original ideas and concepts that direct subsequent learning phases. Last but not least, reflective thinking creates an environment for accommodating many viewpoints, so enabling the person to evaluate their ideas critically and, as a result, see the big picture (Morrow, 2011; Rodgers, 2002). In this manner, the researcher wants to develop the construction and processing virtually to experience a new development of writing technique and reflect on what they have learned in compiling the journal entries through reflection.

AR - R A N I R Y

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reviews and discusses existing literature relevant to interactive journaling and reflective learning practices in academic writing. This discussion will further contextualize the present research.

#### **A. Online Interactive Journaling**

Holding online interactive journaling sessions is a learning approach that might make online education more understandable (Morgan, 2021, p. 23). Online interactive journaling allows students to voice course-related opinions, ideas, and concerns that they otherwise might not be shared. There are numerous varieties of journaling. Reflective writing is the most effective technique when discussing journal writing in the academic setting to enhance critical thinking abilities. Following Jonnie (2005), reflections involve either thinking through improved ways to put into practice what the writer has already done or observed, or reviewing what has already been done and why it was effective.

Research by Morgan (2021) on online interactive journaling literature described online interactive journaling is done using digital tools and receiving comments from peers in this study. According to Morgan's research, middle school kids seldom write inside and outside the classroom. Some students struggled to come up with topics to write about when given a writing prompt each day. However, several students claimed to have improved their ability to think after utilizing the interactive journaling. In case instructor give them time to write together, reflections may get a good feedback from the whole process.

According to other studies, Wallin and Adawi (2017), writing reflective journals is important. However, Wallin and Adawi draw attention to the fact that the majority of reflective writing research in higher education comes from nurse and teacher education. This study seeks to close a portion of the gap by analyzing the effect of students' journal writing thoughts on the value of journaling. It is supported by the work of these researchers and other examples of reflective journal writing. Additionally, it makes use as well as the revelations made as a result of the analysis of the data.

### **B. Constructing Knowledge Through Reflective Journal Writing**

Interactive journaling allows writers to learn (1) what they know, (2) how they feel, and (3) what they do (and how they do it (Ariff et al., 2017, as cited Yinger and Clark, 1981). The work will be actively developed in interactive journaling, and the participants will have some fresh ideas for writing academic papers. Journal writing has become increasingly popular in university courses as a form of reflection and a technique for student instructors to track, analyze, critique, and assess their own progress. This research aimed to see how much of a contribution an interactive journal writing process may make in reflective practice.

Research by Andrusyszyn and Davie (2007) discusses the use of interactive journal writing as constructing knowledge through reflection. For him, interactive journal writing helps students with this internal process, which does not have to be a lonely activity. The more instructors and students comprehend this reflective element of learning and plan learning activities that are congruent

with it, the more effective learning may be. Support, resources, time, place, and encouragement were all provided to facilitate reflection. He went on to say that debriefing times with partners and keeping a personal blog, diary, or portfolio can help with reflection.

The interactive journals were also engaged emotion. There were feelings expressed regarding the technology, the media, real-world scenarios, various facets of the job experience, as well as private matters. The entries also included comments on the journal-writing process. Students noted that keeping a journal was a good way to learn about oneself, especially when they looked at the patterns that emerged over time, which is consistent with the journal writing literature.

Here, the literature has suggested the possibility of establishing knowledge between the students through reflective, interactive journal writing. Research on this issue contributes to writing the reflection as students construct knowledge from their pure ideas to build some paragraphs in the journal entries stage. By talking about the enjoyable or stressful aspects of journal writing, students were introduced to the interactive component. At this stage, the students may be asked specific questions on how the reflection might benefit them as well as challenges to communicate their feelings.

### **C. Constructing Personal Understanding in Journal Writing**

Abednia et al. (2013) stated in the research that the participants' reflections while writing journals allowed them to make significant connections between the course content and their real-life experiences. As a way, rather than passively adopting others' perspectives, they might develop their own knowledge

of subjects discussed in class based on their own experiences. Participants in the research also felt they might increase their ability to reflect and reason. They did not always know how to defend their own opinions or convey their ideas clearly and effectively until they started writing journals. They learned more about how to reflect on topics, express and defend their perspectives as a consequence of writing reflections, being challenged by the questions and remarks, and trying to justify their personal thoughts.

Journaling and sharing one's experience in small groups are two ways that one is said to construct personal understanding. According to Elizabeth (2006), the goal of building someone's knowledge reflects: the viewpoint of the individual, their own response to another person's experience, sharing the reflections with each other, and challenging them to move beyond their comfort level. The objective is to gain a deeper understanding of something and be aware of one's strengths and limitations so that one may improve.

For instance, Lai and Calandra (2007) investigated how pre-service participants from various subjects, such as early childhood education and mathematics, improved their reflective journal writing using computer-based scaffolding tools. Two key themes emerged from the study's examination of the teachers' viewpoints on the students' journal writing issues: "trouble in understanding reflection" and "technical and repetitious reflection writing assignments; in most cases, not reflection writing at all" (p. 73). Additionally, it was determined that three key factors—"little awareness of reflection and reflection writing," "lack of precise needs and direction," and "disconnection between theories and field experiences"—had contributed to these issues (p. 74)

They recommended reading written recommendations for future planning and discussing reflections with peers rather than senior teachers or supervisors to improve the utilization of reflections. Two of the participants were interviewed, and it emerged that while they were clear on the purpose of keeping diaries, they found the practice to be tedious and time-consuming (p. 9).

These review studies indicate that further study is needed in this field because in-service and pre-service students' perspectives of the value of keeping reflective journals have not been sufficiently examined, particularly in ELT. The voices of (student) teachers, who are the primary recipients of this sort of training, will be heard and, hopefully, incorporated into policy making and implementation in (second language) teacher education, which is another factor supporting the significance of this line of research. Additionally, students' knowledge of the value of journaling can be raised by encouraging them to engage in in-depth reflection and honest evaluation of a job that is frequently given to them.

#### **D. Reflective Journaling According to EFL Students' Perceptions**

Journaling has increased educators' level of reflectiveness. Writing journals study can be as a beneficial opportunity to enhance participants' capacity for reflection. Considered by Melvin, a student as the participant, in Abednia et al. (2013), "When we would write down our thoughts and review what we had covered in class, we would have the opportunity to explore many unspoken or even brand-new ideas. That is, the time lapse between class talks and writing would allow us to reflect on the subjects, better absorb them, and come up with fresh concepts or new themes for future investigation and discussion."

Abednia et al.'s (2013) study explored participants' perceptions of reflective journaling. The participants thought reflective journal writing had a lot of promise for helping them become aware of their implicit views, revisit them, and develop their reasoning and self-expression abilities. However, they did think it put a lot of pressure on them in terms of pre-session reading and active participation in class discussions. They also had to cope with a conflict that resulted from their training and the reflective character of journal writing.

According to similar study, Hussein (2018), this study looked at how reflective journals affected students' learning, how they helped them develop growth mindsets, and how the students themselves felt about the journaling process. In order to do this, fifteen students enrolled in an introductory nutrition course took part in the writing of reflective journals about their eating patterns in relation to the course material. The necessary data for this study were gathered through a qualitative instrumental case study methodology using student journals and focus group interviews. It indicated that the journals were examined using a content analysis method, and the results showed that reflective writing enhances learners' conceptual comprehension of the subject matter, encourages a growth mindset, and provides insight into the thoughts of the students.

In conclusion, EFL students must have some consideration to reflect on what they think when they write journals so that it will help them to develop their understanding in future writing. The way that earlier studies conceptualized the function of reflective journal writing differed. In other research, the goal was to encourage students to reflect on the new information they had acquired in class

and to document their thought processes as they advanced through the course (Wallin & Adawi, 2017).



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In conducting this study, I employ a qualitative multiple-case study approach. According to Creswell (2009), qualitative study investigates and comprehends the meaning that individuals or groups attach to social or human issues. This means the data would be interpreted through the process and experiences of participants. I use this qualitative approach to reveal students' experiences processing and reconstructing academic papers. A multiple case study approach will be used to investigate students. In particular, it is appropriate to use in this study because I want to develop a more depth understanding of two cases of samples so that they can be compared as a result of reflections.

#### **B. Participants**

Two English as a Foreign Language (EFL) students who have written academic papers in English agreed to participate in this reflective journal writing study. These students are the students of the English Language Education Department of Islamic university in Aceh. I believe they have a lot of background knowledge and experience to be participants in this reflection case because some papers have been written for class assignments. In this case, I want the participants to reflect on how they wrote. In case the assessment would, of course, be organized and not take much time to test for errors in their writing format; otherwise, more focus on the journals and reflections that they write.

The purposive sampling technique is used to find the participants. According to Sugiyono (2017), purposive sampling is a data source sampling technique with certain considerations. It is based on a population or sample that have been known beforehand

d. As it would fulfil my needs, my participants live around the research site, so it would be easier for me to contact and meet with them. The participants would have two research stages to obtain the data: journal entries and interviews. So that the interactive journaling will be done effectively.

### **C. Data Collection**

I collected the data by observing participants' online interactive journals (participant observation), conducting journal entries and a series of interviews. Participant observation was conducted with each participant when they engaged in the interactive online journaling in Google Docs and follow-up interviews were conducted after the interactive online journaling activities are completed. I prepared some semi-structured interview protocols for each interview. I actively engaged in journaling, I recorded participants' journal entries with Google Docs while interviews conducted through phone call. I conducted the journal entries in three days since November 15, 2022 until November 17, 2022, while interviews was conducted in November 18, 2022. Finally, their journal entries and interviews were also collected to triangulate the data.

#### **1. Journal Entries**

Writing would be more exciting if being hold interactively and regularly. According to light (2001), students noted that writing regularly

impacts more if it is shared with others. Moreover, I want to bring journal entries as to collect the data. Through journal entries, the participations will be able to describe what they feel about the course they attended before.

Reflection in this research would be about journaling and telling experiences between two students based on their prior knowledge. The journal will be obtained weekly moreover, no formal framework is needed, but it would be best if the students use formal structure as they try to write interactively.

In this journal entries, the students would write the journal as their opinion and based on the contents of their thoughts and do it every time after attending an Advanced Language Skills (ALS) class for writing. This is done successively for three times. This is done as three stages of habituation and fulfillment of ALS writing class because only three classes left for the semester during lectures. For the first journal entries, students are expected to be familiar with directing words for reflection. At the second stage, students are expected to be able to communicate interactively more than the first meeting. In the third stage, students are considered accustomed to doing online journaling, after which students are expected to be able to continue this good thing in the future classes because it is considered effective for increasing the ability to correct in depth about writing.

## 2. Interviews

After getting some data, the I want this study to be explained carefully about the result. So the interview method will be obtained to prevent the shortage. The interview will be conducted within 10-15 minutes. For each interview, I created a few semi-structured interview protocols via phone call so that when participants have things to say outside of formal questions, they can do so, it is being done to obtained the data extensively. According to Choak (2012), a semi-interview schedule is employed, allowing the respondent to speak in their own words and explore concerns and themes that are important to them while the researcher can address a defined topic. After I obtained journal writing from the students in Google Docs, I conducted a series of interviews to allow students to speak their own words about concerns.

### D. Data Analysis

Thematic analysis will be used to conduct and obtain the data. Thematic analysis is commonplace in qualitative data analyses. According to Braun and Clarke (2006), thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail. It organizes and explains your data collection in (rich) detail at a minimum. The thematic analysis enables to search and identify the meaningful themes of the interviewee's voices. Following Braun and Clarke (2006), I took the following steps in doing a thematic analysis:

## **1. Familiarizing with the data**

It is a good idea to start taking notes or marking ideas for coding at this phase. To undertake a thematic analysis, the data must be translated into textual form (transcription). After transcribing the data, it would have a much better comprehension of it.

## **2. Generating initial codes**

Code the transcription into relevant words so that the work will be easier to understand.

## **3. Searching for themes**

After collecting the codes of data, it would be better if themes are going to be developed. Searching for themes can be done by mind mapping.

## **4. Reviewing themes**

Mistakes may happen every time. Reviewing themes are useful to discuss before taking the next step.

## **5. Defining and naming themes**

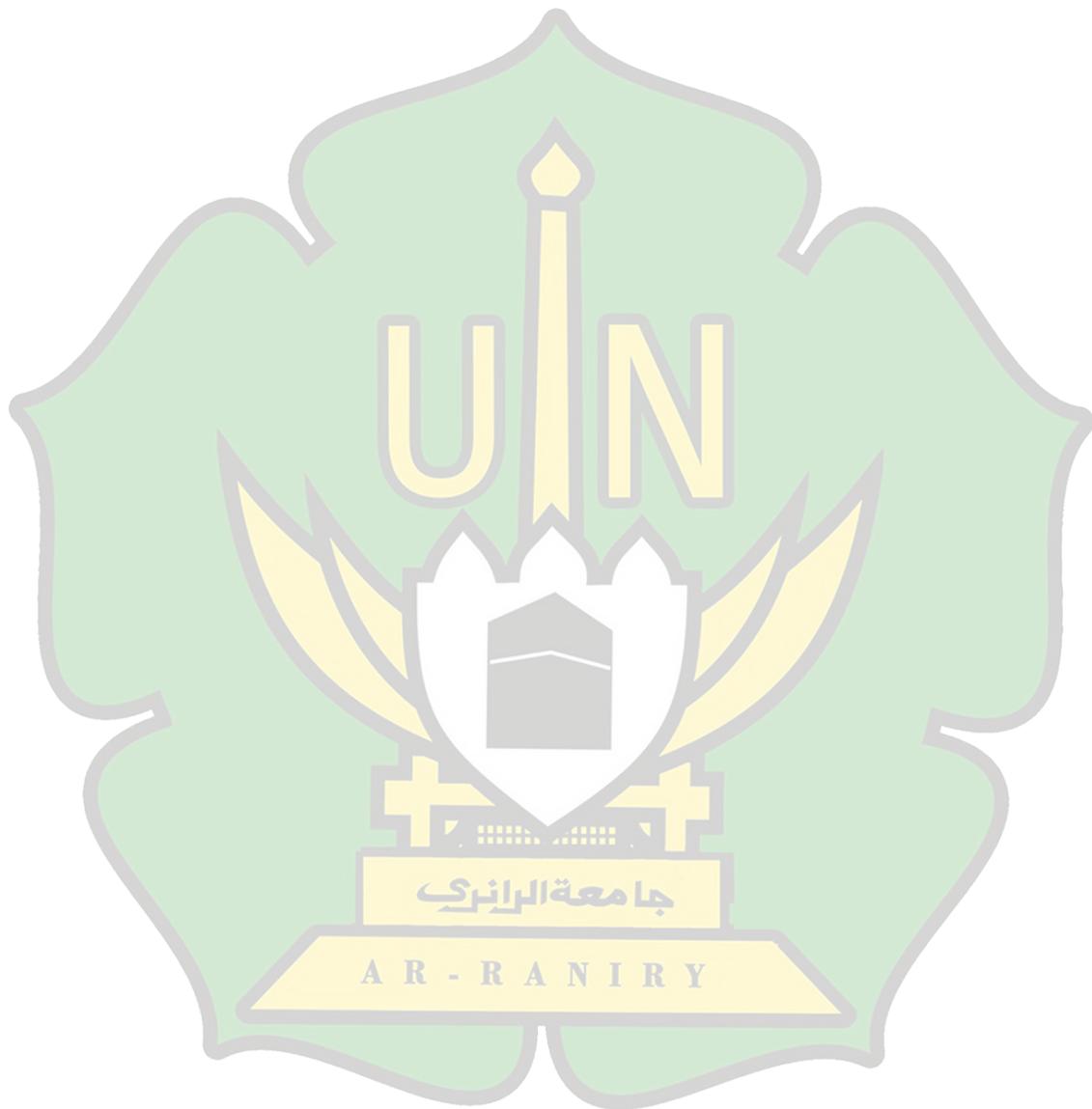
In this phase, it identifies what aspects of the data captured may be used as essential to define and refine. whether the scope can be described, the name must be considered concise so it can give the reader a sense of what theme it is about.

## **6. Producing the report**

It can be done if the task to write up the data is complete. So that it can make a great report in the study.

On the other hand, the data is analyzed by referring to the literature review of previous research. In observing the participants, cross-case analysis and within-

case analysis are also needed to mobilize knowledge from individual case studies and transcripts of the journal. In observing the learners' progress, I use an online platform called Google Docs to monitor the participants' interactive journals. In addition, a mobile phone is used to record the data.



## **CHAPTER IV FINDING AND DISCUSSION**

This chapter discusses the findings of the research. It contains the finding and discussion.

### **A. Findings**

This study aims to determine how much online interactive journaling engenders students' reflections. Two participants provided their journal entries and were interviewed about their experiences with online interactive journaling.

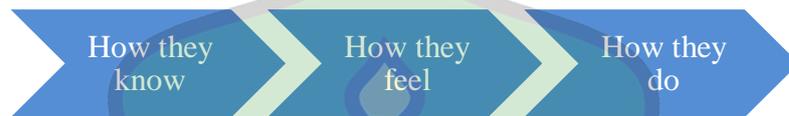
#### **1. Online Interactive Journalings Engenders Reflections According to Students**

The data analysis suggest two major themes. The first theme is “constructing knowledge”; it addresses the interactions between the two participants as they engendered knowledge. The second theme is “constructing personal understanding in writing”, which refers to writing reflections to each person. Personal understanding can be formed by two interactions, personal and dialogical processes. Personal process is a reflection that is obtained by paying attention to one's own thoughts, while dialogical is done together. These themes are further elaborated below.

##### **a. Reflective journal writing constructs knowledge between students**

In this study, interactive journaling provided a means of constructing knowledge by discovering what participants know, how they feel, and what they do (and how they do it). Students in this research knew how they tried to reflect and engage in online interactive journaling. I

briefed the participants to have a relevant practice together to build understanding between them. In three topics, descriptive text, article summary, and formal-informal writing, the students keep their journaling as they learn to write. Below is the visualization of how the participants reflect on their journaling experiences.



The first category of journal writing is what they know about the process captured in the class before. The journal entries were kept to document their views and ranged from being strictly chronological to being quite expressive. The journal captured the learners as reflective of their thoughts. Several journal entries were made spontaneously. Individuals write these with emotion yet professionally to have a good engagement between the two interactively. Participant 1 and participant 2 were doing as in figure 1.0; they came from a writing class to write journal entries. I used Google Documents to capture every journal writing the participants made.

The data shows that participants co-constructed knowledge as they wrote their journal entries. They exchanged ideas about the writings that already happen in the class before. As evidenced by the first quote from student 1, we can see that he knows how to write the article summary after journaling with his friend. This could suggest that journaling helps the student consider what to write and how they feel.

I considered summarizing articles is fine for us to study how writing is done. But, writing new paragraph ideas such as previous class: descriptive text writing is better for peers. **Our lecturer mentioned this before in the class.** The article's summary is great, but **building new paragraphs as a text is the greatest way to learn writing. Because of it, it helps us to develop our thoughts.** Hahaaa... We have different opinions! But both opinions are ok!!! I just feel this kind of writing is not as efficient. Hope there will be more writing classes soon.  
(Student 2, journal entries, November 16, 2022)

The following quote from the participant shows how he engaged in journal writing and understood the way he wrote the reflections by telling what he experienced earlier in class. Co-constructing knowledge can be marked by his words, “building new paragraphs as a text is the greatest way to learn writing. Because of it, it helps us to develop our thoughts.” Thus, it can be said that the role of reflections goes well.

This also applies to student 2. She gets the co-constructing knowledge listed in her reflections on the formal-informal writing course. Student 2 states that:

Well, for me if we are college students sometimes we should stay in formal writing or academic writing in our classroom because we cannot use informal writing in this situation as college students. We can use informal writing to write ideas for

general situations in our daily life. For instance, writing a message in whatsapp chat to our friends, writing some prettiest message in email to our best friends and **the conclusion is that the formal or informal writing is based on the situation.**

(Student 2 interview, November 18, 2022)

In the journal entries, the participant indicated that since she can took the conclusion about what she had written. The example is “the conclusion is that the formal or informal writing is based on the situation.”. It is mean what she can take from the previous class can be engendered by the knowledge which is constructed from the interactive journaling.

Participants were doing three topics of their reflections. The first one is descriptive text. The second one is article summary. The last one is formal and informal writing. The participants were asked to write their thoughts about the previous courses. They wrote by knowledge they have and describe it interactively. The participants frequently did not realize how much they already know about the topic until they stop to reflect on and express this knowledge. It is especially true when they have operated for a while and to the point where a lot of what they do has become automatic or routine in writing like this. The writing requirements, such as the need to arrange and convey meaning in the journal entries here, actually allow participants to create new meaning, or the need for knowledge, are even more fascinating.

Participants 1 and 2 described how they considered journal writing is important to convey their knowledge on how well they know about descriptive text, it helps them to retell their comprehension. It is an excellent step for students who tried to learn writing by reflecting on the previous course. However, feeling is also need included to get more understanding in reflection.

The participant also described how he feel as:

Compared to the previous class about descriptive text, I would rather choose this summarizing article btw, **I love this kind of writing more than building some new paragraph ideas.**

(Student 1, journal entries, November 16, 2022)

Here, student 1 expressed his thoughts about the previous class with his feelings. He said he preferred the summarizing article class to writing new paragraphs about descriptive text. This is because when writing reflections, feelings can also be involved

I don't like formal writing I prefer to exchange letters with my friends, I also like to use informal words. For formal writing, **I think it's too stiff**, if I use formal sentences every day, I will be a stiff girl.”-(Student 2, journal entries, November 16, 2022)

It is known that interactive journals related with emotion. Students can observe their actions, and the knowledge gained from what they feel. It can greatly advance their understanding and practice. Processes become

open to reflection and evaluation by creating a written record of action. This can be especially useful for actions that are too demanding to allow for reflection during execution. From student 2's journal, she recognized what she made into the entries. The words such as "I think it's too stiff" was conveying her feeling. However, these students keep aware on what they write by writing hoow they feel.

During the process, students also know how to deal with ideas. It means that it can be compared to the difference between propositional knowledge's "knowing what", "feeling what" and "knowing how." The cognitive abilities and procedures that permit the thought and action are included in procedural knowledge. In this study, all problems are only how they find the ideas towards their reflections. Knowing the steps how to write descriptive text and implement the lesson to construct new knowledge. Here the participant was conveying his knowledge into the reflections as he said he considered the reasons when composed a statement about writing's topic.

I wrote the description I thought about this topic. **I considered the reasons for my point of view** and then composed a statement that encapsulates this viewpoint. I wish you could be able to write the first step and be familiar with descriptive text.

(Student 1 journal entries, November 15, 2022)

## **b. Reflective journal writing constructs personal understanding between students**

In online interactive journaling, students express their feelings with honest thoughts and their own understanding. It was commonly implemented before expressing and communicating in the writing course. In the first category, “Interactive journal writing as a personal process and understanding,” participants’ multiple different styles and methods were obtained. It is meant to have support as students construct personal understanding first in reflecting their studies. Consistency is also the key for students to develop their understanding, primarily through personal and dialogical processes.

### **1). The Personal Process**

A personal process is needed in this study. Different from dialogical process, personal process here is a reflection that is obtained by paying attention to one's own thoughts, while dialogical is done together. In doing the second topic of online journaling, students wrote about journals which topic given in the previous classes. In doing so, they engaged in a full day of reflection which offers them a self improvement in understanding through personal process. Student 1 said before this study, he was never engaged in this kind of journaling before. But, after he engaged in interactive journaling, he said that he could achieve many ideas in writing. It can construct his personal understanding.

I think I have zero writing skills in journal writing before, but now.. because I can talk to each other with my friend to improve my writing... when i am doing writing with her, **many ideas come after**. (Student 1, interview, November 18, 2022)

Furthermore, with this journaling, it helps participants to get critical thinking skills and sharpen their brains. As said by the following participants:

It helps me to **think critically**. I can find out what happened, like what it is important from the information. (Student 1, interview, November 15, 2022)

However, student 2 also stated her perception about personal process building:

It really helps with writing, if you don't just write, you have to **change your mind, sharpen your brain**. Spontaneous thoughts that must be correct and right, not just have interactive journaling with friends. We have to know and find the right answer too. (Student 2, interviews, November 15, 2022)

They discussed their ideas and impressions with an instructor—who did not criticize what they had written but rather offered observations and prompted them to continue. In essence, the

interactive journals' inherent processes turned into the lessons that the participants were learning. There were clear connections between one's personal and professional selves and practices. Participants had time to reflect on who they were, what they were learning, how they practiced as professionals, and how meaning was being constructed.

## 2). The Dialogical Process

Interactive journaling allows participants to learn by sharing personal processes through dialog in journal entries with other participants as well. This is what encourages the formation of a dialogical process. If people understand their own perceptions, then the best thing is to share those perceptions with others. Writing in an interactive journal allowed students to incorporate their individuality into the learning process. As in Abednia et al. (2013) 's research, participants were able to make significant connections between the course material and their actual experiences to their reflections while writing journals.

As stated by the participants:

It is good, when **I do this journaling with my friend**, after i wrote, I found many mistakes... in my grammar exactly, i can remember whats my mistakes. when i know it, it can improve in offline when doing task in face-to-face classroom. (Student 1, interview, November 18, 2022)

**It's better to be together**, so you can get to know your friends. Share what we know and what we feel in class. Cheer up both. Always felt we had to catch up with friends. (Student 2, interview, November 18, 2022)

In dialog, it helps students to know what is their mistake, telling each other to improve their grammar in doing tasks. The participants reflected on the interactive journaling process by sharing their thoughts, which is why they preferred to do journaling interactively. Sharing what they know and what they feel in the class help them to have a fun journaling experience besides having reflections.

If students feel as though the course material must come first, they will not be able to reflect on the results and the processes of their own learning. The amount of study time must be calculated to include reflection time, and areas of the course where reflection is necessary, encouraged, and justified must also be created. It can encourage personal process into dialogical process. In my research, the students are encouraging each other to engender reflections. They interact with significant connections between the course materials and life experiences, help them to have a good understanding in reflecting the course they had.

In doing the dialogical process, not only the beneficial, the participants also faced some difficulties. The students said that the

most difficult things when writing the journals is how they deal with the ideas what they want to write and so on. As the following participant said:

**Write sentences.. I have no idea** at first because I don't know what to write. **Asking question** is considered difficult in this journaling. Like... I write it in bahasa, then i tried to translate it into English.. then i need proofreading for my writing. So that I would be sure and practiced it several times. **Word choice** also feels difficult. I don't know the exact word to describe my feeling sometimes, so I use machine translator. So that I can find the appropriate words. But no worries, practice makes perfect. (Student 1, interviews, November 18, 2022)

From student 1, I could indicate that there are many difficulties when students tried to write their reflections. In the statement above, student 1 is aware what he wrote in the journaling, but there are difficulties when he tried to write, has no idea what to write first. It goes the same with he used machine translator to find the appropriate words to write in reflections. Also before he submitted the journaling, he usually tried to proofread first what he have written so that the reflections can be understandable.

I always feel **worry with my grammar** in this journaling, is it correct or not? Do I write it down correctly? Do

people understand what I write? Then there are many vocabulary that I have to search first before write it.. What is it? like, Where is it the vocabulary should be written, I mean **lack of vocabularies**. The most difficult thing is **I have no idea what to write**. But, after getting engaged in these journalings for few times, I feel like my writing is better than doing nothing. I have ideas in my head what I want to write, because I already practiced few times in here. But I really like this interactive journaling process, if there's anything else like this I want to do it again in the future. (Student 2, interviews, November 18, 2022)

Student 2 also talked about her difficulties in doing interactive journaling in dialogical process. She said that she felt worry about her grammar in every writing. She worried about reader who read her writing. Lack of vocabulary is also being a difficulties when she tried to write sentences. However, through interactive journaling that has been run for three times in this study, she said that her writing can be improved. She practiced her writing in this study and ended up want to do it again in the future writing.

From this study, it indicates that journaling also helps them to find their difficulties in doing dialogical process. Reflections make students realized that there are few mistakes that they made during journalings. It helps them to reflect what they want to fix in the future writing. Some difficulties such as having no ideas what to write, lack

of vocabulary, difficulty asking questions, and word choice errors are considered the struggles in this study. The finding showed that although the participants have some troubles, they did not give up to make their writing better.

## **2. Online Interactive Journaling Ways in Engendering Reflections**

The plant of a critical mindset must come before this type of reflection because it turns the experience into real education about the goals and values of the individual as well as about more significant societal issues. Students' writing frequently expressed their lack of writing to be better in the future writing. It encourages students to write freely and relate to their personal experiences. With the help of practice, students may connect information and feel a connection to them.

### **a. Enhancing EFL students' awareness and effectiveness**

The interactive journal investigated how the students felt and perceived their own reflective journals. In this theme, participants feel aware of using reflective journals to get reflections after the writing course. As the participants illustrated in following statements:

I think this increases our awareness to understand many things about English sentences. It can **effectively improve writing skills** and is needed to be able to go smoothly in future thesis, as I am third semester student. The awareness.. Actually it's a bit difficult, because in class there's not much about writing, just a summary. In word, "can you twist the words?" for example,

what words should be written, is the grammar good or not, is the grammar wrong or not, write it. Meaning **this is both helpful and distressing in a good way**. (Student 1, interview, November 18, 2022)

In this theme, students received feedback in good condition. This means their awareness and effectiveness after doing the journaling were seen as something beneficial. It enhances their skills, writing and thinking skills. It means students are ready to write freely based on their experiences. The following quote from student 2 further supports this theme.

Have an impact.. In making “letters” like that, **the more you know, the more aware you are**. in what way... umm, since entering writing class, I’ve never cheated again. (Student 2, interview, November 18, 2022)

#### **b. Developing leadership and organizational behaviors**

The second theme in engendering reflection is the connection between journaling and their life experiences. In this study, the context is described to indicate if there is a significant evaluation after doing interactive journaling in their real life. The participants’ responses show that there is a change after doing journaling interactively. As they said below:

It helps me a lot to **develop my mindset**, I need to get corrected without force. I mean, everyone should get comment from other sides. I was a leader for a group of discussion, I tend to **listen to my members opinion and reflects it through journaling**. Then I got solution from our problem in this group, so we can solve it together. It helps me a lot with my leadership. And makes me organized too. (Student 1, interview, November 18, 2022)

When I was on the committee as a secretary.. like that, the PLOK event committee, **I became independent writing myself**. write a letter without any doubt. But I ask my friend to correct me also, so I can reflect it on myself. (Student 2 interview, November 18, 2022)

This kind of reflection is needed to get the development of their mindsets. It transforms the experience into a professional in their field, especially in writing. It will relate to how they are discussed in the future. This study shows that interactive journals can let the participants know how to decide something important as a leader in organizational behaviors.

### **c. Becoming a tool in the learning process**

The students' perceptions are really important to make learning situations meaningful for them. As in this study, students recognized that interactive journaling positively impacted them. They considered the potential that can be reached if reflective journals can be used in offline

classes, not just online. The findings found that participants realized the importance of reflective journals could be implemented in their learning process as a tool to encourage them to study better with the following illustrated.

I think this **can be used as a tool**, especially collaboratively. I can add friends, if I interact a lot, I can exchange ideas with friends, because with teacher is a bit shy to exchange it more freely. if alone is good, both are good. But I prefer collaborative.

(Student 1, interview, November 18, 2022)

Student 1 indicated that since he had experience with journal writing, he likes to use interactively because every student can exchange ideas collaboratively. He said that if he exchanges ideas with teacher it will cause uncomfortable feel such as shy to talk. However, it can be as a tool in the learning process for teachers to teach students without taking hands. While student 2 has expressed her thought as an advantage in reflecting on tasks together in an offline classroom. She said collaborative journal writing can make students realize their mistakes in class. As student 2 said:

It's advantageous that when I journal with my friend and make grammar mistakes, I can still recall what I did wrong. Knowing this, I can use it to my advantage when working on a task in offline classroom. **I would be happy if this will be part of our**

**learning process formally.** (Student 2, interview, November 18, 2022)

The students show that they are positively agree if this kind of reflections must be implemented in formal education. This was well received by students who had experienced reflective journals. Even though in the context of forming personal understanding and knowledge, students can also implement it together in large numbers, this can increase students' awareness of the courses they have taken. So it is very unfortunate if the use of reflective journals as a tool for the learning process is not achieved.

## **B. Discussion**

In this section, I present a discussion based on the research findings. The purpose of this study is to find out how much interactive journaling engenders students' reflection and investigate how online interactive journaling facilitates students' reflection, Several perceptions are used. Based on the findings, students thought interactive journaling was excellent for reflections in the classroom. When students use journaling, the thoughts saved in their head about the courses before can be put in this study so that reflections can be engendered. According to Abednia et al. (2013), participants' journal writing reflections enabled them to create substantial linkages between the course material and their actual experiences. This is consistent with what they have experienced in this study, indicating that it has advantages and can be used to help students with their existing knowledge.

The first research question is to determine students' understanding following journaling and the effectiveness of reflections. This inquiry aimed to assess the students' knowledge and experiences through interactive journals utilizing qualitative methodology. The findings imply two topics, they are constructing knowledge between students and constructing personal understanding between students. It shows that journaling helped students to write better because it helped them analyze and reflect on their own thoughts. Considering the results, the students concluded that interactive journaling was a great technique to encourage student participation and reflections. They are able to describe the writing they did in earlier classes and apply it to future writing. The result also reflects on what the research by Andrusyszyn and Davie (2007) discusses, it is the use of interactive journal writing as constructing knowledge through reflection, indicating that the students from this study were co-constructing knowledge as they were writing their journal entries. They exchanged ideas about the writings that already happen in the class before. During the process, students also know how to deal with ideas. It means that it can be compared to the difference in propositional knowledge.

Reflective journal writing had a lot of promise for helping students become aware of their implicit views, revisit them, and develop their reasoning and self-expression abilities (Abednia et al.'s 2013). In reflective journaling, students' perceptions are really needed to develop and construct their knowledge and understanding. The findings revealed that students are shared what in their minds. So it will help students convey and reflect creatively and effectively.

The second research question investigates how online interactive journaling engenders students' reflection. To answer this question, I divided it into three issues. Students' reflections are engendered by enhancing their awareness and effectiveness, developing their leadership and organizational behavior, and becoming a tool in learning process. All participants in this study were aware of what they write. The journal entries showed that students have prepared themselves before entering journal entries. They wrote what they think, they know, and they feel. Students also develop their leadership and organizational behavior by having a sense of responsibility when writing the journal to completion. It engendered that reflections should be used in their future learning process. On what they aware, the students found that difficulties must be recognized and overcome. It is based on the findings from interviews and journal entries, which will aid their future writing later.

According to Wallin and Adawi (2017) the goal of reflective writing was to encourage students to reflect on the new information they had acquired in class and to document their thought processes as they advanced through the course. Including student's reflections on their journal entries in this study, the findings shows that students must deepen their knowledge and open their knowledge without fear. In addition, the interview results show that students will become accustomed to reflections and interactive journal writing if can be repeated practising it. In line with Elizabeth (2006), the objective of reflective journals is to gain a deeper understanding of something and be aware of one's strengths and limitations so that one may improve. It is probably possible to include that

students do not necessarily have negative views in reflective journal writing to improve their writing.



## **CHAPTER V**

### **IMPLICATIONS, CONCLUSION AND SUGGESTIONS**

#### **A. Implications**

The findings above build on existing evidence of reflective journaling, which should be used in future classrooms reflections. This study analyzed how journaling can positively enhance students' learning process. These findings have significant implications for EFL students learning how to do journaling in writing courses since students become more conceptually adopting a growth mindset. In the same way, it might be important for instructors to evolve as they plan, teach, and create resources from materials.

#### **B. Conclusions**

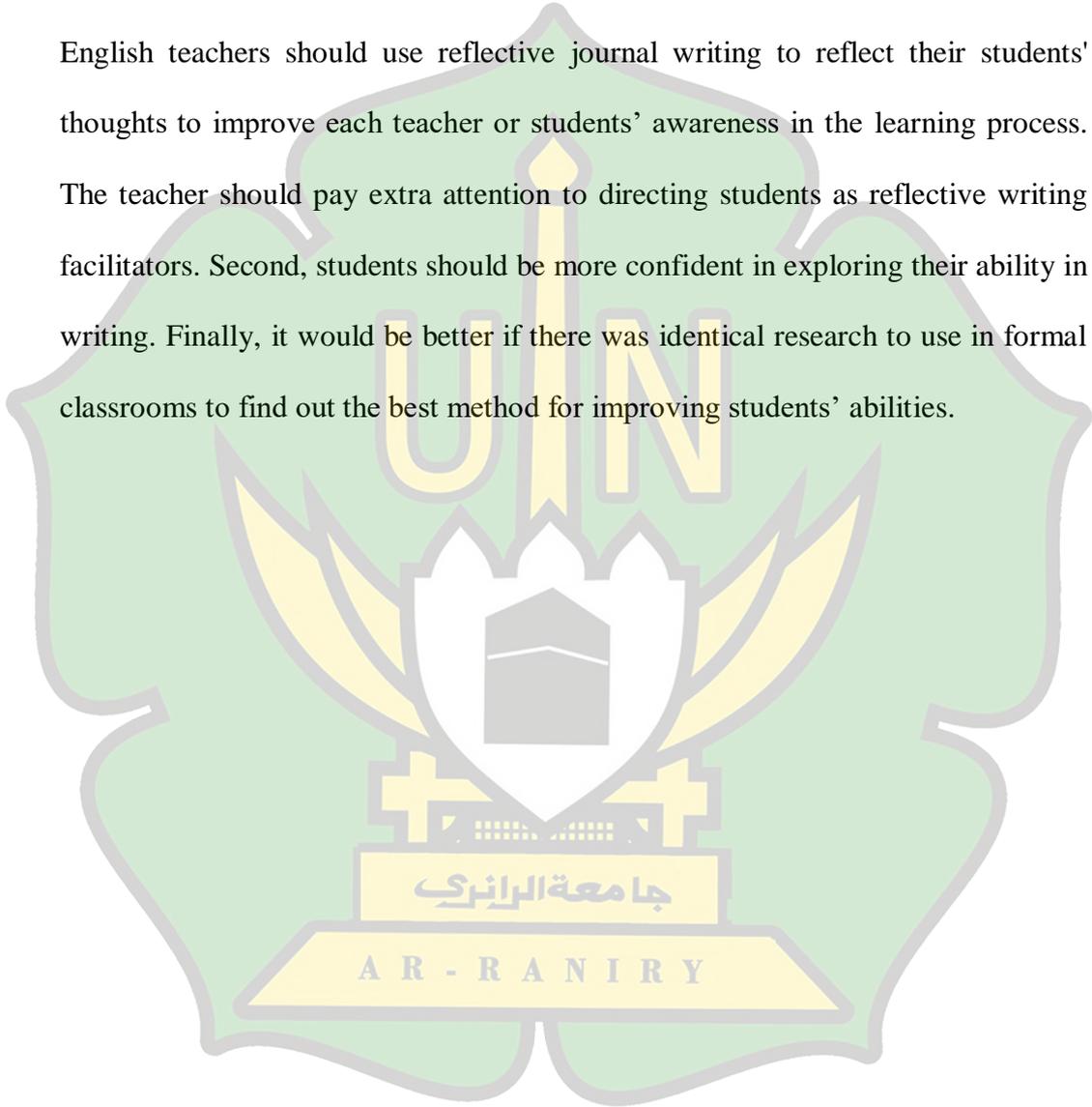
This study looked at how reflective journal writing helped students build their knowledge, raised their awareness, and understand how they felt about the journaling process. Reflections enable a deeper understanding of the particular experience and concept learned. This research outlined the steps learners took to learn about comprehend their own thoughts and their development mindset. The results of the qualitative data analysis unmistakably demonstrate that journaling can improve students' learning. The documents and the focus interview revealed several topics that could help learners hone their critical thinking and metacognitive abilities.

Two limitations were discovered once the results were interpreted. The limited sample size of this study is one of its drawbacks; hence, future research of a similar nature should be conducted on a larger sample. Another drawback is that

only three courses were taken to conduct this research. It might be interesting to research reflection writing for one writing course semester.

### **C. Suggestions**

After conducting the study, several essentials can be highlighted. First, English teachers should use reflective journal writing to reflect their students' thoughts to improve each teacher or students' awareness in the learning process. The teacher should pay extra attention to directing students as reflective writing facilitators. Second, students should be more confident in exploring their ability in writing. Finally, it would be better if there was identical research to use in formal classrooms to find out the best method for improving students' abilities.



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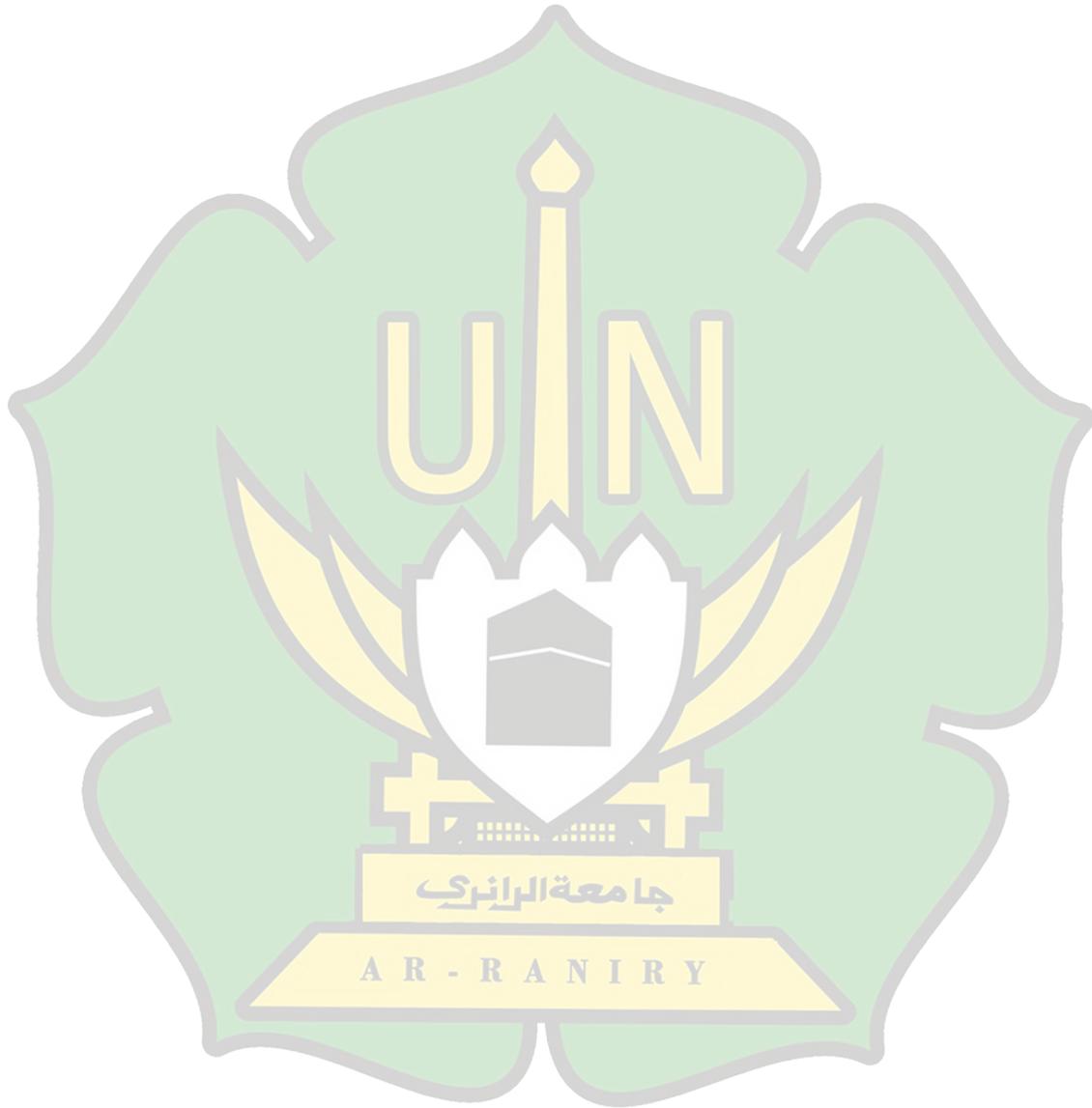
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## APPENDICES

### APPENDIX A: Appointment Letter of Supervisor

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B-6437/UN.08/FTK/KP.07.6/06/2022

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY**

**Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;  
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

**Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;  
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;  
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

**Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 18 Mei 2022

**MEMUTUSKAN**

**Menetapkan** :  
**PERTAMA** : Menunjuk Saudara:  
1. Prof. Dr. T. Zulfikar, M.Ed. Sebagai Pembimbing Pertama  
2. Faishal Zakaria, MA., Ph.D. Sebagai Pembimbing Kedua  
Untuk membimbing Skripsi:  
Nama : Putri Zahratulida  
NIM : 180203037  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Online Interactive Journaling: Facilitating Reflections Among Indonesian EFL Students

**KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

**KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

**KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 03 Juni 2022  
Dekan,  
  
Muslim Razali

**UIN AR-RANIRY**

**Tembusan**  
1. Rektor UIN Ar-Raniry (sebagai laporan);  
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;  
3. Pembimbing yang bersangkutan untuk ditandatangani dan dilaksanakan;  
4. Mahasiswa yang bersangkutan;  
5. Arsip.

## APPENDIX B: Recommendation Letter to Conduct Field Research



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-15744/Un.08/FTK.1/TL.00/12/2022  
Lamp : -  
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,  
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry  
Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **PUTRI ZAHROTULLIDA / 180203037**  
Semester/Jurusan : IX / Pendidikan Bahasa Inggris  
Alamat sekarang : Jl. Laks. Gampoeng Kajhu, Kec. Baitussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Online Interactive Journaling: Facilitating Reflections Among Indonesian EFL Students**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 08 Desember 2022  
an. Dekan  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,



Berlaku sampai : 08 Januari  
2023

Habiburrahim, M.Com., M.S., Ph.D.

جامعة الرانيري  
AR - RANIRY

**APPENDIX C: Confirmation Letter of Conducted Research from  
Department of English Language Education**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS  
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

**SURAT KETERANGAN**

Nomor: B-786/Un.08/PBI/TL.00/12/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-15744/Un.08/FTK.I/TL.00/12/2022 tanggal 08 Desember 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Putri Zahratullida  
NIM : 180203037  
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

*Online Interaktive Journaling: Facilitating Reflections Among Indonesian EFL Students*

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 09 Desember 2022  
Ketua Prodi Pendidikan Bahasa Inggris,

**Syarifah Dahliana**

AR - RANIRY

## APPENDIX D: INTERVIEW PROTOCOL

**Project** : **Online Interactive Journaling: Facilitating Reflections  
Among Indonesian EFL Students**

**Time of interview** : **10 - 15 minutes**

**Date** : **November 18, 2022**

**Place** : **Online interviews via phone call**

**Interviewer** : **Putri Zahratullida**

This research study is about how interactive journaling can engender students' reflection as they interact, experience, synthesize their journal transcripts, and communicate. The aim of this study is to find out if online interactive journaling engenders students' reflection and Investigate how online interactive journaling facilitates students' reflection. The data is collected through an interview and journal transcript via Google Doc platform which is recorded and only used for the research purpose to protect the correspondent's confidentiality based on the informed consent. The interviews took about 10-15 minutes.

### **Questions:**

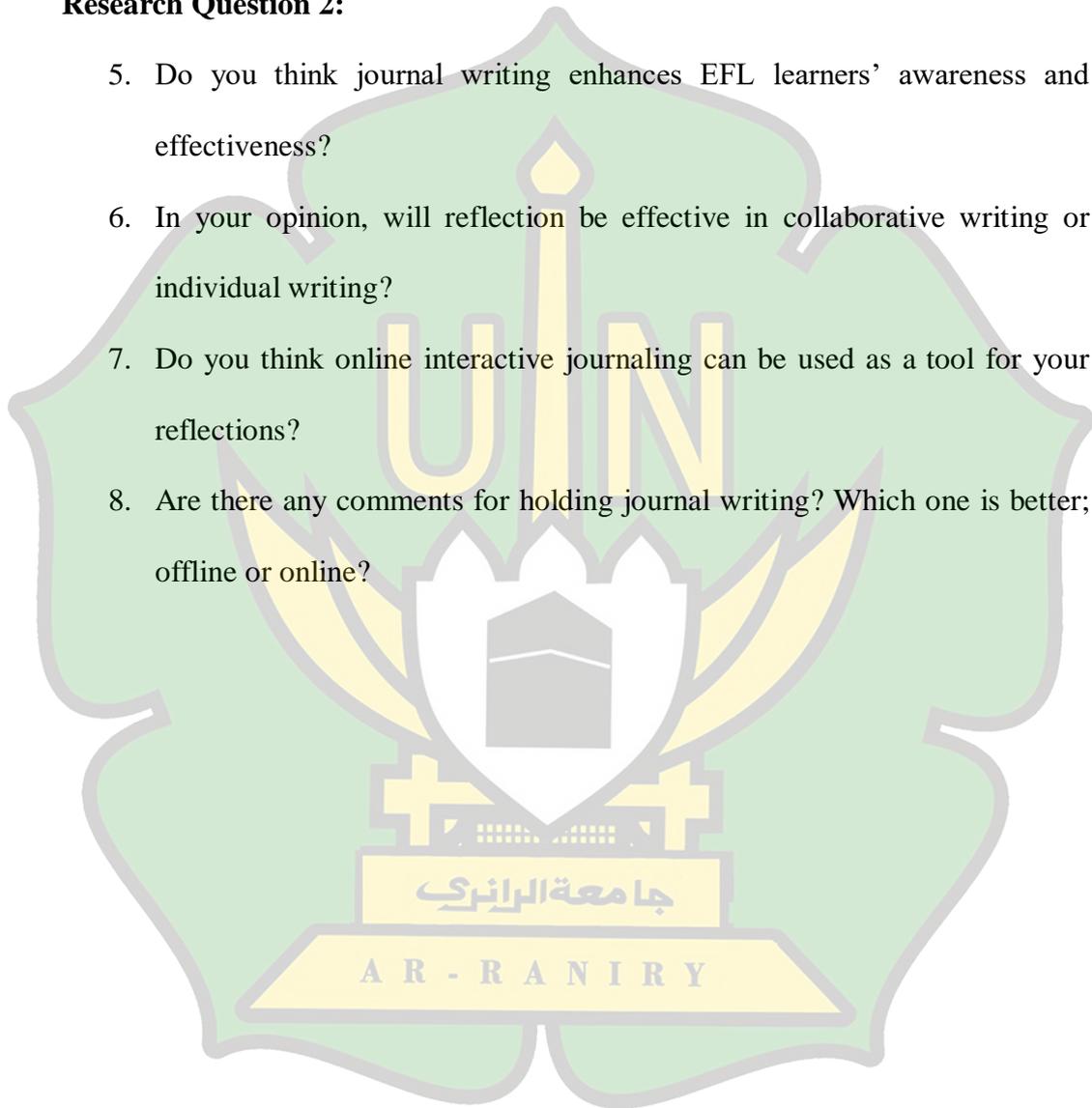
#### **Research Question 1:**

1. To what level do you think that interactive journaling engenders your reflective thinking?
2. In what ways does journal writing develop your leadership and organizational behaviors?

3. Do you think reflective journal writing helps you build critical thinking in social work, business, and education?
4. What kinds of difficulties do you face when writing reflective journals?

**Research Question 2:**

5. Do you think journal writing enhances EFL learners' awareness and effectiveness?
6. In your opinion, will reflection be effective in collaborative writing or individual writing?
7. Do you think online interactive journaling can be used as a tool for your reflections?
8. Are there any comments for holding journal writing? Which one is better; offline or online?



## APPENDIX E: INTERVIEW TRANSCRIPTS AND JOURNAL ENTRIES

### INTERVIEW TRANSCRIPTS

#### PARTICIPANT 1

Correspondent : JM

Date of Interview : November 18, 2022

Time of interview : 8.00 PM

Place : Online interview via phone

Interviewer : Do you think journal writing enhances EFL learners' awareness and effectiveness?

Correspondent : I think this increases our awareness to understand many things about English sentences. It can effectively improve writing skills and is needed to be able to go smoothly in future thesis, as I am third semester student. The awareness.. Actually it's a bit difficult, because in class there's not much about writing, just a summary. In word, "can you twist the words?" for example, what words should be written, is the grammar good or not, is the grammar wrong or not write it. Meaning this is both helpful and distressing in a good way

Interviewer : To what level do you think that interactive journaling engenders your reflective thinking?

Correspondent : It is good, when I do this journaling with my friend, after i wrote, I found many mistakes... in my grammar exactly, i can remember whats my mistakes. when i know it, it can improve in offline when doing task in face-to-face classroom.

Interviewer : In what ways does journal writing develop your leadership and organizational behaviors?

Correspondent : It helps me a lot to develop my mindset, I need to get corrected without force. I mean, everyone should get comment from other sides. I was a leader for a group of discussion, I tend to listen to my members opinion and reflects it through journaling. Then I got solution from our problem in this group, so we can solve it together. It helps me a lot with my leadership. And makes me organized too.

Interviewer : Do you think reflective journal writing helps you build critical thinking in social work, business, and education?

Correspondent : It helps me to think critically. I can find out what happened, like what it is important from the information.

Interviewer : What kinds of difficulties do you face when writing reflective journals?

Correspondent : Write sentences.. I have no idea at first because I don't know what to write. Asking question is considered difficult in this journaling. Like... I write it in bahasa, then i tried to translate it

into English.. then i need proofreading for my writing. So that I would be sure and practiced it several times. Word choice also feels difficult. I don't know the exact word to describe my feeling sometimes, so I use machine translator. So that I can find the appropriate words. But no worries, practice makes perfect.

Interviewer : In your opinion, will reflection be effective in collaborative writing or individual writing?

Correspondent : I think this can be used as a tool, especially collaboratively. I can add friends, if I interact a lot, I can exchange ideas with friends, because with teacher is a bit shy to exchange it more freely. if alone is good, both are good. But I prefer collaborative.

Interviewer : Are there any comments for holding journal writing? Which one is better; offline or online?

Correspondent : It is good, when I do this journaling with my friend, after i wrote, I found many mistakes... in my grammar exactly, i can remember whats my mistakes. when i know it, it can improve in offline when doing task in face-to-face classroom

Interviewer : How about your perception on reflections in online interactive journaling?

## **PARTICIPANT 2**

Correspondent : NI  
Date of Interview : November 18, 2022  
Time of interview : 8.30 PM  
Place : Online interview via phone

Interviewer : Do you think journal writing enhances EFL learners' awareness and effectiveness?

Correspondent: Have an impact.. In making "letters" like that, the more you know, the more aware you are. in what way... umm, since entering writing class, I've never cheated again.

Interviewer : In what ways does journal writing develop your leadership and organizational behaviors?

Correspondent: Have an impact.. In making "letters" like that, the more you know, the more aware you are. in what way... umm, since entering writing class, I've never cheated again.

Interviewer : Do you think reflective journal writing helps you build critical thinking in social work, business, and education?

Correspondent: When I was on the committee as a secretary.. like that, the PLOK event committee, I became independent writing myself. write a letter without any doubt. But I ask my friend to correct me also, so I can reflect it on myself.

Interviewer : What kinds of difficulties do you face when writing reflective journals?

Correspondent: I always feel worry with my grammar in this journaling, is it correct or not? Do I write it down correctly? Do people understand what I write? Then there are many vocabulary that I have to search first before write it.. What is it? like, Where is it the vocabulary should be written, I mean lack of vocabularies. The most difficult thing is I have no idea what to write. But, after getting engaged in these journalings for few times, I feel like my writing is better than doing nothing. I have ideas in my head what I want to write, because I already practiced few times in here. But I really like this interactive journaling process, if there's anything else like this I want to do it again in the future.

Interviewer : In your opinion, will reflection be effective in collaborative writing or individual writing?

Correspondent: It's advantageous that when I journal with my friend and make grammar mistakes, I can still recall what I did wrong. Knowing this, I can use it to my advantage when working on a task in offline classroom. I would be happy if this will be part of our learning process formally.

## JOURNAL ENTRIES

Student 1 = blue text  
Student 2 = brown text

### Interactive Journal Writing 1

Class: Advanced Language Skills (Writing)  
Topic: Descriptive Text

As far as I studied in today's writing class, the lecturer explained about descriptive text. In my opinion, descriptive text is a text that I can explain to others related to person, and place. I explained not only their characteristics such as their appearance but also their habits as well. I have faced some difficulties in writing it such as generating ideas, word choices, etc. Let me know how hard you try to write the steps to make a descriptive text.

Wow your knowledge of descriptive text is very good, please tell me the first steps to make descriptive text, please, i'm very confused about today's class. I don't really know how to write it first.

Firstly, you need to write the ideas that you know what you are interested in. For instance, choose your interesting topic titled the lessons you love the most.

Oh well, now I have some ideas for writing descriptive text, but now I'm having a hard time choosing a suitable topic for writing. Oh ya, I'm not confident about my grammar either.

Yeah, then, in the class, after choosing the topic, I wrote the description I thought about this topic. I considered the reasons for my point of view and then composed a statement that encapsulates this viewpoint. I wish you could be able to write the first step and be familiar with descriptive text. **A R - R A N I R Y**

oh right, I understand now, I will often practice writing so that my writing becomes good and i will be confident to show my own writing. Thanks a lot for the information, this information is very helpful for me. **T**

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## Interactive Journal Writing 2

Class: Advanced Language Skills (Writing)  
Topic: Article Summary

Today's class is a summary article. Today I am very happy, because I was praised by the lecturer because of my good writing. I got A :D The summary that I made received praise from the lecturer.

What did you get from the summary article? I also want to be able to write a summary article from our assignment given by our lecturer. I need more references in order to improve my writing skills. May you tell me how to get the best sources to learn a lot of writing skills deeply?

First you have to train yourself to read a lot of articles, then after that you can try to get the gist of the article. get used to reading a lot of articles so that you get a lot of new vocab. I think making a summary really helps us in writing articles. Earlier when I was writing the article, I had a bit of trouble with the grammar, but because I cross-checked, I can see where there are grammar mistakes. I feel this summary article is important to improve writing. In the articles that are summarized, the information is already organized, I just have to be smart in choosing words and summarizing so that the information is short, concise, and clear. The important thing is that you have to practice reading a lot of articles.

Well, it is really organized, Izzati. I was summarizing the articles in the class before, but I think your method on summarizing articles will be adopted by me soon. Umm, not being lazy or not, I usually just skimming or scanning some important information... um then write it into short paragraphs. Hehe it works I think, but not as good as you. I have tried. However, our lecturer' explanation is to make clear paragraphs. I don't really know if my writing is considered a good summary, but I got a B for today's class! Don't worry, I will change it into a short, concise, and clear summary soon. Compared to the previous class about descriptive text, I would rather choose this summarizing article btw, I love this kind of writing more than building some new paragraph ideas. How about you?

I considered summarizing articles is fine for us to study how writing is done. But, writing new paragraph ideas such as previous class: descriptive text writing is better for peers. Our lecturer mentioned this before in the class. The article's summary is great, but building new paragraphs as a text is the greatest way to learn writing. Because of it, it helps us to develop our thoughts. Hahaaa... We have different opinions! But both opinions are ok!!! I just feel this kind of writing is not as efficient. Hope there will be more writing classes soon.....

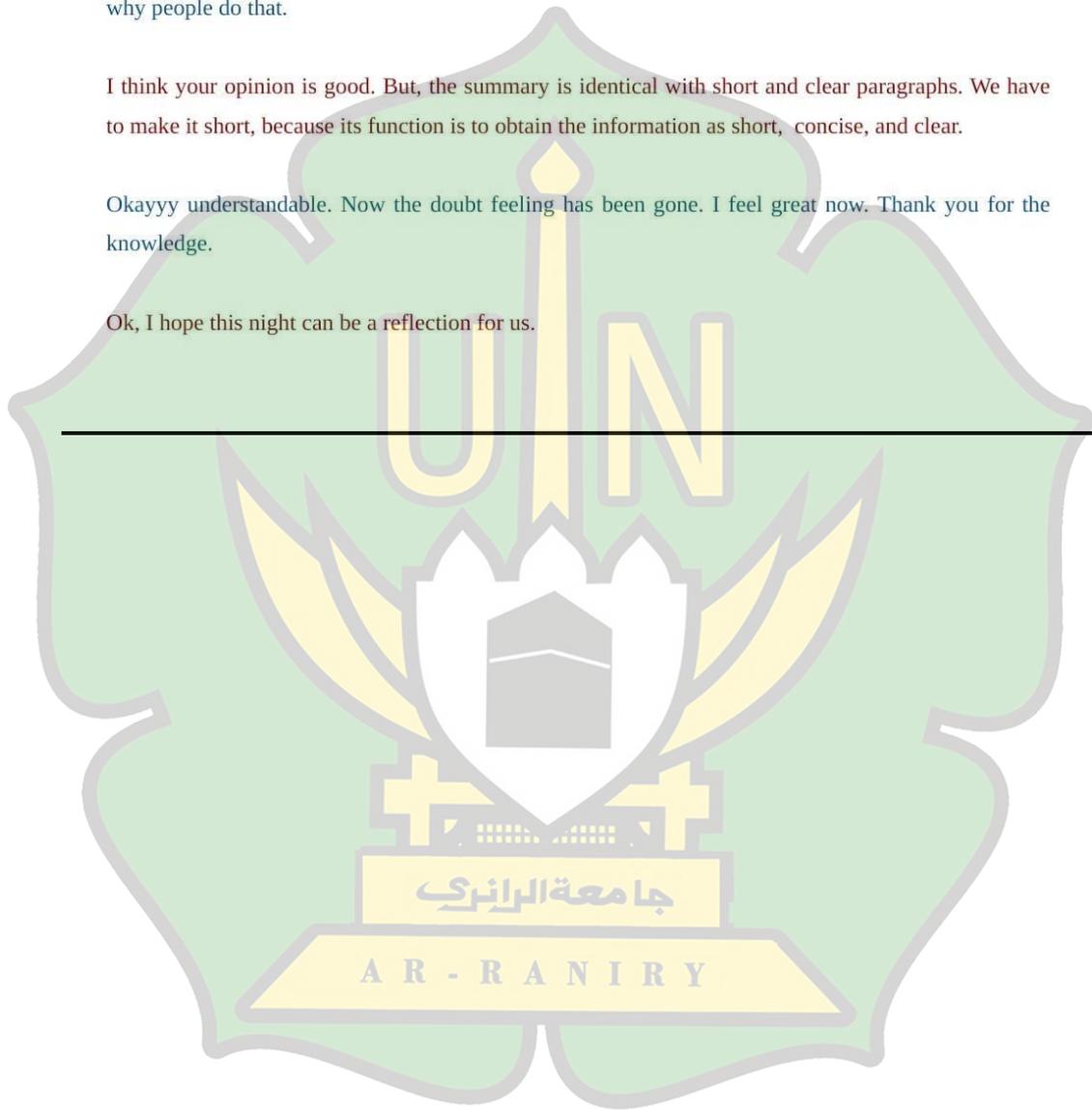
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I sometimes think, why summarizing articles must be really short.. Because like, you know... a short summary is not really helping us in getting clear information. For example if we want to explain the details, we have to read it thoroughly with clear or long information. So, I don't really understand why people do that.

I think your opinion is good. But, the summary is identical with short and clear paragraphs. We have to make it short, because its function is to obtain the information as short, concise, and clear.

Okayyy understandable. Now the doubt feeling has been gone. I feel great now. Thank you for the knowledge.

Ok, I hope this night can be a reflection for us.



### Interactive Journal Writing 3

Class: Advanced Language Skills (Writing)

Topic: Formal and Informal Writing

What do you think about our class's topic today, formal and informal writing? Well, for me if we are college students sometimes we should stay in formal writing or academic writing in our classroom because we cannot use informal writing in this situation as college students. We can use informal writing to write ideas for general situations in our daily life. For instance, writing a message in whatsapp chat to our friends, writing some prettiest message in email to our best friends and the conclusion is that the formal or informal writing is based on the situation, that's my ideas, thanks.

Yaa, you alright, but I don't like formal writing. I prefer to exchange letters with my friends, I also like to use informal words. For formal writing, I think it's too stiff. If I use formal sentences every day, I will be a stiff girl.

Which one do you like? If I want to improve my writing skills, I like to write in formal writing or academic writing. Since I am a college student, I have to be able to write in formal writing for my next master's degree. How about you? What do you think?

both of them is good, formal writing can help us in making journals and final assignments as students, but we also need informal writing for everyday life, because when speaking we don't need formal language with friends.

How about you? Do you use formal language in everyday life?

What do you think about reflection after doing formal and informal writing? For me, my reflection is feeling comfortable and a little cooler. I can improve my academic vocabulary such as nevertheless, instead of, sincerely, best regards, etc.

Well, I also thought the same thing. at this meeting it was very beneficial for us to be able to get to know many new and varied vocabularies.