

**THE PERCEIVED IMPACTS OF STUDENT-TEACHERS' REFLECTIVE
JOURNAL ON THEIR TEACHING PERFORMANCE**

THESIS



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DARUSSALAM - BANDA ACEH

2018 M / 1439 H

THESIS

Submitted to Faculty of Education and Teacher Training
Ar- Raniry State Islamic University Darussalam Banda Aceh
In partial fulfillment of the requirements for *Sarjana Degree* (S-1)
On Teacher Education

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On:

Monday, February 5th 2018 M
Jumadil Awal 19th 1439 H

Darussalam – Banda Aceh

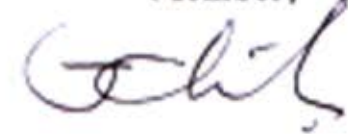
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Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul “The Perceived Impacts of Student-Teachers’ Reflective Journal on Their Teaching Performance” adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

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ABSTRACT

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Title : The Perceived Impacts of Student-Teachers' Reflective Journal
on Their Teaching Performance
Date of Examination : February 5th, 2018
Thesis Thickness : 41 Pages
Pembimbing 1 : Dr. T. Zulfikar, M. Ed
Pembimbing 2 : Khairil Razali, S. Pd. I., M.A., M.S
Keywords : Reflective Journal, Student-Teachers, Performance, Skill

Reflective journal has a great impact for teachers in improving their performance and skill in teaching. It is also helpful for teachers in evaluating their daily teaching performance. Thus, this study was conducted to explore how student-teachers perceived impacts of their reflective journal writing experience toward their teaching performance. Student-teachers can be defined as undergraduate students who are enrolled in teacher education program, but they do not fulfill yet the requirements as a professional teacher career. Two research questions were formulated in this study: 1) What are the impacts of the reflective journal perceived by the student-teachers as a mean to improve their teaching performance? And 2) What issues are normally written by the student-teachers in the reflective journal?. Qualitative method was applied to interpret the result which is obtained from applying 5 semi-structured questions of interview. This study conducted at Ar-Raniry State Islamic University which involved 8 student-teachers of English Language Education Department as the participants. The result of this study indicated that the student-teachers perceived that reflective journal is an important tool which can be used by the student-teachers to evaluate their teaching performance. The student-teachers revealed some perceived impacts toward the reflective journal such as improving the student-teachers' awareness of teaching performance, having good knowledge about their students, and helping them to be a good future teacher. Meanwhile, issues that the student-teachers normally written in the reflective journal are about teaching issues, teaching method, classroom issues and teaching material. This thesis is hoped to be beneficial for student-teachers and for the next researchers who are interested in conducting research related to reflective journal.

ACKNOWLEDGEMENT



First of all, I would like to thank Allah the Almighty for giving me strength, health and capability to complete this thesis entitled “**The Perceived Impacts of Student-Teachers’ Reflective Journal on Their Teaching Performance**”. Greeting and praying are also presented to Prophet Muhammad shallallahu ‘alaihiwasallam who has struggled whole-heartedly to delivered the truth to human being and guide his *ummah* to the right path.

My deepest gratitude is addressed to my supervisors Dr. T. Zulfikar, S.Ag., M.Ed and Khairil Razali, S.Pd.I., MA., MS who have given a great deal of time and for having provided me valuable guidance to accomplish this study during the whole process of my work. In addition, I would like to acknowledge my academic supervisor Mrs Azizah, S.Ag., M.Pd and all lecturers of English language teaching for every support.

Moreover, I owe my deepest thank and my sincere gratitude to my beloved parents, *Bapak* and *Mamak* and to my sisters and brother, Rita Zahara, Rizki Khaira and Ridha Wahyudi for the pray, great kindness, endless love, and everlasting support both financial and moral.

Though only my name that appears on the cover of this thesis, many great people have contributed to its production. I have been fortunate to have many friends who cherish me all the time. My special appreciation is addressed to all my comrade-in-arm, Nabila, Bella, *Kak* Rehan, *Kak* Aufa, *Kak* Novia, Gyan,

Dasrul etc who always give me support in my hard time in finishing this study. To all my dear friends in Unit 1 2012, thank you for all the bitter sweet memories. I proudly thank you for everyone who involved in this thesis that I cannot mention one by one. Thank you for all the encouragements and may Allah bless you forever.

Finally, I wish this thesis could give valuable and useful information for the reader. I sincerely appreciate all critics and suggestions and will accept all of it.

Banda Aceh, 29th January 2018

The writer

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CHAPTER I

INTRODUCTION

This chapter provides the introduction of the study, including of background of study, research questions, research aims, significant of the study, and research terminologies.

A. Background of The Study

Teachers play important roles in the instructional process. They can be learners, facilitators, assessors, managers, and evaluators at the same time. In this case, teachers must be able to adjust themselves to their students' world and also be able to position themselves in accordance with their students need. Crosby (2000) stated that 'the good teacher is more than a lecturer'. Furthermore, before becoming professional teachers, they have to get bachelor degree in teacher training program.

There is a long way to go for a teacher to get their career as a professional teacher. Teachers have to take teacher education and training program at the university. In this phase, they will be called as student-teachers or also known as pre-service teachers who are undergraduate students enrolled in teacher education program, but they have not yet completed the requirements as a professional teacher. They also have to take subjects related to teaching theories, approaches, methods, and technique for three years in the classroom (Doyran, 2013). Then, they learn some subjects related to learning and teaching activities such as microteaching and field experience program. During this period, student-teachers

will be placed on real-life classroom activities and involve in learning and teaching process autonomously based on the curriculum applied. They will also be asked to evaluate their performance in teaching by doing self-reflection such as writing a daily journal.

Reflection cannot be separated from 'experience' (Dewey, 1993). Therefore, the reflection should be done based on the student-teachers' experience in the teaching process. The issues discussed are about student-teachers' capabilities such as their strengths and weaknesses and also the problems faced by the teachers that should be improved in the future. Moon (2004:80) mentioned that reflection builds the understanding of something that student-teachers learned and it is as the result of reflection. So that, the reflective practice can be seen as a media for learning and reaction of learning. In reflective practice, the practitioners can choose to reflect and learn from the successful events of their experience or from their failures and problems. These both are utmost to be reflected.

There are some ways to apply reflective practice in classroom activity to help the student-teachers to evaluate themselves. One of them by using the reflective journal. Jasper (2005:177) defined reflective journal as a personal document that can contain unstandardized writing rules. In other words, the writers free to write anything in their reflective journal which is related to their own experience. In addition, Bassot (2012) defined reflective journal as a self-supervision that written as the first-person view by using 'I' to refer and focus on the writers' self. It also helps the writers to assess their proficiency based on their experiences, opinions, emotions, and assumptions honestly and spontaneously.

While Contantinou (2009) contented that reflective thinking is a tool that can encourage the teacher to upgrade their level from a level where they are still guided by the intuition to a level in which they can guide themselves by self-reflection. Reflective journals help the writers to gather the ideas together and find out the meanings of what the writers see and experience personally (Bassot, 2012).

The reflective journal is a very useful tool in teaching proficiency to help the teachers to do self-supervision. It contributes in helping both students and teachers. They simultaneously reflect themselves through reflective journal where the reflective journal can help students to be conscious about their learning style, while teachers use the reflective journal to investigate their teaching style (Zulfikar & Mujiburrahman, 2017). The self-supervision in the reflective journal help the teachers to improve their teaching performance in their future teaching process. Quiton and Smallbone (2010) quoted that the reflective journal has a more significant effect than oral reflection and it can be a permanent evidence which can be saved and seen because it is written. Hence, the reflective journal can be daily diaries for the teachers.

In its application, the reflective journal become an important instrument in the field experience program. There is a disscussion session among the supervisor, the subject teacher and the student-teacher called conference. In the conference, The supervisor was as the moderator who has responsible to run the conference. Then, the student-teacher was asked to express their reflective journal contents in 321 form which mean 3 strengths, 2 weaknesses and 1 future plan to overcome

the problem they might face in the teaching process. Meanwhile, the subject teacher was asked to convey the student-teacher's teaching performance also in 321 form. Therefore, beside the reflective journal must be written, it must also be accountable in the conference.

Many studies have examined reflective journal since it is found as a useful instrument in reflective practice in across fields by researchers (Doyran, 2013; Cimer et.al, 2013; Cengiz and Karatas, 2015; Sharif and Zainuddin, 2016; and Zulfikar and Mujiburrahman, 2017). Doyran (2013) for example, examined the use of the reflective journal to become a teacher. He found that reflective journal keeping enhances student-teachers' self-awareness about issues related to teaching practice. Research about reflective journal was also done by Cimer et.al (2013) which explored the using of reflection to become effective teachers. The result stated that teacher can improve their effectiveness by understanding a high level of self-awareness through reflective practice. Similarly, Cengiz and Karatas (2015) did a research about the effect of using reflective journal toward pre-service teachers' achievement in the general chemistry laboratory. The finding of this study revealed that the reflective journals keeping has improved the students' achievement scores and the participants believe that the reflective journals gave them positive impacts regarding to their learning and awareness.

Another research was done by Sharif and Zainuddin (2016) which investigated the students' perceptions regarding the problems, challenges, and contribution of reflective writing. They found that students faced less enthusiastic in writing the reflective essay because of lack of proficiency as it is a new thing to

them but the students thought that reflective writing is a great prospect to improve their achievement. Zulfikar and Mujiburrahman (2017) also conducted research on how to be reflective teachers by means of reflecting journals. This study investigated how reflective journals affect in-service English teachers' teaching attitudes. The results showed that most of the teachers believe that reflective journal has supported them to be reflective teachers. Reflective journals also help them to increase their consciousness and their performance in classroom.

Most of those studies above are from overseas. In other words, many foreign researchers have done the study about reflective journals before. While in Indonesia itself there is a few study relate to the reflective journal. There is also still hard to find the study about the reflective journal in student-teachers' perspective to improve their performance. In addition, Instructional Development Center (IDC) of UIN Ar-Raniry as the institution which held the field experience program requires a reflective journal as an essential requirement in the field experience program, then the student-teachers have to compile at least six to ten reflective journals during the program. Therefore, based on the explanation above, I want to explore how student-teachers perceived the impacts of their reflective journal writing experience toward their teaching performance.

B. Research Questions

Based on the problem above, I need to answer the research questions as follows:

1. What are the impacts of the reflective journal perceived by the student-teachers as a mean to improve their teaching performance?

2. What issues are normally written by the student-teachers in the reflective journal?

C. Research Aims

The aims of this study are as mentioned below:

1. To investigate the student-teachers perceived impacts of the reflective journal as a mean to improve their teaching performance.
2. To find out issues that normally written by the student-teachers in the reflective journal.

D. Significance of the Study

The result of the study could give a beneficial contribution especially for student-teachers, writer, and future researcher. This study is expected to help the student-teachers to understand the impacts of the reflective journal on their teaching performance. In addition, it also motivates them to know more about reflective tools in teaching especially by using the reflective journal and its impact to increase teacher teaching performance. I hope that the result of the study can give additional information for other researchers to conduct the study in the same field in the future.

E. Research Terminologies

1. Student-teachers

Student-teachers or also known as pre-service teachers are undergraduate students who are enrolled in teacher education program, but they do not fulfill yet the requirements as a professional teacher. Student-teachers also can be defined as

the students who study in last two semesters of their rest of study in teacher education program, they have learned almost all the subjects about teaching, and they are conducting the research called thesis.

2. Reflective Journal

The reflective journal has been defined by some scholars. Bassot (2012) for instance, defined reflective journal as the writers' self-assessment that always written based on the writers' personal view and it focus only to the writers' self. It also helps the writers to evaluate their proficiency based on their experiences, beliefs, emotions, and assumptions honestly and spontaneously. Similarly, Jasper (2005:177) defined reflective journal as individual writing form that has no standard rule, so that the writers are free to write their thought which is relate to their previous experience.

Reflective journal is one of the forms of reflective practice besides video-tapping, voice-recording, self-reporting, keeping portfolios, etc. To support reflective practice, pre and in-service teachers applied reflective journals to enhance their self-supervision in order to know their capability and deficiency in teaching. It also helps the student-teachers to think critically about the observation and assignment they must complete during microteaching or field experience program in written form (Doyran, 2013).

CHAPTER II

LITERATURE REVIEW

To support this study, the literature review is set up in this chapter by reviewing important theories about reflective journal such as journal writing in education, types of journal in education, reflective practice through the reflective journal, benefit of the reflective journal, contents of the reflective journal and the related studies of this research.

A. Journal Writing in Education

Since writing is found as a crucial tool in a learning process, since then journal writing found as an important tool to be used in any field of education such as in classroom activity, research instrument, and also to be used in professional development. Journal writing is commonly used by the writers to reflect their previous experience both generally and specifically.

Journal writing is believed as a useful instrument in learning by many scholars. The journal writing has motivated the learners to produce their self-reflection based on their previous learning instructions. However, it cannot be always infer that journal writing always concern on reflections because there are many various of journal depending on its purpose.

In education, journal writing applied as a tool in a learning process that can be used by the learners to motivate themselves by doing self-reflection. Journal writing can be used by the teacher in learning and teaching process to be a

reflection of their teaching performance. Moreover, journal-keeping activity can help the teachers to control their own professional development (Yinger & Clark, 1981).

B. Types of Journal in Education

According to Stevens and Cooper (2009), journal is a consecutively dated chronology of occasions and ideas that consist individual responses and reflections toward those occasions and ideas. Journal also can be used to record the writers' daily life experiences, personal perceptions, groups opinions (Hiemstra, 2001). The writers can save the journal permanently as their personal authentic artifacts.

Journal writing is divided into various types: 1) diaries or personal journals, 2) professional journals, 3) dialogue journals and 4) reflective journal.

1) Diaries or personal journals

Diaries or personal journals were most applied in classroom activity. It focused on students to achieve their goal of learning. Using diaries or personal journals have a good result to students' achievement in the classroom such as mentioned in the study done by Klein & Boals (2001) which stated that diaries help students to do self-reflection and increase their practice and learning.

2) Professional journals

Different from diaries or personal journals, professional journals take place to a higher level. It applies to professional development importance. professional

journals focus on writers' personal professions that will be led them into an understanding thought about the problem they want to research.

3) Dialogue journals

Dialogue journals usually used in language learning classroom activity. In dialogue journals, there will be a conversation between writers and readers. Dialogue journal involved interaction between teacher/instructor and students in the classroom to see students' language skill. This journal helps students to increase their language skill (Kim, 2005).

4) Reflective journal

According to Stevens & Cooper (2009), 'reflection is the process whereby we reconstruct and make meaning of our experience' while the journal is sequential. Dated chronicle of events and ideas, which includes the personal responses and reflections of the writers on those events and ideas.

Jasper (2005:177) for instance, defined reflective journal as a personal document that can contain unstandardized writing rules. In other words, the writers free to write anything in their reflective journal which is related to their own experience. Similarly, Bassot (2012) defined reflective journal is a self-supervision that always written as the first person by using 'I' to refer and focus on the writers' self. It also helps the writers to assess their proficiency based on their experiences, opinions, emotions, and assumptions honestly and spontaneously.

Contantinou (2009) contended that reflective thinking is a tool that can encourage the teacher to upgrade their level from a level where they still guide by the intuition to a level in which they can guide themselves by self-reflection. Reflective journals help the writers to gather the ideas together and find out the meanings of what the writers see and experience personally (Bassot, 2012).

C. Reflective Practice through Reflective Journal

According to Finkle in Watson (2010), one of the most effective ways of reflecting on experience is by writing. Sukino (2010) stated that writing is a media to communicate ideas to others. One of the most important in writing is writing for yourself, clarifying and stimulating the mind. Kerka in Mohammed (2012) stated that journal writing is an important aspect of developing knowledge and help students to connect new information with what they have learned.

Journals have also been used to support reflective practice. Wellington in Moon (1999) stated that reflective practice increases self-awareness and change somebody to act actively from passivity. Moon (1999) mentioned reflective practice as a set of abilities and skills that focus on the taking of a critical attitude and an orientation to problem-solving or a state of mind.

Reflective journal is one of the forms of reflective practice besides video-tapping, voice-recording, self-reporting, keeping portfolios, etc. To support reflective practice, pre and in-service teachers applied reflective journals to enhance their self-supervision in order to know their capability and deficiency in teaching. It also helps the student-teachers to think critically about the observation

and assignment they must complete during microteaching or field experience program in written form (Doyran, 2013).

Reflective journal in reflective practice has various of instructions. In some practices, the journal can be written freely, but in other practices, it should be written structurally. For instance, Sparks-Langer et.al (1990) noted that students were asked to write one successful and one less successful event happened in the day in their daily reflective journal. Another example is in the student-teachers' reflective journal should describe their strengths, weaknesses, and solution of the problem that the student-teachers want to achieve in the next instruction. These instructions actually have the same goal that is to build the student-teachers' awareness about their performance in the teaching process.

D. Benefit of Reflective Journal in Learning

Junsay and Gerada (2016) explained that reflective journal writing is the type of learning in which students reflect on their learning experience through writing in the form of journals that have been prepared by the teacher with the appropriate format with the material. Fisher (2011) proposed that journals writing helps students in connecting experiences have experienced by the students.

Moon (1999:60) identified the benefits of journal in learning into:

- a) To deepen the quality of learning, in the form of critical thinking or developing a questioning attitude
- b) To enable learners to understand their own learning process
- c) To increase active involvement in learning and personal ownership of learning
- d) To enhance professional practice or the professional self in practice
- e) To enhance the personal valuing of the self towards self-empowerment
- f) To enhance creativity by making better use of intuitive understanding
- g) To free-up writing and the representation of learning

- h) To provide an alternative 'voice' for those not good at expressing themselves
- i) To foster reflective and creative interaction in a group

From those benefits above, it is believed that reflective journal writing is an effective way to improve the students writing ability because by writing the journal, the students have more opportunities in writing practice and share the thoughts and ideas without any fears.

E. Contents of Reflective Journal

Zulfikar and Mujiburrahman (2017) in their study found some contents that mostly consisted in the reflective journal. Most of the contents discussed in reflective journals were approximately in terms of teaching methods and approaches such as classroom issues, teaching issues, teaching method, and teaching materials. Most of the teachers pay attention only to these issues because these are commonly occurred and sometimes become the most problem in the classroom.

1) Classroom Issues

Classroom issues were investigated as whole activities happen in classrooms such as problem faced by students and students' experience in learning. Classroom issues also consist of the classroom circumstance while the student-teacher conduct the teaching. Journal writing help teachers to engage the students-teachers relationship. Moreover, journal writing help teacher to be aware of issues happened in the classroom in order to increase students' achievement. In addition, the teachers also can supervise their teaching improvement.

2) Teaching Issues

Another issue discussed in the reflective journal is about teaching issues. In this part, teachers emphasize more on their strengths and weaknesses. The teachers feel that knowing their strengths and weaknesses help them to improve their teaching process. Moreover, to improve their teaching, the teachers use the lesson plan to see their strengths and weaknesses. The lesson plan can be revised in order to increase their teaching style in the next meetings. The reflective journal allows teachers to be aware of their classroom condition (Zulfikar and Mujiburrahman, 2017).

3) Teaching Method

The teaching method is also another important issue that teachers usually write in the reflective journal. Teachers need to plan their strategy in the teaching process. So that, in the reflective journal, the teachers write their teaching strategy in order to keep monitoring their teaching. The teachers should understand the nature of their class to be able to apply the appropriate method to their students. Therefore, by writing their teaching strategies can help teachers to supervise their teaching method and procedure applied in the classroom (Zulfikar and Mujiburrahman, 2017)

4) Teaching Materials

In writing journals, teachers also pay attention to materials they have prepared in the teaching process. It helps the teachers to find the strengths and weaknesses of their materials. Ordinarily, the teachers adjust the appropriate

materials that suit the students' ability and classroom nature. Writing materials in the reflective journal also enhance teachers' awareness about the material they have given to their students so that the students obviously get well-prepared material from the teachers.

F. The Related Studies

Doyran (2013) conducted a study entitled "Reflective Journal Writing on the Way to Becoming Teachers". This study examined the use of the reflective journal to become a teacher. The purpose of this study was to analyze the journal entries of the 26 student-teachers attending the teacher education department of a state university. The teachers were asked to write reflective journal based on their teaching experience. The result showed that reflective journal keeping enhances student-teachers' self-awareness about issues related to teaching practice. The student-teachers suggested that they need training about how to write an effective reflection in order to gain their teaching awareness.

Cimer et.al (2013) conducted a study entitled "How does Reflection Help Teachers to Become Effective Teachers?". The aim of this study was to find out the importance of reflection and reflective teaching for teachers related to their contribution in ensuring an effective teaching, The result revealed reflection was a crucial part in developing teachers' professional because it notes teachers for ongoing task of their intellect, responsibility, and professionalism. It attracted teachers to do consideration action in planning and implementing their professional teaching and knowledge as a reflective teacher in order to be more aware of their actions, more skilled, and more well-informed. Reflection also

helps the teacher to improve their effectiveness by understanding a high level of self-awareness through reflective practice. The teachers can share their experiences and problems through reflection. It can enhance the opportunities for collaboration among teachers.

Cengiz and Karatas (2015) conducted a research entitled “the investigation of pre-service science teachers' reflective journals”. This study focused on the effect of using reflective journal toward pre-service teachers' achievement in the general chemistry laboratory. The purpose of this study was to determine the levels of first-year science student-teachers' reflective thinking. It also examined the relationship between the student-teachers' reflection knowledge and their academic achievement. The data were collected by weekly reflective journals kept by a group of first-year pre-service science teachers in the chemistry laboratory. The finding of this study revealed that the reflective journals keeping has improved the students' achievement scores and the participants believe that the reflective journals gave them positive impacts regarding to their learning and awareness.

Sharif and Zainuddin (2016) conducted a study entitled "Students' Perceptions of their Reflective Essay Writing Experience and Teacher Feedback Comments". this study investigated the students' perceptions regarding the problems, challenges, and contribution of reflective writing. The research questions of this study were: how do students perceive their experience writing reflective essays? and what is the nature of the teacher's feedback comments on students' reflective essays and how do students perceive them?. The questionnaire

was applied to answer these questions which pointed to nineteen ESL students in an entry-level Medical programme. The questionnaire was concern about their experiences writing reflective essays and perceptions of teacher feedback on these essays. The interview was applied to two students to follow up the questionnaire answer. The result showed that students faced less enthusiastic in writing the reflective essay because of lack of proficiency as it is a new thing to them but the students thought that reflective writing is a great prospect to improve their achievement.

Zulfikar and Mujiburrahman (2017) also conducted study entitle "Understanding own teaching: becoming reflective teachers through reflective journals". This study focused on how to be reflective teachers by means of reflecting journals. This study investigated how reflective journals affect in-service English teachers' teaching attitudes. In-service English teachers in MA linguistic program at a US Mid-Western University became participants of this study. The results showed that most of the teachers believe that reflective journal has supported them to be reflective teachers. Reflective journals also help them to increase their consciousness and their performance in teaching.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses how the data would be analyzed by doing some methods. This chapter also gives information about the research methodology such as research design, participants, method of data collection, and method of data analysis.

A. Research Design

This study explored the perspective of the student-teachers in writing the reflective journal. The impacts of the reflective journal on student-teachers' teaching experience were also being investigated. The descriptive qualitative method was used in this study to analyze the data which are obtained from applying semi-structured interview.

This study was conducted at Ar-Raniry State Islamic University, Banda Aceh. The participants of this study were the student-teachers who study at Department of English Language Education that passed field experience program. The field experience program was used as the criterion because reflective journal now becomes one of the compulsory requirements in field experience program. The student-teachers had to write at least six to ten reflective journals during the program. Therefore, this study was conducted to know how they perceived about reflective journal impacts on their teaching performance and the issues that the student-teachers usually write in their reflective journal.

B. Participants

In this research, the participants were chosen by applying snowball sampling technique. The snowball sampling was applied to gather the participants in this research. It was used by asking the initial participants to point toward other participants that reliable to participate in this research. The snowball sampling was applied to help me to find the appropriate participants based on the previous participants' recommendation.

The participants of this research were eight final year student-teachers of Department of English Language Education of Ar-Raniry State Islamic University who have taken field experience program. The aim of taking student-teachers who passed field experience program was to know how does the reflective journal impact them during field experience program. The first participant was my peer during field experience program. Then, I asked the initial participant to choose another person to participate in this research until eight student-teachers were selected. The instrument of the research was applied only to these eight student-teachers.

C. Method of Data Collection

the data were obtained by conducting the interview with selected participants. The semi-structured interview was chosen in this research. The semi-structured interview was used to get specific information from the participants. I prepared five questions related to the topic of this research. The questions were about the student-teachers' perceived in writing the reflective journal and its impacts toward their teaching performance during field experience program. The

participants' answers were recorded by using recorder then transcribed them into descriptive qualitative analysis.

D. Methods of Data Analysis

In data analysis, there were three steps used to analyze the result of interview in order to make the results were written systematically. This study was described the student-teachers' perceived impacts on writing the reflective journal and the issues normally written by the student-teachers. According to Miles and Huberman (1994) in Punch and Oancea (2014), there are three main components in analyzing the data in descriptive qualitative research. Those components are data reduction, data display, and conclusion and verification.

1) Data Reduction

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. In reducing the data, there were used some stages. In the earlier stages, the data reduced by transcribing, editing and summarizing. In the middle stages, it occurred through coding and memoing, then in the last stages, I need to conceptualizing and explaining the data that were reduced (Punch and Oancea, 2014).

In this phase, I would get rich data. Hence, I had to select data that would give valuable information in research. Thus, at first, the data should be reduced.

2) Data Display

Data display means the process to simply the data. The data could be displayed in many ways such as in the sentence, narrative, table, graph, diagram, chart, etc (Punch and Oancea, 2014). Data display refers to show data that have

been reduced in the form of patterns. It benefits to understanding the data clearly. In displaying data, the data that have been reduced should be described into sentence form. Sugiyono (2008: 249) stated that in qualitative research, the most frequent form of display data is narrative text. Hence, the data was arranged in narrative text in order to be easier to understand.

3) Drawing Conclusions

The last step of analyzing the qualitative data in this research was drawing and/or verifying conclusions. After doing the data reduction and understanding the data display, the clear information were obtained, and then withdrawing the conclusion of the result. Thus, found out the answers of the research questions and made the conclusion from the participants' answers of the interview.

CHAPTER IV

FINDINGS AND DISCUSSION

After analyzing the data with some methods which already discussed in the previous chapter, this chapter focused on the findings and the discussion. The data which come from the interview result would be analyzed to discover the findings of the research. Then, I discussed the result of the interview and relate the findings with the previous studies in the discussion session.

A. Result of Interview

The interview was done on 27th to 30th December 2017. Eight student-teachers of English Language Education Department of UIN Ar-Raniry were involved in the interview. The student-teachers involved in this interview were the final year students who are in 9th and 11th semester and now they were in the process of completing their thesis. The participants of this research are mention as follows:

Table 4.1 List of the Participants

No	Initial	Gender	Date of Interview
1	NF	F	December 27 th , 2017
2	BA	F	December 27 th , 2017
3	PN	F	December 28 th , 2017
4	BD	F	December 28 th , 2017
5	RM	F	December 28 th , 2017
6	DI	F	December 29 th , 2017
7	MS	F	December 29 th , 2017
8	AR	F	December 30 th , 2017

There were 5 major questions posed to the interviewees. The researcher provided the transcription to give a clear description of the interview. The eight participants were marked as their initial. The result of the interview would be further discussed as follows :

1. Student-Teachers' Perspective toward Reflective Journal

This study was done to examine the student-teachers' knowledge and thought of reflective journal. At first, I would like to know the student-teachers' perspective about reflective journal because they have experienced it in field experience program.

Based on the student-teachers' answer in the interview, it showed that all student-teacher have their own definition of the reflective journal. Nevertheless, they have the same thought about the reflective journal. They perceived that reflective journal is a crucial tool or media to evaluate teachers' performance based on their previous teaching experience. AR, for example, stated that:

hmm..for me, the reflective journal is a crucial tool to evaluate the teachers' performance after class. It's like a diary. So the teachers free to write everything depend on their previous teaching experience.

This shows that AR perceived that reflective journal as an important instrument in teaching that could help her in evaluating her performance. She noted that the teachers free to write the reflective journal because it was like a daily diary.

The similar view of reflective journal revealed by DI and MS. They thought that reflective journal is an instrument to evaluate teachers' performance. they noted that:

in my opinion, the reflective journal is a way for the teachers to evaluate themselves, hence they have to make a note after they did the teaching. (DI)

in my thought, the reflective journal is a media to assess and evaluate how far we are able to teach the students. (MS)

Other student-teachers also mentioned that the purpose of the reflective journal such as an instrument to improve their teaching skill and performance. BA, for instance, believed that reflective journal could improve her teaching skill. It also could enhance the awareness of her teaching performance. Moreover, the majority of the participants perceived in a reflective journal should include their strengths, weaknesses and future plan for the next meeting. Its aim to resolve the problem that would be appeared in teaching and learning process.

So, based on their answers related to their experience in writing the reflective journal, it can be said that the student-teachers have a clear perspective and knowledge about the reflective journal that they had experienced before in field experience program.

2. The Perceived Impacts by the Student-Teachers on Reflective Journal

Based on the interview result, the eight student-teachers agree that reflective journal gives them positive impacts. The answers have been concluding in several themes. They perceived that reflective journal gives them positive impacts such as improving the student-teachers' awareness of teaching performance, having good knowledge about their students, and helping them to be a good future teacher.

a) Improving the Student-teachers' Awareness of their Teaching Performance

The student-teachers perceived that reflective journal could improve their teaching skill by always being aware of their own teaching system. Majority of the participants revealed that reflective journal could improve their teaching performance by realizing their strengths, weaknesses and finding the solution to the problem. RM, For example, noted that:

the reflective journal gives us positive impacts because when we come to the class. By writing the reflective journal we will know our strengths and weaknesses or something that we should do in the future. So, that's why I think it gives positive impacts.

Similar to RM, another participant, BD also has the same opinion. She said that reflective journal gives her positive impact to know more about her strengths and weaknesses. It is important to make the teaching system become more systematic. So, she can improve her teaching later. BD said in the interview:

by writing the reflective journal in teaching, we can get positive impacts. By writing the reflective journal, we can know our strengths, we can make our teaching system become more systematic, we can also know our weaknesses, so we can improve it later. So, there should be improvisation in teaching.

In addition to one participant, DI, which believed that teachers need to evaluate themselves. The reflective journal can be a tool for teachers to measure their teaching performance and also a way to know their teaching ability. Therefore, the reflective journal is a very useful tool to evaluate the teachers' performance. DI mentioned that:

it is very good. It really gives a positive impact for me. Because we need to evaluate ourselves to know how far we could measure our teaching. So, we will know our ability.

the participants also mentioned that the forward step should be done after knowing their strengths and weaknesses is making future plan to overcome their weaknesses. As one participant, NF stated:

we could acknowledge what is our strength and weaknesses in the learning process itself and then make future plan to overcome our weaknesses and then making a good plan in the learning process to make the learning process more interesting.

b) Having Good Knowledge about the Students

Another impact that has been perceived by the majority of the student-teachers toward the reflective journal is that reflective journal helps them to have good knowledge about their students. One participant, PN, said that reflective journal not only gives impact for the teacher, but also for the students itself. The teachers could use the reflective journal to see their students improvements from day to day. PN stated:

in my opinion reflective journal give positive impact on my class, because..mmm because by writing reflective journal we will know our students' improvement from day to day.. hmm.. so, it will give us positive impact to know the students' development in the future ... then we also know the things that should be achieved later.

Another participant, BD believed that reflective journal not only helps teachers in evaluating their teaching performance, but also it can help students in learning. The students could improve their learning by having a good teacher who always prepares appropriate material for them.

I think the reflective journal also help the students in learning. So, the students get a well-prepared material from the teacher because the teacher

has evaluated their performance before to make a better improvement in the next teaching session.

Moreover, the reflective journal also important to make the teacher aware of their students' condition. It showed from the responses by some participants.

BA, for instance, revealed that:

with the reflective journal while we teaching, we know what is circumstances in the class, we have to know the students' background, so, it is crucial that we have to give a deep concern about that.

One participant, PN, also give a similar thought that reflective journal could help teachers in knowing their students' condition. So, the teacher could prepare suitable method for the students.

if the teachers have the reflective journal, the teachers should be more aware of the condition of the students. so, it can increase their method that uses in the class. The teachers will know the suitable method in their class.

c) Help Student-Teachers to be a Good Future Teacher

Eight student-teachers who involve in this research believe that reflective journal gives them benefit to increase their performance. Besides, the reflective journal helps them in improving their performance, the reflective journal also can be used as an instrument to improve their competence in order to be a good future teacher for student-teachers. BA, for instance, stated that:

I think it is the most effective tool for helping student-teachers like us for being a teacher one day to realize what is our problem in case when we're in class and when we conduct a teaching performance. So.. and then after that like what I said before the supervisor will give the solution for our problem. So, the reflective journal is really really useful for know the issues or problem that we've been faced in the class.

BA mentioned that reflective journal is an effective media for helping her become a teacher in the future. She believed that all the problem happened during the teaching process could be solved by asking for feedback from the supervisor. Then, the supervisor will give the solution. BA also believed that reflective journal helps student teachers to be a good teacher.

So, with the reflective journal..that tool really really helps us for being a good teacher and this tool that really concern of ourselves. So, it can be improving, strengthening or enhancing ourselves' awareness for our teaching performance

BA conveyed that by doing a reflection, student-teachers can improve their performance. It is believed as a mean to be a good teacher in the future. The student-teachers can prepare themselves as a good teacher starting from doing the reflective journal because it could make them aware of themselves. So, they will always improve their teaching quality continuously.

3. Contents of Reflective Journal

This study was also intended to find out the issues that the participants usually discuss in their reflective journal. They respond it with the answer it in several issues and content that they thought important to be written in the reflective journal. Similar to the previous research question, I asked the participants to relate this question to their own experience in writing the reflective journal.

Based on the participants' responses, there are some issues that are usually discussed in their reflective journal which are teaching issues, teaching method, classroom issues and teaching material.

a) Teaching Issues

One issue which is normally written by the participants is about teaching issue. The teaching issues discussed in the reflective journal are about teaching strengths, weaknesses, and the teaching problems might happen during the teaching process. Most of the participants have mentioned that one purpose of the reflective journal is to know the teaching strengths, weaknesses, and the solutions of the problem. NF, for instance, believe that by writing the reflective journal, the teachers could know the students' strengths and the weaknesses and then finding the solution to overcome the problem which may arise later in the future. NF clearly said in the interview:

I write about my positiveness and also my weaknesses. The future plan also involved in my reflective journal because by getting the problem, we also should making the future plan to become the solution to those problems.

Another participant, BA, also has a similar thought about the reflective journal. She said that the teachers could realize their strengths and weaknesses. Therefore, it can be a way to improve their teaching problem and it also becomes a provision to be a good teacher someday.

I think in my reflective journal, for me, usually discuss about what is our strengths, weaknesses, how to overcome our problem, how we get the solutions for the problem. (BA)

b) Teaching Method

Beside the teaching issues which has been mentioned before, another issue that commonly written by the student-teachers is about teaching method. Majority of the participants mentioned that the teaching method is an important aspect that

should be written in the reflective journal. AR, for instance, noted that by writing teaching method in the reflective journal, it also could be related to the topic that should be used in the classroom. AR stated:

I usually write my method. What method I have done and what the topic., so, I will relate the method and the topic I use to hmmm after that what is the purpose of I use that method and then I discuss that three two one. I mean three positive things in my teaching, two negative things, and one is the solution of expectation for my next teaching or next instruction.

Besides, different of students need the different methods, so the teachers should know the appropriate method for their students. Determining the right method can be more easily done if a teacher regularly writes a reflective journal. Because by keeping the reflective journal, a teacher can always monitoring and evaluating the methods that will be suitable for the students in the future teaching instruction.

c) Classroom Issues

Classroom issues mean that any occasion or event happened in the classroom, such as students and classroom condition. RM, for example, mentioned that by knowing the students' condition and the classroom atmosphere would make the teacher easier in controlling the classroom. Therefore, the teacher can understand their students' ability, so then, they could decide the best way to face any condition of their students in any situation which cannot be predicted whenever it happens in the field. RM stated:

I usually write about students, there may be students that we need to pay more attention to, the atmosphere of the classroom, with a class atmosphere like this what should I do.

Another participant, DI, believed that condition of the students and the classroom could affect students' interest and motivation. The teachers must have the initiative to make the class comfortable for the students because the more comfortable classroom situation will attract the students more interest and enthusiast in the learning process and thus will increase students' motivation.

Conditions and situations also really determine how the motivations and interests of the students. Because the comfortable situation or not will affect the learning interest of the students. So the class situation was created as comfortable as possible and as creative as possible. (DI)

d) Teaching Material

The teaching material is also one of the issues that the teachers usually included in their reflective journal. Both participants BD and MS have the similar response about the issues they should write in the reflective journal. They usually write the material that difficult to accept by the students. MS, for example, contended that:

About the content, I normally write mmm I usually discuss about the class conditions, what materials are difficult for students, and also the method I used. That's all.

While BD stated that:

I usually write about how my teaching system, for example, materials that are hard to accept by the students, methods I used as well

The student-teachers also believed that reflective journal enabled them to find the strategy for getting the suitable material that easier for the students to understand. Therefore, teachers are expected to prepare appropriate material that fit the students' ability.

This finding shows that the student-teachers have experience well in writing the reflective journal. It showed from the issues that they usually write in the reflective journal are diverse but still in the same idea. They have educated in campus short training about field experience program and it also included the introduction of the new evaluating system called reflective journal. The reflective journal used to improve their teaching skill by evaluating their daily performance. So that, they have enough basic knowledge about the reflective journal.

The participants have revealed some important issues that they usually write in the reflective journal during the teaching and learning process. They mentioned some issues such as the method used, the strengths and weaknesses, their future plan and the solutions of the problems, and also issues related to the teaching materials.

B. Discussion

This study emphasized on student-teachers' perspective of the using of reflective journal toward their teaching performance. This study focused on the impacts which perceived by the student-teachers in writing the reflective journal. This study came up with two research questions. All the questions were answered through the interview. The first research question is " What are the impacts of the reflective journal perceived by the student-teachers as a mean to improve their teaching performance?". After conducting the interview and obtained enough information from the participants, the result showed that the student-teachers already knew basic knowledge of the reflective journal. It can be seen from their

answer toward their perspective about the reflective journal. They felt that reflective journal is very helpful and it give them positive impacts. Most of them viewed that the reflective journal is a crucial tool to evaluate student-teachers' performance. They also perceived that the reflective journal helped them as student-teachers to recognize their teaching issues such as the strengths, weaknesses and the problem solving can be done.

Similar results were obtained by previous studies. Cengiz and Karatas (2015) also stated the similar result that the reflective journals gave the student-teachers positive impacts regarding to their learning and awareness. Sharif and Zainuddin (2016) which conducted research about students' perception toward reflective essay showed that the students perceived that the reflective writing is a great prospect to improve their achievement. Other researchers, Cimer et.al (2013) also find similar finding. They found that reflection was a crucial part in developing teachers' professional because it notes teachers for ongoing task of their intellect, responsibility, and professionalism.

Student-teachers believed that reflective journal could help them to improve their teaching performance. The reflective journal could help the student-teachers to find their strengths and weaknesses. They believed that the strengths and weaknesses should be written in the reflective journal in order to be aware of their teaching skill. So, they can improve their teaching performance in the coming up teaching instruction. Then, when facing the problems in the classroom, the student-teachers were asked to find the solution. They were asked to write their future plans that should be expected in their next teaching instruction. In this

part, they have to relate their previous teaching with their present teaching. It believed could develop student-teachers' ability in controlling the teaching process. In the end, the student-teachers hope that reflective journal could help them to improve their performance in teaching.

The reflective journal is also believed to be able to increase the student-teachers' awareness about their students' improvement. Reflective journal not only helps teachers in evaluating their teaching performance but also it can help students in learning. It mean that the student-teachers will be more aware of their students' condition. By knowing their students' condition, the student-teachers would know their students' level in accepting the lesson. Therefore, the teachers can take appropriate action in the future and also can adjust the lesson to the students' ability. It also helps teachers to be aware of material and method for their students. They believed that reflective journal would increase their capability in preparing suitable method and material for their students. Therefore, their student will always learn with well-prepared teachers with appropriate method and material.

Doyran (2013) and Cimer et.al (2013) found the similar results. Doyran (2013) stated that reflective journal keeping enhances student-teachers' self-awareness about issues related to teaching practice. While Cimer et.al (2013) found that reflective journal attracted teachers to do consideration action in planning and implementing their professional teaching and knowledge as a reflective teacher in order to be more aware of their actions, more skilled, and more well-informed. Reflection also helps teacher to improve their effectiveness

by understanding a high level of self-awareness through reflective practice. The teachers can share their experiences and problems through reflection. It can enhance the opportunities for collaboration among teachers.

The student-teachers perceived another impact of the reflective journal such as help student-teachers to be a good future teacher. The student-teachers believed that reflective journal also can be used as an instrument to improve their competence in order to be a good future teacher. The student-teachers can prepare themselves as a good teacher start from doing the reflective journal because it could make them aware of themselves. So, they will always improve their teaching quality continuously.

The second research question is “what issues are normally written by the student-teachers in the reflective journal?”. The result of the interview showed that the student-teachers pointed out various issues that they normally wrote in the reflective journal. From those various responses, there are four issues that mostly written by the student-teachers. First, most of the student-teachers agree that teaching issues are the most often appear in their reflective journal. The teaching issues that usually discuss are about the student-teachers' strengths, weaknesses and the problem might happen in the classroom. Because the student-teachers believed that by knowing those issues, they could improve their teaching performance in the future.

Second issue or content is usually written in the reflective journal is teaching method. Majority of the participants mentioned that the teaching method is an important thing should be written in the reflective journal. The student-

teachers convinced that by keeping the reflective journal, a teacher can always monitoring and evaluating the methods that will be suitable for the students in the future teaching instruction.

Third issue that mostly discussed in a reflective journal is classroom issues such as students condition and classroom situation. By knowing the students' condition and the classroom atmosphere would make the teacher easier to control the classroom. The student-teachers also assumed that condition of the students and the classroom could affect students' interest and motivation. They believed that having comfortable classroom situation would make students more enthusiast in learning. The fourth or the last content mostly included in the reflective journal is teaching the material. The student-teachers believed that reflective journal enabled them to find the strategy for getting the suitable material that easier for the students to understand. Therefore, teachers are expected to prepare appropriate material that fit the students' ability.

The similar result was pointed out by Zulfikar and Mujiburrahman (2017). They found contents that typically written in the reflective journal. The teachers normally written contents about classroom issues which contain students' condition, any events happen in the classroom and every important point found in the classroom. Another issue the teachers wrote in the reflective journal is teaching issues such as teachers' strengths, weaknesses, and problems. Most teachers also wrote teaching method used in the classroom and also teachers' thought in preparing appropriate materials for students.

CHAPTER V

CONCLUSION AND SUGGESTION

After discussing the findings in the previous chapter, this chapter would be focused on the conclusion and the suggestion. I drew some conclusions based on the findings. Then, gave some suggestions that may be useful for the student-teachers, the readers and also for the future researchers.

A. Conclusion

Based on the findings have been mentioned in the previous chapter, I drew some conclusions that the student-teachers perceived of the reflective journal. The student-teachers thought that reflective journal is an important tool can be used by the teachers to evaluate their teaching performance. They also perceive that the reflective journal helped them as student-teachers to recognize their teaching issues such as the strengths, weaknesses and the problem solving can be done in the future. There are some impacts perceived by the student-teachers toward the reflective journal such as improving the student-teachers' awareness of teaching performance, having good knowledge about their students' improvement, and helping them be a good future teacher.

The student-teachers also pointed out the contents or issues that mostly discussed in the reflective journal. Those are teaching issues, teaching method, classroom issues, and teaching material. The issues normally written in the reflective journal are about the method used, the strengths and weaknesses, their future plans and the solutions of the problems, and also issues related to the teaching materials.

B. Suggestion

After completing this research, the researcher feels the urge to give some suggestions that would come in handy in the future, especially for teachers and other researchers who are interested in conducting relevant issue. Here are the suggestions :

For the student-teachers, it is expected for them to apply reflective journal as a way to evaluate their teaching performance. As result showed that the reflective journal could improve student-teachers' performance. It also can help them to acknowledge their strengths, weaknesses and find the solutions to their problems.

For other researchers, it is hoped that there will be much more related research to come since the issue of the reflective journal is still limited especially in domestic research. Due to the imperfection of this research, the researcher expects that there will be another research that will further investigate this issue thoroughly. In this research, the researcher only takes a few participants which lead this research ungeneralizable, so it will be better in the next research to take more participants to make it generalizable and I hope that the future researcher will find many others impacts that might be perceived by the student-teachers toward the reflective journal.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B-8706/UN.08/FTK/KP.07.6/10/2017

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH 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;
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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 20 September 2017

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- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
- 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: 4 Oktober 2017

An. Rektor
Dekan,



Mujiburrahman

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PRI Fak Tarbiyah dan Keguruan

Appendix I



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-11985/Un.08/TU-FTK/ TL.00/01/2018

08 Januari 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Rizka Maulida
N I M	: 231 222 653
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: XI
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Peurada Utama Lr.Kelapa No.12 Lamgugob Banda Aceh

Untuk mengumpulkan data pada:

UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Perceived Impacts of Student-Teachers' Reflective Journal on Their Teaching Performance

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An Dekan,
Kepala Bagian Tata Usaha,
M. Said Farzah Ali

BAG LUMUM BAG LUMUM

Kode 4198

Appendix II



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-026/UN.08/KJ.PBI/TL.00/01/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-11985/Un.08/TU-FTK/TL.00/01/2018 tanggal 08 Januari 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Rizka Maulida
NIM : 231 222 653
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

The Perceived Impacts of Student-Teachers' Reflective Journal on Their Teaching Performance

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 16 Januari 2018



Appendix III

Interview Guideline for Student-Teachers “The Perceived Impacts of Student-Teachers’ Reflective Journal on Their Teaching Performance”

Date :

Location :

Interviewee :

Interviewer : Rizka Maulida

Transcriber : Rizka Maulida

Note :

Questions :

1. What do you think about reflective journal?
2. From your perspective, does reflective journal give positive impact on your teaching performance? Why?
3. Do you think that reflective journal help teacher in teaching?
4. What are the problem or difficulties you may find in writing reflective journal?
5. What kind of issues you usually discuss in your reflective journal?

Appendix IV

INTERVIEW TRANSCRIPT

Participant 1 (P1)

Date : December 27th, 2017

Location : Interviewee's house

Interviewee : NF

Interviewer : Rizka Maulida

Transcriber : Rizka Maulida

Questions :

1. *What do you think about reflective journal?*

“hmm I think reflective journal is a crucial tool in terms of , hmm in terms of when we conduct learning process, we could acknowledge what is our strength and weaknesses in learning process itself and then making future plan to overcome our weaknesses and then making good plan in the learning process to make the learning process more interesting”

2. *From your perspective, does reflective journal give positive impact on your teaching performance? Why?*

“hmm I think in my experience, it does give positive impacts because when we write reflective journal, we could reflect on our experience and then by writing those journals, we could know ... it's like a diary, so when we write those journals we could know the weaknesses that we .. or the mistakes that we've done in the learning process such as ..mmm and then we could know the condition and the atmosphere of the class and how the students' condition, how the facilities and then we could know about our method that we use, is that applicable or not”.

3. *Do you think that reflective journal help teacher in teaching?*

“hmm reflective journal help teachers in teaching process because by writing reflective journal, we could look back in the previous teaching process and then we could compare it with present condition and by writing those journals, we could make solution when we have problem or difficulties in learning process itself”.

4. *What are the problem or difficulties you may find in writing reflective journal?*

“I got difficulties when writing the reflective journal sometimes. In the past, I experience that the lecturer who guide me in my field experince program, she said that I write the reflective journal mmm the writing is not so good”

The interviewer: Why?

“ maybe is not .. tidak menggambarkan keseluruhan proses belajar”

The interviewer: so, what things that missing in your reflective journal?

“it’s not too specific. So, she said that you (the interviewee) should write that mmm more specific mmm not too terlalu banyak mendeskripsikan”

5. *What kind of issues you usually discuss in your reflective journal?*

“I always write how the students’ condition, how the class itself, is it crowded or not, how the students give the feedback to the teacher, response to the teacher and then how they learn and how they accept the material, is there any difficulties the face in the classroom and then about my positiveness and also my weaknesses”.

The interviewer: how about the problem? Do you find the problem in the classroom the you write it?

“yeah, I always include the problem in the classroom in my reflective journal because that is the main point in writing reflective journal”.

The interviewer: how about the future plan?

“that also involve in my reflective journal because by getting the problem, we also should making the future plan to become the solution to those problem”.

Participant 2 (P2)

Date : December 27th, 2017

Location : Interviewee's house

Interviewee : BA

Interviewer : Rizka Maulida

Transcriber : Rizka Maulida

Questions :

1. What do you think about reflective journal?

“in my opinion, reflective journal is kind of self-assessment hmmm the tools which is be important thing to ourselves especially for the teaching because with reflective journal we can realize and we can improve for ourselves in teaching. So, we realize ... we know what is the best and what is to be improve and what is the best skill that we have done in teaching. So, we know and realize it and we write it in narration. So, we know what is our strength and our weakness here with the reflective journal. So, it is a crucial thing for being a good teacher someday”

2. From your perspective, does reflective journal give positive impact on your teaching performance? Why?

“yes, it does for sure, because in my opinion with reflective journal like what I said before, we know aour strenght and weakness, we know what is the worst thing we have done in the class. So, with the reflective journal while we teaching, we know what is circumstances in the class, we have to know the students' background, so, it is the crucial that we have to give a deep concern about that. So, if we know about reflective journal and we realize about that, we can write in the reflective journal and we know after that our supervisor which is the teacher can give the solution for overcoming the issues or the problem in the class that we have been faced hmm about that issues. So, with the reflective journal..that tool really really helps us for

being a good teacher and this tool that really concern for ourselves. So, it can be improving, strengthening or enhancing ourselves' awareness for our teaching performance".

3. *Do you think that reflective journal help teacher in teaching?*

"in my opinion it's really help, because with reflective journal, I think it is the most effective tool for helping student-teachers like us for being teacher one day to realize what is our problem in case when we're in class, when we're conduct a teaching performance. So, and then after that like what i said before the supervisor will give the solution for our problem. So, the reflective journalsl is really really useful for know the issues or problem that we've been faced in the class".

4. *What are the problem or difficulties you may find in writing reflective journal?*

"so, personally I've ever write the reflective journal, mmm for my experience when I have a teacher training. So, my supervisor give me an advise to always to get note for every single detail that I've done after I have been teaching. So,after that we conclude or we resume allof the thing we have done in the class, so we write in on reflective journal. So, sometimes my laziness is become my difficulty. Sometimes I forget to write down what is the worst and the best after I have been hmmafter I have a class and what is the improvement I have to develop or something like that. So, the difficultie is depend on me. If I don't write direcyly for my teaching performance, my evaluation, I forgot to write it, it will be my difficulty when I want to write the reflective journal".

5. *What kind of issues you usually discuss in your reflective journal?*

"I think in my reflective journal, for me, usually discuss about what is our strength, weakness, how to overcome our problem, how we get the solution for the problem".

Participant 3 (P3)

Date : December 28th, 2017

Location : Tarbiyah Faculty, UIN Ar-Raniry

Interviewee : PN

Interviewer : Rizka Maulida

Transcriber : Rizka Maulida

Questions :

1. What do you think about reflective journal?

“setahu saya, reflektif jurnal itu tulisan-tulisan seorang guru yang tulisan didalamnya mengandung konten-konten bagaimana jalannya kelas hari ini, bagaimana perkembangan siswa dari hari ke hari, bagaimana pencapaian hmm apakah pencapaian pembelajaran itu tercapai atau tidak , jadi semua itu dituliskan di reflective journal.”

2. From your perspective, does reflective journal give positive impact on your teaching performance? Why?

“yes, in my opinion reflective journal give positive impact on my class, because.. karena jika kita ada reflective journal, kita akan tahu perkembangan siswa kita dari hari ke hari hmmm jadi itu akan ada positive impact untuk kita karena dengan kita tahu perkembangan siswa kita kedepan ... kita tahu pencapaian-pencapaian apa saja yang harus kita capai dengan yang pertama tadi sudah tercapai jadi tidak terulang-ulang pencapaiannya”

Interviewer: selain dari siswanya, dari gurunya sendiri bagaimana?

“kalau ke siswa kan kita tahu perkembangan siswanya, kalau ke gurunya itu hmmm jadi kita tahu metode – metode apa yang cocok untuk siswanya jika kita memakai reflective journal yang bisa increase students’ motivation maybe”.

3. *Do you think that reflective journal help teacher in teaching?*

“yes of course, if the teacher have reflective journal, it can increase their method that use in the class”

Interviewer: how about teachers' awareness about the class?

“yah, like what I said before, reflective journal include activities in the class, the students' motivation maybe, so if the teacher have reflective journal, it can help the teacher in teaching. For example, like when the teacher using a method ...gimana ya ..jadi methodnya itu bisa di mix dia bisa tahu method apa yang cocok bagi siswanya”.

Interviewer: bagaimana dengan benefit yang didapat?

“seperti yang saya katakan tadi, dengan reflective journal kita bisa aware sama keadaan kelasnya, kita bakalan aware dengan kondisi siswanya, kita bakalan aware dengan kondisi kelasnya, kita juga bakalan aware dengan method yang kita gunakan”.

4. *What are the problem or difficulties you may find in writing reflective journal?*

“yes, sometimes we can imagine what we would like to write but ketika kita menulis itu lumayan susah karena kita kadang mampu untuk berfikir tapi sulit untuk menuangkan isi pikiran kita. Idenya itu ada, contoh saya pernah menuliskan reflective journal ini, saya tahu mau tulis apa tapi pemilihan kata yang bagusnya itu terkadang tak tertuang didalam tulisan dan vocab juga berpengaruh”.

5. *What kind of issues you usually discuss in your reflective journal?*

“saya biasanya discuss mengenai students' behaviour, dari hari ke hari bagaimana behaviour mereka, metode apa saja yang saya gunakan hari ini, bagaimana pencapaian kompetensi dalam pembelajarannya, condition of the class of course”.

Participant 4 (P4)

Date : December 28th, 2017

Location : Tarbiyah Faculty, UIN Ar-Raniry

Interviewee : BD

Interviewer : Rizka Maulida

Transcriber : Rizka Maulida

Questions :

1. *What do you think about reflective journal?*

“menurut saya, reflective journal itu adalah evaluasi seorang guru yang mana misal hmm seorang guru sudah mengajar, setelah itu membuat reflective journal. Didalamnya itu membahas tentang misal kekurangan dia mengajar hari ini ataupun kelebihan tentang apa yang dia perbuat misalkan perkembangan si siswanya, metode yang dia gunakan terus fasilitas yang tersedia. Di reflective journal itu si guru juga biasanya membahas future teaching dia kedepannya, nanti apa yang akan dia lakukan kedepannya”.

2. *From your perspective, does reflective journal give positive impact on your teaching performance? Why?*

“yes, menurut saya dengan kita menggunakan reflective journal dalam kita mengajar itu dapat memberikan dampak yang sangat positif. Dengan adanya reflective journal ini kita bisa mengetahui apa-apa kelebihan kita, sistem pengajaran kita juga lebih sistematis, kita tahu kekurangan apa yang telah kita lakukan jadi kita bisa mengembangkannya lagi kedepan. Jadi, ada improvisasi dalam pengajaran.”

3. *Do you think that reflective journal help teacher in teaching?*

“iya reflective journal ini sangat membantu guru dalam mengajar, karena ada evaluasi setelah dia selesai mengajar, ada evaluasi erhadap dirinya sendiri, mengevaluasi apa-apa yang kurang dalam dia mengajar”.

Interviewer: ada benefit yang didapat dari reflective journal?

“selain berguna bagi guru, reflective journal juga berguna bagi si siswa. Jadi si siswa ini menerima sesuatu dari guru lebih matang, karena ada persiapan yang lebih baik dari gurunya, karena ada persiapan yang lebih baik dari gurunya. Ada improve dari guru yang masuk hari ini dan besok ada improve dari gurunya. Contohnya, si guru ini setelah menulis reflective journal ini mengetahui bahwa tidak ada fasilitas proyektor disekolah itu jadi dia bisa mengevaluasi untuk menyediakan misalnya dengan membawa proyektor yang juga bisa bermanfaat bagi sistem pengajaran dikelas”.

4. *What are the problem or difficulties you may find in writing reflective journal?*

“iya saya pernah melakukan reflective journal, saya mendapatkan beberapa kesulitan dalam menulisnya. Mungkin salah satunya di hmm pemilihan kata, saya juga sulit dalam melihat kelebihan. Karena kita kan susah dalam melihat kelebihan kita sendiri apa yang sudah kita capai”.

5. *What kind of issues you usually discuss in your reflective journal?*

“biasanya mengenai bagaimana cara sistem saya mengajar, contohnya materi - materi yang susah ditangkap sama si siswa, metode yang digunakan juga”.

Participant 5 (P5)

Date : December 28th, 2017

Location : Tarbiyah Faculty, UIN Ar-Raniry

Interviewee : RM

Interviewer : Rizka Maulida

Transcriber : Rizka Maulida

Questions :

1. What do you think about reflective journal?

“I’m sorry I talk in Bahasa. Ok, apa yang ketahui tentang reflective journal ini sendiri ialah sebuah tulisan yang didalamnya berisi refleksi. Misalnya, kita setelah mengajar kelas, terus kita menulis tentang kejadian yang terjadi di kelas. Selain itu kita juga menulis yang pertama mungkin kelebihan seperti mungkin saya tadi menggunakan teknik atau media sesuatu, terus juga kekurangan seperti mungkin tadi saya kurang bagus dalam mengajar disini disini disini jadi muridnya kurang mendengarkan karena saya berbicara dengan suara yang kecil mungkin seperti itu. Setelah itu tidak lupa saya juga menulis apa yang akan hmm saya lakukan dikelas yang sama kedepannya”.

2. From your perspective, does reflective journal give positive impact on your teaching performance? Why?

“saya rasa iya. reflective journal membawa positive impact karena kita bakal masuk ke kelas yang sama maupun kelas yang lain jadi ketika kita menulis ini jadi kita tahu apa kekurangan dan kelebihan kita ataupun apa yang akan kita lakukan kedepannya. Jadi saya rasa ini positif.

3. Do you think that reflective journal help teacher in teaching?

“yes, I think, saya rasa. Seperti yang saya katakan tadi hmmm bahwasanya ketika seorang guru itu sudah tahu apa kekurangan ataupun kelebihanannya maka kita akan

mempertahankannya ataupun kita akan membuat lebih lagi hmmm dan di reflective journal juga ada yang namanya future plan, jadi kita bisa menulis apa selanjutnya yang akan kita lakukan.”

4. *What are the problem or difficulties you may find in writing reflective journal?*

“I don’t think I have. Sepertinya tidak ada. Kalau bisa ini langsung kita tulis setelah keluar dari kelas. Karena masih mmm ingatannya masih kuat. Kayaknya enggak ada (kesulitan).”

5. *What kind of issues you usually discuss in your reflective journal?*

“biasanya tentang murid, mungkin ada murid yang perlu kita perhatikan lebih, suasana kelas, dengan suasana kelas seperti ini apa yang harus saya lakukan. Saya akan menulis kelebihan saya terlebih dahulu, setelah itu kekurangan saya dan terakhir future planning.”

Participant 6 (P6)

Date : December 29th, 2017

Location : Tarbiyah Faculty, UIN Ar-raniry

Interviewee : DI

Interviewer : Rizka Maulida

Transcriber : Rizka Maulida

Questions :

1. *What do you think about reflective journal?*

“menurut saya reflective journal adalah salah satu cara guru bagaimana menilai dirinya sendiri makanya dia harus menulis catatan kecil setelah dia mengajar”

2. *From your perspective, does reflective journal give positive impact on your teaching performance? Why?*

“ya jelas, sangat bagus. Sangat memberikan dampak yang sangat positif bagi saya. Karena perlu untuk menilai diri sendiri sejauh mana kita bisa mengukur kita dalam mengajar. Jadi, disitu kita tahu kemampuan kita”

3. *Do you think that reflective journal help teacher in teaching?*

“ya, membantu kita seperti yang sudah saya jelaskan tadi”

Interviewer: apa benefit yang didapat dari reflective journal?

“pertama kita tahu kelebihan dan kekurangan kita, jadi kalau misalnya kita dapat komen yang negatif dari siswa kita bisa memperbaikinya dan kemudian jika kita mendapatkan komen yang positif dari siswa maupun dari siapapun itu yang melihat performance kita itu bisa menjadi salah satu contoh untuk guru yang lain, dan bisa memotivasi siswa dalam belajar”.

4. *What are the problem or difficulties you may find in writing reflective journal?*

“iya, mungkin agak sedikit bias reflective journal itu kita yang perform kita yang menilai, itu agak sedikit bias, mmm kita akan menimbulkan ‘ini harus bagus’ tapi akan lebih baik jika reflective journal itu ditulis oleh siswa ataupun teman yang melihat kita tengah mengajar didepan kelas. Sebaiknya orang lain yang menilai kita untuk menghindari subjektif seperti itu”.

5. *What kind of issues you usually discuss in your reflective journal?*

“karena ini membahas tentang mengajar jadi otomatis yang terkait disitu adalah siswa dan gurunya atau mungkin ada tim penilai. Jadi, mereka bergabung dalam kegiatan tersebut. Kondisi dan situasi itu sangat menentukan bagaimana motivasi dan minat siswa. Karena situasi nyaman atau tidak mempengaruhi minat dalam belajar. Jadi situasi kelas diciptakan nyaman mungkin dan kreatif mungkin”.

Participant 7 (P7)

Date : December 29th, 2017

Location : Tarbiyah Faculty, UIN Ar-raniry

Interviewee : MS

Interviewer : Rizka Maulida

Transcriber : Rizka Maulida

Questions :

1. *What do you think about reflective journal?*

“reflective journal merupakan media untuk menilai dan mengevaluasi sejauh mana kita mampu mengajar siswa”

2. *From your perspective, does reflective journal give positive impact on your teaching performance? Why?*

“iya, tentu. reflective journal memberikan impak yang positif karena saya bisa menilai sejauh mana kekurangan ketika saya mengajar dan kelebihan apa yang bisa saya pertahankan dan juga untuk mengajar lebih baik lagi kedepan”.

3. *Do you think that reflective journal help teacher in teaching?*

“tentu karena berdasarkan hasil yang sudah kita pelajari bagaimana kelemahan dan kelebihan kita. Jadi, guru bisa meningkatkan apa yang seharusnya bisa ditingkatkan jika lemahnya mungkin ketika membuat anak aktif maka guru bisa meningkatkan metode apa yang bisa dilakukan untuk membuat anak aktif.”

Interviewer: benefit apa yang kamu dapatkan dari menulis reflective journal?

“pertama, saya bisa menilai sejauh mana kemampuan saya. Yang kedua, juga mengukur sejauh mana kemampuan saya dalam mengajar anak”.

4. *What are the problem or difficulties you may find in writing reflective journal?*

“iya, kalau dalam bahasa Inggris mungkin ada beberapa kata dalam bahasa Indonesia tetapi sulit diterjemahkan kedalam Bahasa Inggris”.

5. *What kind of issues you usually discuss in your reflective journal?*

“hmm mungkin, penyebab anak sulit belajar bahasa inggris atau malu ketika berbicara dalam bahasa Inggris”.

Interviewer: Konten-konten apa lainnya yang biasa ditulis di reflective journal?

“kondisi kelas, mata pelajarannya apa sulit untuk siswa, terus metode. itu saja.

Participant 8 (P8)

Date : December 30th, 2017

Location : Interviewee's house

Length :

Interviewee : AR

Interviewer : Rizka Maulida

Transcriber : Rizka Maulida

Note :

Questions :

1. *What do you think about reflective journal?*

“hmm..for me, reflective journal is a crucial tool to evaluate the teachers' performance after class. It's like a diary. So the teachers free to write everything depend on their previous teaching experience”

2. *From your perspective, does reflective journal give positive impact on your teaching performance? Why?*

“it is really give me positive impact, because I could reflect what I have done in my teaching instruction through reflective journal. Some of the good impacts reflective journal I could know what it is the positive impact, like ok, today I have been appreciating my students so, I will do it later and later. Then, I have done some uniq methods like doing walk gallery, or listening to the video, then story telling and so on, so I could do these methods next and also hmm if something I have done wrong

like I am hmm accidentally eject a student like 'oh, you wrong' so, that is hmm could improve my instruction later or I won't do it anymore and I know that all of that from reflective journal that I have written."

3. *Do you think that reflective journal help teacher in teaching?*

"I think reflective journal could help teacher in teaching, because it is like a diary, so that you know what mmm what you have done in positives and negatives way. In positive ways you could defend it and for the negatives ways you could fix it later".

4. *What are the problem or difficulties you may find in writing reflective journal?*

"I ain't really get any problem or difficulties in writing reflective journal because it is like a diary because I have already knew that hmm in writing reflective journal I should write three positive things in my teaching, then two negative things in my teaching and one of the solution of my expectation in my next instruction. So, I don't have any problem or difficulties in writing reflective journal".

5. *What kind of issues you usually discuss in your reflective journal?*

"I usually write my method. What method I have done and what the topic., so, I will related the method and the topic I use to hmmm after that what is the purpose of I use that method and then I discuss that three two one. I mean three positive things in my teaching, two negative things, and one is the solution of expectation for my next teaching or next instruction".

AUTOBIOGRAPHY

Name : Rizka Maulida
Place/Date of Birth : Banda Aceh/ August, 15th 1994
Religion : Islam
Sex : Female
Nationality/Ethnic : Indonesia/Aceh
Marital Status : Single
Occupation : Student
Address : Jl. Peurada Utama Lr. Kelapa No. 12 Lamgugob,
Banda Aceh
E-mail : rizkamaulida15@gmail.com
Parents' Name
- Father : Amar Hasan Saleh, S.Sos
Occupation : Retired Civil Servant
- Mother : Nurjannah (Almh.)
Occupation : -
Address : Lamgugob, Banda Aceh

Educational Background
a. Elementary School : SD Kartika XIV – 1, B. Aceh, graduated: 2006
b. Junior High School : MTsN Model, B. Aceh, graduated: 2009
c. Senior High School : SMA Negeri 3 Banda Aceh, graduated: 2012
d. College : Fakultas Ekonomi dan Bisnis Universitas Syiah
Kuala, graduated: 2016
Department of English Language Teaching,
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry,
graduated: 2018

Banda Aceh, 29th January 2018

The writer,

(Rizka Maulida)