

**PRE-SERVICE ENGLISH TEACHERS' PERCEPTION
OF REFLECTIVE TEACHING JOURNAL
AS A MEANS FOR PEDAGOGICAL SKILL
DEVELOPMENT
THESIS**

(Submitted in partial fulfillment of the Requirement for Sarjana Pendidikan

(S. Pd) in Teaching English



**UIN SUNAN AMPEL
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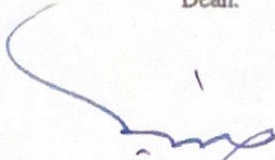
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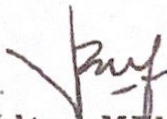
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ABSTRACT

Hikmah, Isnainur Faridhatul (2021), *Pre-service English Teachers' Perception of Reflective Teaching Journal As a means for Pedagogical Skill Development*. A thesis. English Education department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor 1: Siti Asmiyah, M. TESOL. Advisor II: Drs. Muhtarom, M.Ed., Grad, Dip, TESOL

Key word : Pre-service English teacher's perception, Reflective Teaching Journal, Pedagogical Skill Development

The aim of this research is to investigate the pre-service English teachers' at UIN Sunan Ampel Surabaya perceiving reflective teaching journals as a means for their pedagogical skill development. The study was concerned with the implementation of reflective teaching journals for pedagogical skill development. The present study is qualitative research, which employs a descriptive method. The study was conducted with a pre-service English teacher in the English Education Department. The instruments of the study were questionnaire and interview guidelines. The data of the questionnaire were analyzed in a table and described narratively, so does the interview. The results informed that writing reflective teaching journals helped them to improve their pedagogical skills such as understanding students' characteristics, the ability to choose learning supplies which educated them, designing learning assessments, and the ability to reflect on their own teaching practice in order to have a better teaching performance in the future. However, each pre-service English teacher had different aspect of their pedagogical skill development and researcher found that they perceived pedagogical skill in general which they do not realize that all the dimension of pedagogical skill contained of several basic criteria that should be had by the teachers based on the UU Standar Nasional Pendidikan Number 19 verse 3 year 2005.

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ABSTRAK

Hikmah, Isnainur Faridhatul (2021), *Pre-service English Teachers' Perception of Reflective Teaching Journal As a means for Pedagogical Skill Development*. A thesis. English Education department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor 1: Siti Asmiyah, M. TESOL. Advisor II: Drs. Muhtarom, M.Ed., Grad, Dip, TESOL

Kata Kunci : *Pre-service English teacher's perception, Reflective teaching Journal, Pedagogical Skill Development*.

Tujuan dari penelitian ini adalah untuk mengetahui guru bahasa Inggris pra-jabatan di UIN Sunan Ampel Surabaya yang mempersepsikan jurnal pengajaran reflektif sebagai sarana untuk pengembangan keterampilan pedagogis mereka. Penelitian ini berkaitan dengan bagaimana implementasi jurnal reflektif kegiatan mengajar untuk pengembangan keterampilan pedagogik. Penelitian ini merupakan penelitian kualitatif dengan menggunakan metode deskriptif. Penelitian ini dilakukan dengan guru bahasa Inggris prajabatan di fakultas Pendidikan Bahasa Inggris. Instrumen penelitian ini adalah angket dan pedoman wawancara. Data kuesioner dianalisis dalam tabel dan dideskripsikan secara naratif, begitu pula wawancara. Hasil penelitian diperoleh bahwa menulis jurnal pembelajaran reflektif membantu mereka dalam meningkatkan keterampilan pedagogiknya seperti memahami karakteristik siswa, kemampuan memilih bahan ajar yang dididik, merancang penilaian pembelajaran, kemampuan merefleksikan praktek mengajarnya sendiri agar menjadi lebih baik. kinerja pengajaran di masa depan. Namun demikian, setiap guru bahasa Inggris prajabatan memiliki aspek pengembangan keterampilan pedagogik yang berbeda dan peneliti menemukan bahwa mereka mempersepsikan keterampilan pedagogis secara umum yang tidak mereka sadari bahwa semua dimensi keterampilan pedagogis memuat beberapa kriteria dasar yang harus dimiliki oleh guru. berdasarkan UU Standar Nasional Pendidikan Nomor 19 ayat 3 tahun 2005.

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CHAPTER I

INTRODUCTION

This chapter presents a brief description of the whole content of the research. The chapter includes background of study, research question, and objective of the study, significance of study, scope and limitation of the study, definition of key term.

A. Background of the Study

The English education department is intended to train teachers or candidates to be professional English teachers with some competencies such as pedagogical, professional, social and personal competencies to develop their teaching skill and knowledge by providing all necessary support and encouragement.¹To develop all those competencies students taking a teacher training program need to follow the requirements that are given by the department at the university.

In UIN SUNAN AMPEL Surabaya, students taking English Language Education Department are given the same obligation and chance by the faculty to take a teaching internship that comprises two parts that are PPL 1 and PPL 2 in order to train them to be a professional teacher. PPL 1 is the program which gives the opportunity for students-teachers to apply their knowledge, attitude and skill in order to form the students-teacher to be a professional teacher. In PPL 1, they do microteaching. They will practice teaching and teach their peers that pretend to be their students in micro-teaching class in order to apply their ability in teaching with their friends as the students, and they will be analyzed or observed by both their lecturer and their friends.

¹ Broughton, Geoffrey etc, *Teaching English as a Foreign Language: Second Edition*, (Routledge: New York, 2003), 201

Gorgen in Burcu Koc stated that micro-teaching is an effective method which gives the opportunity to English language student teachers to connect their theory of teaching knowledge and the practice by planning and implementing new teaching strategies.² Here, the students who take practice teaching 1 course are called student teachers. Each student teacher will get the same opportunity to teach in microteaching class that will help them to be a professional teacher. They will get the chance to design their own teaching with their materials, lesson plan and media.

Moreover, in PPL 2, students of educational programs do their teaching practice at school where the department places them in certain schools. Students who are learning to reach their educational degree are named “Pre-service teacher”.³ This teaching practice empowers pre-service English teachers to obtain their teaching skills based on the level of education in a real school setting in the English language. In addition, for their professional development, teaching practicum enables pre-service English teachers to apply what they have learnt in their teaching training programs. It will be a challenge, motivation and experience for them although studying to be a real teacher is not an easy task.

To be a professional teacher, they need something to learn from their own teaching practice in order to be a good teacher and to do a better teaching in the future. Reflective teaching is a tool in teacher education which has been taken into consideration by educators in foreign and second language teacher education. Reflective teaching helps pre-service English teachers to have a critical thinking about their teaching skill and motivate them to

² Koca, Burcu & Ilyaa ,Ali, “*Exploring Pre-service Language Teachers’ Perceptions and Actual Practices of Giving Feedback in Micro-teaching*”, (Procedia - Social and Behavioral Sciences 232, 2016), 421 – 429

³ Gretchen Geng, “*The challenge of Teaching*”, (Springer: Australia, 2017), 3

train their teaching skill and to improve their actions in learning activities.⁴ There are several kinds of reflective teaching tools. Fatemipour stated in his research that Reflective teaching tools are teacher diary, peer observation, audio recording, and students' feedback.⁵ Along with related worlds, reflective teaching can be practiced by the teachers through the utilization of those reflective teaching tools.

A reflective journal has also been used as reflective teaching tools in professional development. A reflective journal is a vehicle that pre-service teachers are encouraged to use to help them evaluate their method and strategy in teaching practice. It also gives an overview about student teacher's knowledge and skill development and helps them to determine the material and media that can be used in the future teaching by reflecting on the learning experience itself. This is a perfect way for pre-service English teachers in improving their teaching skill and also helping them work with their lecturers to enhance their learning by implementing reflective teaching journals.

The advantages of reflective teaching journals are supporting pre-service English teachers to connect their past and present experience and also the anticipation of future practice.⁶ O'Connell and Dymont explored the use of journaling in giving motivation for students to reflect on their own learning and help them improve their writing skills.⁷ The benefits of reflective journaling are not only improving English writing skills, but also it can increase their motivation, enhance their creativity and critical thinking in their teaching and

⁴ Zalipour, A, "*Reflective practice Teaching Development*" Unit: The University of Waikato. Retrieved August 26th, 2017 from www.waikato.ac.nz. (2015), 4

⁵ Fatemi Pour, H, "*The effectiveness of effective teaching tools in English language teaching*", *The Journal of Modern Thoughts in Education*. 4 (4), (2009), 75

⁶ A Moon, "*A Handbook of Reflective and Experiential Learning: Theory and Practice*", (Taylor & Francis e-Library: USA, 2005), 72

⁷

learning activity. From those benefits of being a reflective teacher, Fatemipour argued that Reflective Journal is the most effective reflective teaching tool recommended for pre-service English teachers to do and to support their Reflective teaching.⁸ It helps the pre-service English teacher to be easier to reflect on their teaching performance.

Pedagogical skill is teaching the students or being able to convey one's knowledge and skills in a manner that everyone can understand, remember and apply on their own. It is really needed for pre-service teachers to develop their pedagogical skill in order to share their knowledge in a better way to their students and students would feel comfortable in learning activities. From those explanations above, it is really important to obtain a deep understanding of pre-service English teachers' perception of reflective teaching journals in order to know their pedagogical skill development.

Several studies have explored the use of reflective teaching journal in education system such as, the study that has been conducted by Merysa⁹, Lengkanawati¹⁰, Susoy¹¹, Rohana and Ningsih¹², and Cengiz¹³. The result among those research shows that implementing reflective teaching journals in the education field can improve pre-service teachers' ability in future teaching. This present study will investigate pre-service English teacher in depth related to the reflective teaching journal as a means for pedagogical skill

⁸Fatemi Pour et al, 86

⁹Risna Merysa, "*Teachers' perception on Practicing Reflective teaching (thesis)*", (Faculty Education and Teacher Training Ar-Raniry State Islamic University Darussalam Banda Aceh, 2018)

¹⁰Siti Nurfaidah, Lengkanawati, Nenden Sri & Sukyadi, Didi. "*Levels of Reflection in EFL Pre-Service Teachers' Teaching Journal*". (Indonesian Journal of Applied Linguistic, 2017), Vol. 7 No. 1, 80

¹¹Zafer Susoy. "*Watch your teaching: A Reflection Strategy for EFL Pre-Service Teachers Through Video Recordings*". (Graduate School of Educational Sciences, Anadolu University, Eskisehir, Turkey, 2015), Doi:10.1016/j.sbspro.2015.07.501

¹²Rohana and Yurika Lestari Ningsih. "*Model Pembelajaran Reflektif untuk Meningkatkan Kemampuan Pemecahan Masalah Matematis Mahasiswa Calon Guru*". (FKIP Universitas PGRI Palembang, 2016) JPPM Vol. 9 No. 2

¹³Canan Cengiz, Faik Özgür Karataş, Mustafa Yadigaroglu. "*The investigation of pre-service science teachers' reflective journals*", (Karadeniz Technical University, Fatih Faculty of Education, Trabzon, 61335, Turkey, 2013)

development because those previous study have not analyzed yet the reflective teaching journal as a means for pedagogical skill development but more on the kind of reflective teaching tools for the improvement of writing skill. Therefore, investigating the pre-service teachers' point of view is required to obtain information relevant with the implementation of reflective teaching journals as a means for their pedagogical skill development in ELT.

Moreover, for many reasons, some pre-service teachers still do not have the ability to develop pedagogical skills. In that case, the reflective journal may be a way that will help pre-service teachers to develop pedagogical skills which are very important to be mastered by pre-service teachers. Choy and Oo found that the teachers failed to maximize the advantages of Reflective practice which will help them to increase and improve their pedagogical skill.¹⁴ In addition, they are involved in reflective teaching only to make sure that they have implemented appropriate educational methods. Regarding the implementation of reflective teaching journals, this present study explored the pre-service English teachers' perception on practicing reflective teaching as a means for pedagogical skill development.

B. Research Question

Along with related background of the study above, the research question is formed as “How do pre-service English teachers at UIN Sunan Ampel Surabaya perceive reflective teaching journals as a means for their pedagogical skill development?”

¹⁴ C. Choy, S, & S. Oo, “*Reflective thinking and teaching practices: A precursor for incorporating critical thinking into the classroom*, *International Journal of Instruction*. 5 (1). (Retrieved October 28th, 2016 from www.e-iji.net), 176

C. Objectives of the study

Relevant with the formulation of research question above, the aim of this research is to investigate the pre-service English teachers' at UIN Sunan Ampel Surabaya perceiving reflective teaching journals as a means for their pedagogical skill development.

D. Significance of the Study

This research may be beneficial for three certain aspects as they will be clarified below.

1. Apparently, this present study provided more understanding for those researchers who have the similar interest in Reflective teaching Journal. It may also present deeper understanding on teachers' pedagogical skill development through reflective teaching journals for the theoretical development of teacher training programs, microteaching and particularly reflective journals in ELT.
2. Practically, the outcomes of this current study can be used as references for English teachers to elaborate with their pedagogical skill by writing reflective teaching
3. Immediately, this study will be advantageous for upcoming research who is interested in observing the identical issue with different perspectives. It suggests for future research to take an issue which focuses on investigating the pre-service English teacher's perception of reflective teaching journals as a means for writing skill.

E. Scope and Limitation of the Study

1. Scope of the Study

Pedagogical skill is a kind of competency that needs to be mastered by a pre-service English teacher. The existence of reflective teaching journals in the Education field may be the tools that can help the pre-service English teacher to develop their pedagogical skill. This

study investigated the perception of pre-service English teachers about their pedagogical skill development in the use of reflective teaching journals.

2. Limitation of the Study

This study is limited to 10 dimensions of pedagogical skill of teachers, this study is only limited to giving 5 brief explanations of 5 dimensions of pedagogical skill related to the findings and discussions of this study. This research is also limited to pre-service English teachers in UIN Sunan Ampel Surabaya that are conducting teaching internship 2 (PPL 2) academic years 2019/2020.

F. Definition of Key Term

To obviate misinterpretation of the key words which are often constructed in this research, the researcher clarified the meaning briefly as presenter below.

1. Perception

Perception is the set of processes by which people select, organize and interpret what they see, think and feel.¹⁵ In this research, perception is defined as the point of view, selection, organization and interpretation of pre-service English teachers toward their reflective teaching journal.

2. Reflective Teaching Journal

Jasper defined reflective journals as individual writing, a form of free writing about their thoughts related to their previous experience.¹⁶ In this research, reflective teaching journals are defined as a form of writing by pre-service teachers to reflect on their previous experience on English teaching practice.

¹⁵ J. M. George & G. R. Jones, *Understanding and managing organizational behavior* (4th Ed), Mishawaka: Pearson Prentice Hall

¹⁶ Jasper, M. A. "*Using reflective writing within research*". *Journal of Research in Nursing*, 10(3), (2005), 177

3. Pedagogical Skill

Pedagogical skill is the pre-service students' ability of managing the students, designing and implementing the learning, and the development of students' diversity in English class when they are practicing teaching English.

4. Pedagogical Skill Development

Pedagogical skill development means as a process of the teaching skills' development of a teacher. At this point, this study examined the teaching skills' development of pre-service English teachers.



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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the theoretical framework and previous study. It is aimed to give relevant knowledge to underline the study.

A. Theoretical Framework

1. Teacher Education Faculty

A program that was designed by the institution in some university in order to produce one's ability to teach is an educational program. This program is supposed to help someone prepare themselves to be ready to teach. In educational programs designed by universities, teachers are intended to develop their proficiency and their competence.¹⁷ Learner achievement can be seen from teachers' proficiency. If teachers have a good capability in teaching, their students will become the most valuable people. Moreover, the educational faculty is providing several educational programs for students or candidate teachers who want to be a professional teacher in certain subjects that they want. UIN Sunan Ampel Surabaya is one of the universities in Indonesia which provides a teacher education department for anyone who wants to be a teacher. They will be given a chance to be a student's teacher and will be promoted to pre-service teacher when their pedagogical skill is developed. Education system provides the in-service or pre-service teacher to get knowledge of teaching or pedagogical skills while they are in college. It is really helpful for them because they can develop and improve their skill in teaching. In addition, one's who can hold those important roles in the educational field are named teachers. Teacher is the one

¹⁷ Chaurasia Gulab, *“Teacher Education and Professional Organizations”*, (New Delhi, Authorspress, 2000), 2

who can be aware of the situation of the class. Moreover, they can monitor their own teaching behaviors to deal with students' characteristics.

In improving and developing the teaching and professional skill of in-service and pre-service teachers, teacher education provides them with teaching practice. It prepared them to be real teachers and be good teachers in future.

2. Pre-service English Teacher

Pre-service English teacher is a term for undergraduate English college students who are enrolled in the Teaching Internship (PPL 2). They have already passed PPL 1 which gave them a lot of knowledge of teaching in order to be a good teacher. They have learnt to be the real teacher in microteaching class. Pre-service teachers are encouraged to assume greater responsibility in classroom management and instruction as the experience progresses. In pre-service teaching, the pre-service English teacher will be the observer who observed the teacher in a certain school in order to get the knowledge in teaching, designing, and managing the classroom. They may learn teaching activities which they never get from the micro teaching class.

As Faysal stated in his study, the main objectives of the English teacher education department is to certify those teachers' to have a solid pedagogical skill of the main objectives of the English teacher Education department in their teaching professions.¹⁸ Moreover, educational programs give them the same chance to sharpen their pedagogical skill development by providing them with teaching Internships. By conducting teaching Internship (PPL 2), pre-service English teachers can improve their pedagogical skill. Moreover, they will be able to assess themselves as making decisions' making. In addition,

¹⁸ Faysal Ozdas, "Evaluation of Pre-Service Teachers' Perceptions For Teaching Practice Course", 2018, doi: 10.29329/epasr.2018.143.5

the role of teaching Internship provided pre-service English teachers to practice their teaching skill and to prepare them for the teaching profession.

4. Pre-service Teacher Perception

The ability to feel, hear, see, taste or interpret something that is acquired from someone's experience in life is known as perception. George and Jones stated that perception is defined as a process of selecting, combining and interpreting the form of information from their sensory.¹⁹ Based on the definition above, perception is defined as the interpretation of one's sensory data into appropriate action or activity in the environment. In short, individuals' perception is based on how they see things and what they believe about the object of perception.

The English department has given knowledge to the pre-service English teacher related to their pedagogical skill or teaching skill. They have been trained by a lecturer to be a professional teacher and learn to write reflective teaching journals in micro-teaching class. In teaching Internship 2 (PPL 2), they have to write and submit reflective teaching journals after their teaching activities. They may see the reflective journal as the media that the department gave to be used for reflecting their teaching. However, one individual will have a different perception toward reflective teaching journals as a means for pedagogical skill development. The benefits of pre-service English teachers' perception are to know, describe and analyze about what they feel, see, hear, and taste in implementing reflective teaching journals as a means for pedagogical skill development.

¹⁹. J. M. George & G. R. Jones, "*Understanding and managing organizational behavior (4th Ed)*", (Mishawaka: Pearson Prentice Hall, 2005), 105

5. Reflective Teaching

The process of critical examination of past experiences which can guide into a better understanding of one's teaching practice is mentioned as reflection. Jennifer affirmed that reflection is a process of learning and thinking.²⁰ We do reflection to learn something, or we learn as a result of reflecting. In teacher education, the way pre-service teachers observe, monitor and evaluate their own teaching is mentioned as critical reflection.²¹ It is easier for the pre-service teacher to build their notion in teaching performance by conducting reflective teaching.

Reflective teaching requires skills of evaluative methods which can support progressive development of pre-service teachers to reach their higher standards of teaching. Besides, it is not only improving teaching competence, but also increasing the educational quality for children.²² In fact, Reflective teaching supports teacher trainers to reach their standard competence of educational programs. Reflective teaching activity must also be a tool for pre-service English teachers to develop their teaching, in order to make sure that their pupils learn from what they taught and understand the learning outcomes which will help the learner to become independent learner. Therefore, doing reflective teaching is important for the teacher before they face the real students.²³

Referring to that explanation above, it can be appeared that reflective teaching is a process of one's critical thinking towards their own teaching which helps them to foster their

²⁰Jennifer A Moon, 80

²¹Richard, Jack C, "*Professional Development for Language Teachers: Strategies for Teaching Learning*", (Cambridge University Press : New York, 2005), 7

²² Pollard, Andrew, Anderson, Julie et al, "*Reflective Teaching 3rd Edition*", (British Library: New York, 2005), 5

²³ Ulusoy, M, "*Field experiences in teacher education: The perceptions and qualities of written reflections*", (Teaching in Higher Education, 2016), 21 (5), 532-544.doi: 10.1080/13562517.2016.1160215, 80

teaching development for better learning in the future. Moreover, by conducting reflective teaching, it helped them to raise their self-awareness.

a. Types of Reflective Teaching

Zalipour, as cited in Risna Merysa, stated that diaries, post in notes, lesson plans, portfolio and kind of written tools are really helpful to help pre-service English teachers develop their teaching skills.²⁴ In detail, Tice described many kinds of reflective teaching as follows.

1) Teachers' Diary

The easiest Reflective teaching tools to be practiced is Teachers' diary. Moreover, Teachers' diary is a notebook of the teachers' everyday routines. They do not only write what happens in the classroom, but also they write what they thought and their thinking during the teaching and learning activities. Fatemipour claimed that the most effective Reflective teaching tool than others is teacher diary.²⁵ Writing a diary will make it easy for pre-service English teachers to observe their teaching and learning activities.

2) Peer Observation

Peer observation is one of the methods to observe one's teaching performance. This activity enables pre-service teachers to gain the feedback from their peers in order to improve their teaching skill. Afterwards, their colleagues provide some feedback on what is well sent or what aspects that need improvement.

3) Students' Feedback

Students are people who truly know how one's teaching performance is. They can be invited to give Feedback and to comment on a pre-service English teacher's teaching

²⁴ Risna Merysa, 18

²⁵ Fatemipour,et al. 89

performance. They can tell their point of view and their suggestions for pre-service English teachers in terms of speaking or writing on a paper.

4) Audio/ Video Recording

One of the most useful tools that can be utilized to record phenomena happening during the class is audio/video recording. This kind of reflective teaching can provide very useful information for reflection. Pre-service English teachers may not be aware of something missing during their teaching. With the use of audio/video recording, it made the pre-service English teachers' to do reflection.

5) Reflective Teaching Journal

A place where the writers can write their thoughts towards personal development and their incapability that they feel are seen by others.²⁶ Journal focusing on the development of one's skill and one's past experiences of developing professionals.²⁷ In educational programs, the use of Journal is to connect classroom theory and classroom practice. By writing Reflective Teaching Journal, it helped pre-service English teachers to engage with their teaching practice in the university and teaching performance in certain schools. In addition, It pre-service English teachers can easily evaluate their teaching method, the strong and the weakness, the problem in their class and help them to determine materials and media that will be used.

6. Pedagogical Skill

Pedagogy is defined as a teaching skill which a teacher uses. These skills help the teacher to learn the knowledge and skills related to different subject areas. Pedagogy contains teachers' ideas, knowledge and attitude which have relation to the learner,

²⁶ Jennifer A Moon, 82.

²⁷ Jennifer A Moon, 73.

curriculum, and teaching and learning activities. In addition, teachers select the strategies in order to deal with pupils' needs. It can be defined as pedagogical skill. Teachers need to improve and develop their pedagogical skill because its skills are significant to establish the quality of teaching and learning activities that can influence learners' outcomes.

Teaching pedagogy includes educational paths that need to be acknowledged and supported. According to Scott, Asoko & Denver, acknowledgement and support of pedagogical learning processes comprised the consciousness of learning difficulties, patience with the process of students' comprehension, students' need, lack and wants, and classroom climate.²⁸ In this way, besides being a communicator and examiner, the role of the teacher who becomes advisor is helpful for students' outcomes. Furthermore, teachers affect students' achievement. The way teachers managed the students, spent quality time educating students are examples of the Teachers' management. Most teachers schedule and allocate the appropriate amount of time for learning, but few teachers actually ensure that their pupils are engaged and actively occupied with activities matched towards the learning of the subject.

In UU Standar Nasional Pendidikan (Constitution of Education National Standard number 19 year 2005 verse 3 explained about the basic criteria of the educational system around Indonesia region. In Teacher pedagogy, there are 10 dimensions which each dimension is divided into several indicators.²⁹ The first one is having control over the pupils from the physical, moral, spiritual, social, cultural, emotional and intellectual aspect. The second is the teacher should be a master in learning theory and learning principle which

²⁸ Scott, P., Asoko, H. & Denver, R, "Teaching for conceptual change: A review of strategies." In R. F. Duit, Goldberg. & H. Niedderer (Eds.), (Research in physics learning: Theoretical issues and empirical studies, 1992), 310–329

²⁹UU Standar Nasional Pendidikan Nomor 19 Tahun 2005 Ayat 3

educates the students. Third, the teacher should develop the curriculum which is related to the program study that they teach. The fourth, the teacher should organize the teaching and learning which is educated. The fifth, the teacher should exploit the information and communication technology for their importance teaching and learning. Sixth, the teacher should facilitate the development of students' potential. The seventh, the teacher should communicate in an effective, emphatic, and respectful manner with the students. The eighth, the teacher should organize the assessment and the evaluation process and the output of learning. The ninth, the teacher should exploit the result of the assessment and evaluation for the importance of learning. The tenth, the teacher should do an action to increase the quality of learning.

7. The Role of Reflective Teaching Journal in Teacher Training and for Pedagogical Development

Nowadays, practicing reflective teaching has been beneficial for pre-service English teachers. According to Roberts as cited in Sellars, Reflective teaching Journal is one of the ways to maximize learning activity.³⁰ Moreover, both student teachers and pre-service English teachers are using reflective teaching journals at all levels of educational programs.³¹ As English teachers, student teachers and pre-service English teachers should engage in reflective teaching activity in order to support them to consider and re-evaluate their teaching process.

³⁰ M Sellars, "Teachers and change: The role of reflective practice. *Social and Behavioural Sciences*"(55, 2012), 461-469. doi: 10.1016/j.sbspro.2012.09.525

³¹ Mathew, P., Mathew, P., & Peechattu, P. J. "Reflective practices: A means to teacher development. *Asia Pacific Journal of Contemporary Education and Communication Technology (APJECT)*, (3 (1), Retrieved August, 27th 2017 from www.apjar.org.au), 126-131.

Through reflective journals Kolb as cited in Korkko, Kyro-Ammala, & Turunen, stated that English teachers can evaluate their own teaching performance and reconsider their future plan in order to improve the effectiveness of their teaching performance.³² In his research about professional development through reflection in teacher education, Korkko assumed that for teachers' professional developments, reflective teaching journals give positive impact to the teachers. They are intended for implementing Reflective teaching as they are the people who acknowledge the impact of interpretations as the basis of the professional teacher.

B. Previous Study

There are some researches having related topics with this research. Therefore, this present study mentions the previous studies in order to position the current research in the midst of existing studies.

Previous studies have explored the use of reflective journal in education field such as the study that has been conducted by Risna Merysa³³, Siti Nurfaidah Lengkanawati³⁴, Zafer Susoy³⁵, Rohana and Yurika Lestari Ningsih³⁶, and Canan Cengiz³⁷. Some of these studies explore the use reflective teaching journal in English language teaching such as the study that was conducted by Risna Merysa³⁸, Siti Nurfaidah³⁹, and Zafer Susoy.⁴⁰ These studies

³² Korkko M., Ammala, O., & Turunen, T, "Professional development through reflection in teacher education. *Teaching and Teacher Education*",(55, 2016, doi: <http://dx.doi.org/10.1016/j.tate.2016.01.014>), 198-206

³³Risna Merysa, 2018

³⁴Siti Nurfaidah Lengkanawati, Nenden Sri & Sukyadi, Didi, 2017

³⁵Zafer Susoy, 2015

³⁶Rohana and Yurika Lestari Ningsih, 2016

³⁷Canan Cengiz, Faik Özgür Karataş, Mustafa Yadigaroglu, 2013

³⁸ Risna Merysa, 2018

³⁹ Nurfaidah,Siti. Lengkanawati, Nenden Sri & Sukyadi, Didi, 2017

⁴⁰ Zafer Susoy, 2015

have similarities with the present study because the study is going to investigate the use of reflective journals by English teachers or pre-service teachers.

Other studies focus on the implementation of reflective journal in other subjects such as Mathematics and Science. These studies were conducted by Rohana and Yurika Lestari Ningsih⁴¹ and Canan Cengiz.⁴² The subjects of these researches are mathematics and science student teachers. Although the subjects of these studies are mathematics and science student teachers these studies have similarities with this present study on the implementing reflective journal.

Some of these studies were conducted in Indonesia such as the studies that were conducted by Merysa⁴³, Lengkanawati⁴⁴ and Rohana and Ningsih⁴⁵. Although these studies were conducted in the same country, they investigate the reflective teaching journal in a different focus. Risna Merysa conducted research that focused on teachers' perception on practicing reflective teaching, Siti Nurfaida focused on the level of reflective teaching journal and Rohana focused on the model of reflective learning itself.

The two studies were conducted in Turkey such as the research by Susoy⁴⁶ and Cengiz⁴⁷. Although these two studies were conducted in Turkey, they use different reflective tools in teaching and learning activity. The study that was conducted by Susoy was the implementation of video recording in doing reflective activity while Cengiz used reflective journal in teaching activity.

⁴¹ Rohana and Yurika Lestari Ningsih, 2016

⁴² Canan Cengiz, Faik Özgür Karataş, Mustafa Yadigaroglu, 2013

⁴³ Risna Merysa, 2018

⁴⁴ Nurfaidah, Siti. Lengkanawati, Nenden Sri & Sukyadi, Didi, 2017

⁴⁵ Rohana and Yurika Lestari Ningsih, 2016

⁴⁶ Zafer Susoy, 2015

⁴⁷ Canan Cengiz, Faik Özgür Karataş, Mustafa Yadigaroglu, 2013

Previous studies have mainly focused on the implementation of reflective tools in the educational field such as the studies by Merysa, Lengkanawati, Rohana dan Susoy.⁴⁸ They informed that reflective journals gave positive impacts both for teachers and the students. These previous studies have given clear understanding of the implementing reflective journal in the education field. However, the gap among these previous studies and this present study are the reflective teaching journal that becomes the tool for pedagogical skill development. This present study focused on the reflective teaching journal as a means for pedagogical skill development.



UIN SUNAN AMPEL
S U R A B A Y A

⁴⁸ Risna Merysa, Siti Nurfaida, Rohana and Zafer Susoy, 2019

CHAPTER III

RESEARCH METHOD

The most important aspect in conducting research that should be arranged is method. It becomes important because in this part the researcher describes and explains the technique in conducting the research. By using suitable methods, the research will get the valid result. This chapter explains the detailed research method that was employed in this research. The major components included: research design, research setting and subject, data and source of data, data collection technique, research instrument and data analysis technique.

A. Research Design

This present study employed a qualitative approach. Qualitative technique was compatible with this research because this current study is going to explain the pre-service English teachers' perceptions of reflective teaching journals. This qualitative research is expected to give clearer and broader information toward research questions that should be answered. Moreover, qualitative led the researcher in having deep investigation of pre-service English teachers as the subject of the research.

Furthermore, this research implied descriptive qualitative as the research design. Mackey and Gass stated that one of the main objectives of qualitative research is to give a wide explanation as this technique has detailed and rich description of the data.⁴⁹ Here, perception of pre-service English teachers on the implementing reflective teaching journal for their pedagogical skill development was examined and the researcher needed to briefly explain the findings on the field in a descriptive manner. Moreover, The data had been collected from different techniques and instruments to result in more validity of the data and

⁴⁹ Mackey, A & Gass, S.M. "*Second language research: Methodology and design*", (USA: Lawrence Erlbaum Associates, 2005), 162

to reduce data bias. The data collected in the form of qualitative data from the questionnaire and interview.

B. Research Subject

In this research, the participants were 40 pre-service English teachers who enrolled in Teaching Internship (PPL 2) academic year 2019/2020. As mentioned above, pedagogical skill is really needed in their teaching. The study focused on pre-service English teachers' perceptions of reflective teaching journals as a means for pedagogical skill development.

A. Data and Source of Data

1. Data

The data of this study was perception of pre-service English teachers. As mentioned above, perception is a set of processes by which pre-service English teachers become aware of and interpret the reflective teaching journal as a means for pedagogical skill development. As pointed out, a situation may be the same but the interpretation of that situation by each individual may be different. The perception was collected from pre-service English teachers by spreading the questionnaire and conducting interviews.

2. Source of Data

The source of data in this study was pre-service English teachers UIN Sunan Ampel Surabaya who did Teaching Internship (PPL 2). Pre-service teachers also got questionnaires and were interviewed to collect the data related to the perception and challenges faced by pre-service teachers in writing reflective teaching journals as a means for pedagogical skill development.

C. Data Collection Technique

This study used the questionnaire and interview as the techniques in gathering the data. As Mackey and Gass stated in their book that by conducting Interview for the data collection technique, it helped the researcher to analyze the phenomena which has been clear yet⁵⁰. An interview with a pre-service English teacher was conducted to support the questionnaire so it can find the missing information that cannot be found in the questionnaire.

1. Questionnaire

Questionnaire is defined as an item that contains several questions and other types of items which researchers use to find some analysis.⁵¹ In some survey research and experiments, this technique is usually used. The questionnaire was shared to pre-service English teachers in the academic year 2019/2020 who were conducting their Teaching Internship (PPL 2) via whatsapp. The researcher gave them a day to finish all the questionnaires.

2. Interview

A flexible tool that can be used to collect the data in research and observation is interview.⁵² Participants are asked some questions dealing with the reflective teaching journal in use. This is intended to get the answer that suits reality and to obtain valid data. Furthermore, the interview can support the information from the questionnaire by some descriptive responses in depth. The researcher used semi-structured interviews to enable further elaboration by asking more questions and changing them based on the step of the

⁵⁰ Mackey and Gass, 2005, 173

⁵¹ Mackey and Gass, 2005, 173

aire Design", (Nepal: University Grants Commission Nepal, 2010), 2

⁵²Louis Cohen, Lawrence Manion and Keith Morrison. "*Research Methods in Education*", Routledge. (London and New York, 2007), 349

interview.⁵³ The researcher conducted the interview on March, 6th – 10th 2020 via Whatsapp call.

D. Research Instrument

The research instruments of this present study are Questionnaire, interview guideline and the document. It would be briefly described as follows.

1. Questionnaire

This present study used a questionnaire as a guideline to get the data and information about pre-service English teachers' perception of reflective teaching journals as a means for pedagogical skill development. There were 30 statements in the questionnaire related to pre-service English teachers' reflective teaching journals for their pedagogical skill development. The statements on questionnaires are positive statements in which each statement was provided with five columns in order to measure their agreement to the statements. It used Indonesian language in order to avoid their misunderstanding of the statements. The questionnaires were designed by combining the dimensions of reflective journals, such as critical examination, better understanding and progressive development with 10 dimensions of pedagogical skill development. (see Appendix 1)

2. Interview guideline

This present study used the list of questions for which focuses on pre-service teachers' perception in implementing reflective teaching journals as a means for pedagogical skill development. The interview plays a role as an additional data collection instrument to support the questionnaire. Moreover, the questionnaire helped the participants to express their feelings and their thoughts. There were 12 questions beginning with their perception of

⁵³ Kajornboon , Annabel Bhamani, *Using interviews as research instruments* .(Language Institute Chulalongkorn University, 2005), 5

the meaning of reflective journal and pedagogical skill. Moreover, they all were asked about their pedagogical skill development, what kind of pedagogical skill aspects which developed and their perception of the utilization reflective teaching journal for their pedagogical skill development. The questions were developed based on the dimension of reflective journal and basic criteria of pedagogical skill (see Appendix 2).

3. Documents

In this research, documents are composed of pre-service English teachers' reflective teaching journals. They wrote reflective teaching journals after they have taught the students. Pre-service English teachers reflect their teaching and learning activities, their strengths and their weaknesses, their student responses to their teaching, and their expectations for future teaching.

E. Data Analysis Technique

Data from the questionnaire were analyzed in the following ways.

1. The questionnaire contained 30 statements that have been structured regarding pre-service English teacher perception in reflective teaching journals as a means for pedagogical skill development. Each statement was provided with five columns of representation's pre-service English teachers' agreement to the statement. The answers of the pre-service English teachers were categorized based on the aspect of pedagogical skill.
2. After categorizing the answer, the researcher displayed those answers into columns with the percentage. Then, the data were explained in the descriptive manner.

Data from interview are analyzed in the following ways

1. The interview contains 12 questions regarding pre-service English teachers' challenges in perceiving pedagogical skill. The answers of pre-service English teachers were heard and written in a transcript form.
2. After finishing the transcript, the information was edited based on the question that was asked. After that, this study displayed the data in a form of narrative.
3. The data display of the research findings were discussed regarding the research problem. The researcher concluded the research findings in the last step and compared it.

Data from documents were analyzed in the following ways.

1. The researcher read all the reflective teaching journals and took several reflective teaching journals which have correlation with the data described in finding.
2. The researcher took reflective teaching journals which have correlation to the research problem.
3. The researcher re-wrote the reflective teaching journal in a paragraph based on the research problem

After categorizing the data, those data were concluded. In this step, the researcher drew the conclusion based on the findings and discussion of the findings. The conclusion should relate to the theories and the fact of finding in the field

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discussed findings and the discussion. The data which come from the questionnaire and the interview result was analyzed to identify the findings of the research and answered the research questions.

A. Research Findings

1. Pre-service English teachers' perception of Reflective Teaching Journal for Their Pedagogical Skill Development

According to all participants in this research, they argued that pedagogy is quite similar to teaching skill. Pedagogy is like the study of how knowledge and skills are conveyed in education. It also examines curriculum, planning, classroom management and assessment. They also are asked about their pedagogical skill development. Many of them perceived that they got improvement for their pedagogical skill by doing an Internship. As P01 said:

“Mmm, my pedagogical skill is quite improved because I get a lot of experience from teaching Internship. My lecturer, my friend and my guru pamong always gives me feedback for my teaching performance”

At the same case, P05 stated:

“Hahaha, I'm not really sure but I feel my teaching skill has improved quite a bit because I face the real students and the real school. It will be good supplies for my future”

Moreover, every participant had different aspects of their pedagogical skill development. By doing a teaching Internship which the faculty provided, they argued that they can develop and improve the classroom management and strategy of teaching. As P05 stated:

*“I believe my **classroom management** is developed. Before doing PPL 2, my classroom management is bad, but day after day I can improve my classroom management”*

In the same case P03 said:

*“Maybe **the strategy** that I try to apply at class is developing. I learned from my past experience that we should have many plans before teaching. Because of it, I always learn about the strategy that I will use”*

As mentioned before in the previous chapter, reflective teaching is divided into 3 dimensions such as critical thinking, better understanding and progressive development. The participants were asked about ways reflective teaching journals help them for having those 3 dimensions in their teaching performance.

Some of them stated that reflective teaching helped them to build their critical thinking in analyzing their own mistakes in teaching and learning activities. Moreover, it also helps them to evaluate the students' characteristics in the class. As P02 said:

*“Through reflective teaching journals I can develop my critical thinking in **analyzing my own mistakes** in teaching and learning activities. It also helps me to evaluate the characteristics of my students like their want, their interest or their lack.”*

As well as better understanding dimension, many participants perceived that reflective teaching journals helped them to have better understanding of their teaching performance for choosing appropriate strategies. It also helped them after their teaching was conducted. They can evaluate and analyze their weakness and their strength. As P01 said:

*“I think reflective teaching journal helps me to develop my understanding of **choosing the strategies** which I can use in the future teaching”*

In the same case, P04 said:

*“As I see, it helps me **after the evaluation**, I analyzed **the weakness and the strength**, and from the result that we expected”*

Similarly with progressive development dimensions, the participants perceived that through writing reflective journals, it helped them to have the development of teaching performance. They learnt from their previous teaching what they should do and what they should not. Reflective teaching journals can be the references for them in order to improve their teaching performance in the future. As P05 said:

*“By writing reflective teaching journal, I can use it as a **reference to develop my teaching performance**”*

In the same case, PP02 stated:

*“I can’t deny that reflective teaching journal can help me to have **references** which strategies that should be done in the future”*

Reflective teaching journal is also the task which the faculty gave to the pre-service English teacher. They must write their reflective teaching journal after they conduct teaching and learning activities. Because that was the obligation, all the pre-service English teachers wrote their reflective teaching journal. Although reflective teaching journals helped them in developing their pedagogical skill, many of them argued that writing reflective teaching journals took time. As P03 stated:

*“For PPL2, it is **the requirement** that we should do after every teaching activity. It really helps me for sure, but it **takes time** to do it”*

This finding shows that a pre-service English teachers’ perceived reflective teaching journal has many good impacts for their pedagogical skill development. It helps them a lot in 10 dimensions of pedagogical skill such as understanding students’ characteristics, choosing the strategy, media and activity for teaching, and also organizing the assessment and evaluation process in teaching and learning activity. Although they write it for the

requirements, they understand the good impacts that they got from their reflective teaching journal. However, many of them think that writing reflective journals is taking their time. They thought that writing reflective teaching journals takes time because they have to write and tell everything that happened in the class. The researcher found that those pre-service English only perceive pedagogical skill in a general term. In fact, there are many things that need to be discussed from pedagogical skills based on criteria of each dimension.

2. Role of Reflective Journal for Better Understanding of One's Teaching Practice

In order to gather the data of the pre-service English teachers' perception, the questionnaire and the interview of the pre-service English teachers were used. Data from these techniques show that almost all participants have a similar perception of the meaning of reflective journals. For them, a reflective journal is a media that they use as their reflection of teaching. It also used to check about what they have done in the class and they can evaluate their teaching practice. As P02 said:

... "Reflective journals are used to check about what we have done in our teaching starting from the first until the end of teaching activities so we can evaluate it."

The 3 pre-service English teachers (P01, P03, and P04) stated that they wrote reflective journals as the requirements for their teaching activities. The way they write reflective journals is like writing their note/diary which they can use to re-check their past experience. It contained the stages of their teaching activities, their weakness in their teaching performance, finding the solution to the problem and the future planning for better teaching and learning activities. As P01 said:

*"Usually I usually write a reflective journal quite similar to a diary. I just write what happen in the class from the beginning until the end then I write my **weakness** and **the feedback** that given by 'pamong' teacher"*

In the same case, P04 stated:

*“I usually write everything that happened in my class. Like uuuh...the situation, **students’ reaction** to our teaching and learning activities, my **weakness** and **my wish for future** teaching and learning activities.”*

Reflective journals that they wrote were the summaries of what they have done in the class. They wrote everything in their journal because there was no regulation given by the lecturer or what they should write there. They stated that they are free to write as long as it talked about their teaching and learning activities. So those are the reasons why many of them wrote it like a diary.

Four pre-service English teachers (P01). P03, P04 and P06) stated the significance of writing reflective teaching journals. It can help pre-service English teachers to discover the needs of learners. They argued that it is not really easy to deal with the real situation in the classroom. In this case, reflective teaching journals could be the directive tools for their teaching and learning activities. As P03 stated:

*“Reflective journals are really helpful for me. As a pre-service teacher, being a teacher in the real school and facing the real students is not really easy. So that’s why we need a reflective teaching journal as our **directive** of what we should do or what we shouldn’t.”*

Moreover, by writing reflective teaching journals, they are able to evaluate their teaching skill in order to improve their upcoming teaching practice. As P05 stated:

*“I think it’s quite giving me an impact in my skill to be more aware of my weakness in my teaching performance. So that it helped me to **teach better in the future**”*

Most participants perceived that writing reflective teaching journals gives a good impact for their teaching practice. They argued that by writing reflective journals, it helped

them to improve their weakness and to choose the appropriate media for teaching. As P01 stated:

*“Reflective teaching journals have a good impact on my teaching practice. It helps me to **improve my weakness** and helps me to **choose the suitable medium for teaching.**”*

However, it is not easy for them to teach the real students with the real school. They found many difficulties from the first lesson. By writing reflective teaching journals, it helped the pre-service English teacher to have better understanding of their teaching practice by finding their lack of teaching and helped them to look for the way how they overcome the problems. As P02 stated:

“mmmm, I think it helps me in finding my lacks and helps me to overcome those problems so that I won't do the same mistake”

To sum up, reflective teaching journals are the media that can be used by pre-service English teachers in order to help them to have a better understanding of teaching practice by checking what they have done in their teaching practice. It also can be the directive tools that they can use for future teaching. The role of reflective teaching journals helped pre-service English teachers to evaluate the way their teaching practice, to find their weaknesses and their strengths, to improve their future teaching for one's better teaching future. In particular, they learnt about how to deal with students' characteristics, students' needs, lacks and wants in learning English by evaluating their teaching practice. In particular, they learnt about how to deal with their weaknesses and their strengths and to improve their teaching performance for future teaching.

2. Pre-Service English Teachers' Perception of Reflective Journal to Develop Pedagogical Skills

The respondents were interviewed about what they know of pedagogical skill. They thought that the pedagogical skill is the ability or skill that the teacher should have. They argued pedagogical skills mean that the teacher should manage the classroom well, have many strategies for teaching and have creativity to create better teaching and learning activities. As P03 stated:

“I think pedagogical skill is the same as teaching skill. It is the ability of teacher like their classroom management, strategy, and any other”

As mentioned in Chapter II, Based on the UU Standar Nasional Pendidikan (Constitution of Education National Standard) of Indonesia number 19 year 2005 verse 3 there are 10 dimensions which were divided into several indicators of basic criteria that pre-service teachers should have. To get the data of pre-service English teachers' perception of reflective teaching journals as a means for their pedagogical skill development, the questionnaires were formulated by combining the dimension of reflective journal and pedagogical skill. The dimensions of reflective journals were critical examination, better understanding and progressive development. The questionnaire was distributed to the pre-service English teacher which contained 30 statements that each statement provides five columns of pre-service English teachers' agreement. To describe the data, the researcher used the formula as follows:

a. Controlling Over the Pupils' character

The first dimension of pedagogical skill is having control over the pupils from the physical, moral, spiritual, social, cultural, emotional and intellectual aspect. The data is presented in Table 4.1. Below.

Table 4.1
Developing Ability to Control over the Pupils' Character through Writing Reflective Teaching Journal

No	Dimension	Statement	Category					Total
			SA	A	N	DA	SDA	
1	Critical Examination	Reflective Teaching Journal helps the pre-service English teacher to evaluate their controlling over the pupils' characteristic	36,7 %	50%	13,3%	0%	0%	100%
2	Better Understanding	Reflective Teaching Journal helps them to increase their understanding of their students	40%	40%	6,6%	13,4 %	0%	100%
3	Progressive Development	Reflective Teaching Journal becomes their references in order to understand students' characteristics	9,9%	13,4 %	16,7%	46,7 %	13,3 %	100%

As the table reveals, 50% of participants agreed that a reflective teaching journal helps them to evaluate their control over the pupils' characteristics and it also helps them to increase their understanding of their students' characteristics. However, 46.7% participants disagree that reflective teaching journals become their references in order to understand their

students' characteristics. This data from the questionnaire was supported by an interview response in which P05 stated that a reflective teaching journal was not really helpful and takes time to do it. P05 added that reflective teaching journals cannot be the references to understand their students' characteristics. Such a claim on the role of reflective teaching journals to develop the ability to control students' character is also confirmed by data from the document of students' reflection. As P02 wrote in her reflection:

*“There were some students who were so noisy, **hard to control** and did not obey the classroom contract which was determined before. It makes me warn them many times and it consumed the time and disturbing our teaching and learning activity”*

In this case, a reflective teaching journal helps the pre-service English teacher to evaluate and increase their understanding of students' characteristics. However, pre-service English teachers did not use reflective teaching journals as their references for understanding their students' characteristics.

Researchers found that pre-service English teachers perceived the first dimension of pedagogical skill in a general term that reflective teaching journals can help them to understand and to control their students' characteristics in physical and moral skills for learning English. Moreover, there were several basic criteria based on the first dimension of pedagogical skill such as having control over the pupils from the spiritual, social, cultural, emotional and intellectual aspect that cannot be covered by a pre-service English teacher. In fact, controlling the spiritual aspect is not the task of an English teacher.

b. Learning Theory and Learning Principle

The second dimension of pedagogical skill is that the teacher should be a master in learning theory and learning principle which educated the students. The data is described as follows in Table 4.2.

Table 4.2
Developing Ability to Choose Learning Strategy which Educated through Writing
Reflective Teaching Journal

No	Dimension	Statement	Category					Total
			SA	A	N	DA	SDA	
1	Critical Examination	Reflective Teaching Journal helps the pre-service English teacher to be more perceptive for choosing learning strategy which educated	30%	60%	3,3%	6,7%	0%	100%
2	Better Understanding	Reflective Teaching Journal increases their insight to choose learning strategy which educated	40%	50%	3,3%	6,7%	0%	100%
3	Progressive Development	Reflective Teaching Journal becomes their references in order to choose learning strategy which educated	56,7%	60%	9,8%	6,5%	0%	100%

As the table reveals, 60% participants agreed that a reflective teaching journal helps them to be more perceptive and increases their insight to choose a learning strategy. Moreover, 60% participants agreed that reflective teaching journals become their references in order to choose a learning strategy. This data from questionnaire was supported by interview response in which P01 stated

“It helps me to have critical thinking to choose the learning strategy and it also helps me to plan the better teaching performance in the future.”

The statement on the role of reflective teaching journals to choose a learning strategy for education is also confirmed by data from the document of students' reflection.

As P05 wrote in her reflection

“For the next lesson, I will divide the class into 4 groups and do the discussion. I think that it will help the class to be more alive”

To sum up, reflective teaching journals help pre-service English teachers to be more perceptive and increase their insight for choosing learning strategies. Moreover, they use reflective teaching journals as their references for choosing learning strategies.

The basic criteria of educators in the second dimension are the teachers can implement many approaches, strategy, method and some technique. This study found that pre-service English teachers perceived reflective teaching journals helped them to increase their insight in order to choose learning strategies. However, researchers found that writing reflective journals didn't give pre-service English teachers all improvement for those criteria at one time. There would be plenty of time to improve those approaches, strategy, method and technique in teaching.

c. Developing the Curriculum

The third dimension of pedagogical skill is that the teacher should develop the curriculum which is related with the program study that they teach. Table 4.3 described data on students' reflection on their ability to develop curriculum.

Table 4.3
Developing Ability to Develop the Curriculum through Reflective Teaching Journal

No	Dimension	Statement	Category					Total
			SA	A	N	DA	SDA	
1	Critical Examination	Reflective Teaching Journal helps the pre-service English teacher to be more careful to choose the materials which appropriate with the approach and the characteristic of students	56,7 %	36,7 %	3,3%	3,3%	0%	100%
2	Better Understanding	Reflective Teaching Journal increases their understanding towards material that appropriate with students' characteristics	30%	40%	13,3 %	16,7 %	0%	100%
3	Progressive Development	Reflective Teaching Journal becomes their references for choosing learning materials which appropriate with the approaches and the characteristic of students	30%	40%	13,3 %	16,7 %	0%	100%

As the table reveals, 56% participants agreed that reflective teaching journals helped them to be more careful to choose the learning materials and it also increased their understanding for choosing learning material which is appropriate with the approaches they chose and students' characteristics. Moreover, 40% participants agreed that reflective teaching journals become their references for choosing learning materials which are appropriate with the approaches and students' characteristics. This data from questionnaire was supported by interview response in which P01 stated

“Reflective teaching journals help me to improve my weaknesses and help me to choose the suitable medium for teaching which is appropriate with the characteristics of the students.”

The statement clearly described that the role of reflective teaching journals to choose learning material which is appropriate with the approaches and students' characteristics is also confirmed by data from the document of a pre-service English teacher's reflection. As P03 wrote in her reflection:

“Next meeting, I will teach about expression, asking and giving opinion. I will ask them to come forward and write the expression of asking and giving opinion that they know”

Thus, a reflective teaching journal helps pre-service English teachers a lot to be more careful and increases their understanding to choose the materials which are appropriate with the approach and the characteristics of students. In addition, it also becomes pre-service English teachers' references for choosing appropriate materials that deal with students' characteristics.

Developing a curriculum which is related to the subject that the teacher taught is one of the dimensions of pedagogical skill. However, it is not about developing curriculum, but also it is about understanding the principles of development. Moreover, pre-service English teachers should find the aim of their development for their teaching practice. As a

teacher who taught the real students, they need to develop the indicator and the scoring instrument as well. In addition, they need to arrange the planning of everyday, every week and every semester in order to develop their teaching skill. Teaching is not only about knowing everything at one time. There is a process and needs to be continued in order to reach their educational level.

d. Organizing the Teaching and Learning Process

The fourth of pedagogical skill dimension is the teacher should organize the teaching and learning activity which is educated. The data were described as follows in table 4.4

Table 4.4
Developing Ability to Organize the Teaching and Learning Process through Reflective Teaching Journal

No	Dimension	Statement	Category					Total
			SA	A	N	DA	SDA	
1	Critical Examination	Reflective Teaching Journal helps the pre-service English teacher to be more careful to choose the learning medias which is relevant with students' characteristic	66,7 %	20 %	3,3%	10%	0%	100%
2	Better Understanding	Reflective Teaching Journal increases their insight towards the used of learning medias which is relevant	56,7 %	40 %	3,3%	0%	0%	100%

		with students' characteristics						
3	Progressive Development	Reflective Teaching Journal becomes their references for choosing learning medias which is relevant with students' characteristic	13,4 %	6,6 %	30%	40%	9,9%	100%

As the table reveals, 66.7% participants agreed that reflective teaching journals helped them to be more careful to choose the learning media and it also increased their insight for choosing learning media which is relevant with students' characteristics. However, 40% participants disagreed that reflective teaching journals become their references for choosing learning media which is relevant with students' characteristics. This data from questionnaire was supported by interview response in which P03 stated

“Mmmm, I think it helps me in finding my lacks and helps me to overcome those problems so that I won't make the same mistake. It also helps me to choose the learning media that match with students' characteristic”

The statement such as the role of reflective teaching journals to choose learning material which is appropriate with the approaches and students' characteristics is also confirmed by data from the document of students' reflection. As P05 wrote in her reflection:

“I played a video about Congratulations and Compliment. It makes the students more enthusiasts to learn”

Therefore, a reflective teaching journal helps pre-service English teachers to be more careful and increases their insight to choose the learning media which is relevant with

students' characteristics whereas they don't use the reflective teaching journal as their references to choose the learning media.

The ability to conduct and provide some activities in order to help the students achieve their needs is not impossible but it is not an easy task. Implementing reflective teaching journals gave pre-service English teachers an ability to choose learning media which are relevant to students' characteristics. However, the third of the curriculum development is not only about developing the curriculum. As a teacher, pre-service English teachers were expected to have an ability to develop their teachers plan, provide learning with some activities, and also to create a game which is funny

e. **Exploiting the Information and Communication Technology**

The fifth dimension of pedagogical skill is that the teacher should exploit the information and communication technology for their teaching and learning importance. Table 4.5 described data on students' reflection on their ability to exploit the information and communication technology.

Table 4.5
Developing Ability to Exploit the Information and Communication Technology by the used of Reflective Teaching Journal

No	Dimension	Statement	Category					Total
			SA	A	N	DA	SD A	
1	Critical Examination	Reflective Teaching Journal helps the pre-service English teacher to analyze the utilization of technology for teaching and learning activities	20%	33%	13,3%	16,7%	0%	100%

2	Better Understanding	Reflective Teaching Journal increases their knowledge of the technology utilization for teaching and learning activities	56,7 %	40%	3,3 %	0%	0%	100%
3	Progressive Development	Reflective Teaching Journal becomes their references to analyze the technology utilization for learning supplies	36,7 %	50%	13, 3%	0%	0%	100%

As the table reveals, 56.7% participants agreed that reflective teaching journals helped them to analyze the utilization of technology for teaching and learning activity. It also helped them to increase their knowledge of technology utilization. Moreover, 50% participants acknowledge that reflective teaching journals become their references to analyze the technology utilization for learning supplies. This data from the questionnaire was supported by data from the document of students' reflection. As P05 wrote in her reflection:

"I played video about Congratulation and Compliment as the technology utilization because my 'pamong' was asked me to utilize the use of technology for teaching and it was really helpful to make the students more enthusiast to learn"

In general, reflective teaching journals became their references to analyze the technology utilization for learning supplies. It helped pre-service English teachers to be more selective to choose learning supplies that suited students' characteristics.

The implementation of reflective teaching journals has an impact on pre-service English teachers' pedagogical skill on the sixth dimension. They argued that although it can not give the biggest valuable impact, it can be the reference for them to increase the quality of learning on the use of communication and technology.

f. Facilitating the Development of Student's Potential

The sixth pedagogical skill dimension is that the teacher should facilitate the development of students' potential. The data were described as follows in table 4.6

Table 4.6
Developing Ability to Facilitate the Development of Students' Potential through Reflective Teaching Journal

No	Dimension	Statement	Category					Total
			SA	A	N	DA	SDA	
1	Critical Examination	Reflective Teaching Journal helps the pre-service English teacher to be more perceptive in equipping learning activities to motivate the students to achieve their achievement.	20%	33%	13,3 %	16,7 %	0%	100%
2	Better Understanding	Reflective Teaching Journal increases their understanding in equipping learning activities to motivate the students to achieve their achievement	13,4 %	40%	6,6%	30%	9,9%	100%
3	Progressive Development	Reflective Teaching Journal becomes their references for equipping	40%	40%	6,6%	13,4 %	0%	100%

		learning activities to motivate the students to achieve their achievement						
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As the table reveals, 33% participants agreed that reflective teaching journals helped them to be more perceptive in equipping learning activities to motivate the students to achieve their achievement. It also helped them to increase their understanding in equipping learning activities. Moreover, 40% participants acknowledge that reflective teaching journals become their references for equipping learning activities to motivate the students to achieve their achievement.

This data from questionnaire was supported by interview response in which P02 stated

“Reflective journals help me to improve my teaching performance. It also helps me for equipping media that I can used which match with students’ interest”

The statement such as the role of reflective teaching journals to equip learning activities to motivate the students to achieve their achievement is also confirmed by data from the document of students reflection. As P04 wrote in her reflection:

“The classroom was not really noisy and there was no one who played while the teaching and learning activity started. The students were enthusiastic in doing dialog in front of the class with the utilization of some property which can help their performance”.

For this reason, pre-service English teachers acknowledge that reflective teaching journals the media that helped them to be more perceptive to set learning activities that could help students to reach their best achievement.

As a good teacher, pre-service English teachers had to have the ability to facilitate the students' potentials to actualize potential that the students have. Moreover, they have to understand the strategy to speak in a polite manner which is effective, emphatic and polite. However, the researcher found that reflective teaching journals did not help pre-service English teachers to develop students' potential to the maximum.

g. Communicating in an effective, Emphatic and Respectful Manner

The seventh pedagogical skill dimension is that the teacher should communicate in an effective, emphatic and respectful manner with the students. The data were described as follows in table 4.7

Tabel 4.7
Developing Ability to communicate in an effective, Emphatic and Respectful Manner through Reflective Teaching Journal

No	Dimension	Statement	Category					Total
			SA	A	N	DA	SDA	
1	Critical Examination	Reflective Teaching Journal helps the pre-service English teacher to evaluate their communication strategy with the students in an effective, emphatic and respectful manner	6,7%	43,4%	33,3%	13,3%	3,3%	100%

2	Better Understanding	Reflective Teaching Journal increases their understanding towards communication strategy with the students in an effective, emphatic, and respectful manner	13,4 %	33,3 %	16, 7%	23,3 %	13,3 %	100%
3	Progressive Development	Reflective Teaching Journal becomes their references towards communication strategy in the future with the students	9,9%	46,7 %	16, 7%	13,4 %	13,3 %	100%

As the table reveals, 43.4% participants agreed that reflective teaching journals helped them to evaluate their communication strategy with the students in an effective, emphatic and respectful manner. They also agreed that reflective teaching journals increased their understanding in communication strategy with the students. Moreover, 46.7% participants perceived that reflective teaching journals gave a good impact as their reference tools for communication strategy with the students. This data from the questionnaire was supported by the writing of P06 in her documents.

“ Some students are interrupting me while I was teaching. It was hard to manage them while they were arguing about some topic that I gave to them. In future teaching, I'll give them discussion sessions with some rules that must be done and obeyed by them during the discussion session ”

Thus, reflective teaching journals help the pre-service English teachers to evaluate their communicative skills in a respectful and polite manner. If the teacher has a good communicative skill, she/he will be able to attract students' attention easily.

Basic criteria of teacher based on pedagogical aspect explained that one of the skills which the teacher should have is communicative skill. Moreover, they should communicate effectively, emphatically, and politely in order to interact with the students. They need to analyze students' response and their response to the students' responses. The researcher found that the implementation of reflective teaching journals helped pre-service English teachers to improve their communicative skill. However, it cannot cover all the aspects of communicative skills such as analyzing students' responses .

h. Organizing the Assessment, the Evaluation Process and the Output of Learning

The eighth pedagogical skill dimension is the teacher should organize the assessment and the evaluation process and the output of learning. Table 4.8 described data on students' reflection on their ability to organize assessment, the evaluation process and the output of learning.

Table 4.8
Developing Ability to Organize the Assessment, the Evaluation Process and the Output Learning through Reflective Teaching Journal

No	Dimension	Statement	Category					Total
			SA	A	N	DA	SDA	
1	Critical Examination	Reflective Teaching Journal helps the pre-service English teacher to evaluate students' comprehension of learning activity	6,7%	73,3%	16,7%	3,3%	0%	100%

2	Better Understanding	Reflective Teaching Journal helps them to develop their instrument and evaluation process and the result of students' learning	16,7 %	33,3 %	26,7 %	20%	3,3%	100%
3	Progressive Development	Reflective Teaching Journal becomes their references to evaluate the students' understanding of learning	16,7 %	33,3 %	26,7 %	23,3 %	0%	100%

As the table reveals, 73.3% participants agreed that reflective teaching journals helped them to evaluate their students' comprehension and understanding of learning activities. Moreover, 33.3% participants acknowledged that reflective teaching journals become their references to evaluate the students' understanding of learning. This data from questionnaire was supported by interview response in which P05 stated

"I think it's quite giving me an impact in my skill to be more aware of my weakness in my teaching performance. So that it helped me to teach better in the future. It also helps me to evaluate the students' understanding of learning".

The statement on the role of reflective teaching journals to evaluate their students' comprehension and understanding of learning activities is also confirmed by data from the document of pre-service English teachers' reflection. As P05 wrote in her reflection:

"At the first session of teaching, I always do a brainstorming and check their comprehension of previous material. Moreover, in the last session of teaching, I always check my students' understanding of the material that I taught before. This

activity will help me to evaluate both my teaching performance and my students' understanding”

To sum up, another positive effect that can be taken from writing reflective teaching journals is it helps the pre-service English teachers' to evaluate their students' comprehension and understanding of learning. Moreover, pre-service English teachers can measure their teaching skills as well.

One of the most important basic criteria in teaching was the ability of the teachers to assess their teaching and learning activity. Moreover, the teachers should be able to determine the aspects of the process and the results of learning to be assessed and to be evaluated based on the subjects' characteristics. They need also to determine the procedure of assessment, the evaluation process and the result of learning as well. However, the researcher found that pre-service English teachers cannot develop their instrument of assessment, evaluation process and the result of learning only by writing reflective teaching journals. To have an ability to assess, they need to learn from the lecturer and “pamong” teachers.

i. Exploiting the result of Assessment and Evaluation for the Importance of Learning

The ninth pedagogical skill dimension is the teacher should exploit the result of the assessment and evaluation for the importance of learning. The data were described as follows in table 4.

Table 4.9

Developing Ability to Exploit the Result of Assessment and Evaluation for the Importance of Learning towards Writing Reflective Teaching Journal

No	Dimension	Statement	Category					Total
			SA	A	N	DA	SDA	

1	Critical Examination	Reflective Teaching Journal helps the pre-service English teacher to utilize the result of scoring and learning evaluation to increase learning quality	13,4 %	6,6%	30%	40%	9,9%	100%
2	Better Understanding	Reflective Teaching Journal helps them to develop their understanding towards the scoring information and learning evaluation to increase the quality of learning	13,4 %	9,9%	26,7 %	43,3 %	6,6%	100%
3	Progressive Development	Reflective Teaching Journal becomes their references to increase learning quality of students in the future	30%	40%	13,3 %	16,7 %	0%	100%

As the table reveals, 40% participants disagreed that reflective teaching journals helped them to utilize the result of scoring and learning evaluation to increase learning quality. However, 33.3% participants acknowledged that reflective teaching journals

become their references to increase the learning quality of students in the future. This data from questionnaire was supported by interview response in which P04 stated:

“.....actually it can be our reference for our pedagogical skill development and for our evaluation to increase the learning quality”

P04 described that writing reflective teaching journals can be their references for their pedagogical skill development. In addition, they believe that learning quality will be upgraded by writing reflective teaching journals. It is also confirmed by data from the document of a pre-service English teacher’s reflection. As P03 wrote in her reflection:

“The students were quiet. They paid attention to my explanation and the teaching and learning activities went smoothly. It happened because I have done some evaluation during my previous teaching when some of students were interrupting me while I was teaching”

P03 claimed that doing evaluation of previous teaching helped pre-service English teachers to have better teaching and learning quality. Thus, writing reflective teaching journals became one of the references that can help pre-service English teachers to increase and improve learning quality in the future.

j. Action for Increasing the quality of Learning

The last pedagogical skill dimension is the teacher should do an action to increase the quality of learning. In this case, the teacher should do reflection to increase the quality of learning. Table 4.10 described data on students’ reflection on their ability to exploit the result of assessment and evaluation for the importance of learning.

Tabel 4.10

Developing Ability to Exploit the Result of Assessment and Evaluation for the Importance of Learning towards Writing Reflective Teaching Journal

No	Dimension	Statement	Category	Total

			SA	A	N	DA	SDA	
1	Critical Examination	Reflective Teaching Journal helps the pre-service English teacher to do reflection of teaching and learning activity that has already done	56,7 %	40%	3,3%	0%	0%	100%
2	Better Understanding	Reflective Teaching Journal increase their understanding of reflection towards teaching and learning activity that has already done	56,7 %	60%	9,8%	6,5%	0%	100%
3	Progressive Development	Reflective Teaching Journal becomes their references to do reflection towards teaching and learning activity that has already done in order to improve the learning activity in future	16,7 %	40%	26,6 %	16,7 %	0%	100%

As the table reveals, 56, 7% participants agreed that reflective teaching journals helped them to do reflection of teaching and learning activity that has already been done. It

also helped them to increase their understanding of doing reflection. Moreover, 40% participants acknowledged that reflective teaching journals become their references to do reflection towards teaching and learning activity that has already been done in order to improve the learning activity in future. The result of the questionnaire was supported by the result of the interview. As P02 stated:

“.....writing reflective teaching journal help me a lot to do reflection and evaluation of teaching and learning process”

The statement of P02 such claimed that reflective teaching journals are useful reflection tools. Although there are so many reflection tools, writing reflective journals is more effective than others. It is also confirmed by data from the document of a pre-service English teacher's reflection. As P03 wrote in her reflection:

“In my previous teaching there were some aspects that I didn't do which made me unable to manage the class well. I re-read my reflective journal and found that I talked to much and didn't give the chances to the students to state their opinion”

The benefits of writing reflective teaching journals is helping pre-service English teachers to do some activity to reflect their teaching. Researchers found that the use of reflective teaching journals can improve the quality of teaching and learning activity.

As explained above, it is summarized that reflective teaching journals are more efficient than other reflective teaching tools. They can easily evaluate their teaching by re-read the previous reflective journal they write if they forget or something is missing during their teaching and learning process.

B. Discussion

This study emphasized on the pre-service English teacher perception of Reflective teaching journal as a means for pedagogical skill development. This study was conducted

with one research question. The question was answered through a questionnaire and interview. The research question is “How do pre-service English teachers’ at UIN Sunan Ampel Surabaya perceive reflective teaching journals as a means for their pedagogical skill development?” This one research question; however, covers exploration of several aspects of pedagogical skill development including controlling pupils, learning theory and principle, developing curriculum, organizing the teaching and learning activity, exploiting technology, facilitating the development of students’ potential and organizing the assessment and evaluation process.

After distributing the questionnaire, conducting the interview and obtaining enough information from the participants, the result shows that the pre-service English teacher has a positive perception of reflective teaching journals as a means for their pedagogical skill development. It can be seen from the result of the questionnaire. Most of them agree with the statement. The statement itself contained reflective journal and pedagogical skill dimensions.

Moreover, the Reflective Journal is one of the reflective teaching tools used by pre-service English teachers to check about what they have done in the class and they can evaluate their teaching practice. It also can be the directive tools that they can use for future teaching. The role of reflective teaching journals helped pre-service English teachers to evaluate the way their teaching practice, to find their weaknesses and their strengths, to improve their future teaching for one’s better teaching future. In particular, they learnt about how to deal with students’ characteristics, students’ needs, lacks and wants in learning English by evaluating their teaching practice. In particular, they learnt about how to deal

with their lacks and their strength and to improve their teaching performance for future teaching.

The participants in this research described that writing reflective teaching is an effective tool to do reflective teaching. Pre-service English teachers could identify their strengths and weaknesses during teaching and learning activities. It helped them to measure and evaluate their students' comprehension and understanding of materials. Merysa (2018) implied that writing reflective journals help pre-service teachers to evaluate their teaching and learning practice.⁵⁴ Susoy (2015) added that reflective teaching tools can help pre-service teachers to attract more attention and always check students' understanding of teaching and learning activity.⁵⁵

Reflective teaching is divided into 3 dimensions such as critical thinking, better understanding and progressive development. The participants were asked about ways reflective teaching journals help them for having those 3 dimensions in their teaching performance.

Some of them stated that reflective teaching helped them to build their critical thinking in analyzing their own mistakes in teaching and learning activities. Moreover, it also helps them to evaluate the students' characteristics in the class. Zalipour (2015) stated that doing reflective teaching helps pre-service English teachers to have a critical thinking about their teaching skill and encourage them to examine themselves and their actions in teaching and learning activities.⁵⁶ Lengkanawati (2017) added that writing reflective journal; reflective teaching practice may help pre-service teachers increase their critical

⁵⁴Risna Merysa, 18

⁵⁵Zafer Susoy, 2015

⁵⁶Zalipour, A,2015

reflection.⁵⁷ Another positive effect that can be taken from writing reflective teaching journals is it helps the pre-service English teachers' to evaluate their students' comprehension and understanding of learning. Moreover, pre-service English teachers can measure their teaching skills as well. Writing reflective teaching journal became one of references that can help pre-service English teacher to increase and improve learning quality in the future. Some of them stated that reflective teaching helped them to build their critical thinking in analyzing their own mistakes in teaching and learning activities. Moreover, it also helps them to evaluate the students' characteristics in the class.

The role of reflective teaching journals helped pre-service English teachers to evaluate the way their teaching practice, to find their shortcomings and their strength, to improve their future teaching for one's better teaching future. In particular, they learnt about how to deal with students' characteristics, students' needs, lacks and wants in learning English by evaluating their teaching practice. Furthermore, Kolb as cited in Korkko, Kyro-Ammala, & Turunen (2016) stated that English teachers can observe and evaluate their teaching process and re-think for the future plan in order to improve and increase the effective teaching process.⁵⁸

The research shows that pedagogy is quite similar to teaching skill. Pedagogy is like the study of how knowledge and skills are conveyed in education. It also examines curriculum, planning, classroom management and assessment. Scott, Asoko & Denver (1992) added that pedagogical learning is not only about consciousness learning difficulties.⁵⁹ The acknowledgement and support of pedagogical learning processes also

⁵⁷Nurfaidah, Siti. Lengkanawati, Nenden Sri & Sukyadi, Didi, 2017

⁵⁸Korkko M., Ammala, O., & Turunen, T, 2016

⁵⁹Scott, P., Asoko, H. & Denver, R, 1992

included patience towards the process of students' comprehension, students' improvement and classroom climate. Moreover, they also are asked about their pedagogical skill development.

Richard (2005) stated that as the basis for critical reflection, teaching accompanied by collecting information on one's teaching.⁶⁰ Furthermore, the result of this present study was that a reflective teaching journal helped them to build their critical thinking in analyzing their own mistakes in teaching and learning activities. Yet, it also helps them to evaluate the students' characteristics in the class.

Rodgers (2004) defined the characteristic of reflection as a meaning-making process that moved the learner from one's experience into the next with deeper understanding of its relationship and connection to other experiences and ideas. Likewise, many participants of this study perceived that reflective teaching journals helped them to have a better understanding of their teaching performance for choosing appropriate strategies. It also helped them after their teaching was conducted. They can evaluate and analyze their weakness and their strength.

Pollard, Andrew and Anderson (2005) stated that to support the progressive development of higher standards of teaching, reflective teaching should be personally fulfilling for teachers and it also lead to increase the quality of the education provided for children.⁶¹ In addition, the result of this study showed that it helped pre-service English teachers to have the development of teaching performance. They learnt from their previous teaching what they should do and what they should not. They also argued that reflective

⁶⁰Richard, Jack C, 2005

⁶¹Pollard, Andrew, Anderson, Julie et al, 2005

teaching journals can be the references for them in order to improve their teaching performance in the future.

Moreover, every participant had different aspects of their pedagogical skill development. By doing teaching Internship which the faculty provided, they argued that they can develop and improve the classroom management and strategy of teaching. Another positive effect that can be taken from writing reflective teaching journals is it helped the pre-service English teachers' to evaluate their students' comprehension and understanding of learning. Moreover, pre-service English teachers can measure their teaching skills as well. Writing a reflective teaching journal became one of the references that can help pre-service English teachers to increase and improve learning quality in the future. Some of them stated that reflective teaching helped them to build their critical thinking in analyzing their own mistakes in teaching and learning activities. Moreover, it also helps them to evaluate the students' characteristics in the class. Reflective teaching journal is more effective than other reflective teaching tools. They can easily evaluate their teaching by re-read the previous reflective journal they write if they forget or something is missing during their teaching and learning process.

Besides, In UU Standar Nasional Pendidikan (Constitution of Education National Standard number 19 year 2005 verse 3 explained about the basic criteria of educational system around Indonesia region.⁶²It guided pre-service English teachers to increase their teaching skill based on the criteria that they have to master. In Teacher pedagogy, there are 10 dimensions which each dimension is divided into several indicators.

⁶²UU Standar Nasional Pendidikan Nomor 19 Tahun 2005 Ayat 3

The first dimension of pedagogical skill is having control over the pupils from the physical, moral, spiritual, social, cultural, emotional and intellectual aspect. The result of the research showed that reflective teaching journals help the pre-service English teacher to evaluate and increase their understanding of students' characteristics. Rohana and Lestari Ningsih (2016) agreed that the implementation of reflective journals gave a positive impact.⁶³ They added that by writing reflective journals, it will help the teacher to deal with students' characteristics. However, pre-service English teachers did not use reflective teaching journals as their references for understanding their students' characteristics.

The second dimension of pedagogical skill is that the teacher should be a master in learning theory and learning principle which educated the students. The result showed that a reflective teaching journal helps pre-service English teachers to be more perceptive and increases their insight for choosing a learning strategy. Moon (2005) stated that reflective teaching journals are supporting pre-service English teachers to connect their past and present experience and also the anticipation of future practice.⁶⁴ On the same point, pre-service English teachers used reflective teaching journals as their references for choosing learning strategies so that they do not make the same mistakes in the future and they can be better in the future teaching.

The third dimension of pedagogical skill is the teacher should develop the curriculum which is related with the program study that they teach. The result study showed reflective teaching journal helped pre-service English teachers a lot to be more careful and increases their understanding to choose the materials which appropriate with the approach and the

⁶³Rohana and Yurika Lestari Ningsih, 2016

⁶⁴A Moon, J, 2005

characteristic of students. In addition, it also becomes pre-service English teachers' references for choosing appropriate materials that deal with students' characteristics.

The fourth of pedagogical skill dimension is the teacher should organize the teaching and learning activity which educated reflective teaching journal helps pre-service English teacher to be more careful and increases their insight to choose the learning medias which is relevant with students' characteristics whereas they don't use the reflective teaching journal as their references to choose the learning medias.

The fifth dimension of pedagogical skill is that teachers should exploit the information and communication technology for their teaching and learning importance. The participants stated that reflective teaching journals became their references to analyze the technology utilization for learning supplies. It helps pre-service English teachers to be more selective to choose learning supplies that suit students' characteristics.

The sixth pedagogical skill dimension is that the teacher should facilitate the development of students' potential. The results of this study indicated that reflective teaching journals became their references to analyze the technology utilization for learning supplies. It helps pre-service English teachers to be more selective to choose learning supplies that suit students' characteristics.

The seventh pedagogical skill dimension is that the teacher should communicate in an effective, emphatic and respectful manner with the students. This present study implied that pre-service English teachers acknowledge that reflective teaching journals are the media that helped them to be more perceptive to set learning activities that could help students to reach their best achievement.

The eighth pedagogical skill dimension is the teacher should organize the assessment and the evaluation process and the output of learning. The result showed that reflective teaching journals help the pre-service English teachers to evaluate their communicative skills in a respectful and polite manner. If the teacher has good communication skills, she/he will be able to attract students' attention easily.

The ninth pedagogical skill dimension is the teacher should exploit the result of the assessment and evaluation for the importance of learning. The result indicated that writing reflective teaching journals became one of the references that can help pre-service English teachers to increase and improve learning quality in the future.

The last pedagogical skill dimension is the teacher should do an action to increase the quality of learning. In this case, the teacher should do reflection to increase the quality of learning. The result of this study indicated that a reflective teaching journal is more effective than other reflective teaching tools. Fatemipour (2008) agreed that reflective journals are more effective than other reflective teaching tools because they help teachers reflect on their teaching performance.⁶⁵They can easily evaluate their teaching by re-read the previous reflective journal they write if they forget or something is missing during their teaching and learning process. Unlike reflective journals, Susoy (2015) claimed that watching their video recording was an effective tool to do reflection of teaching.⁶⁶He argued that watching their own videos of teaching helped the pre-service teachers to be more aware of the classroom atmosphere. Moreover, pre-service teachers had an opportunity to notice and discuss their weak or strong points in their teaching and learning process.

⁶⁵Fatemipour, H, 2009

⁶⁶Zafer Susoy, 2015

Pre-service English teachers' perception was the process of understanding one of the phenomena that was being asked. Here, the perception of pre-service English teachers showed that the implementation of reflective teaching journals helped them to develop their pedagogical skill. By writing reflective teaching journals, they can understand students' characteristics. They also can improve their ability to choose some techniques which are related to the students' needs. Moreover, it can help them to evaluate their own teaching practice. However, researchers found that this reflective teaching journal was not covering all the pedagogical skill aspects. It also showed that pre-service English teachers perceived pedagogical skill in general without knowing the basic criteria of the teachers based on UU Standar Nasional Pendidikan.



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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two sections of conclusion and suggestion. It presents the conclusion of research findings of proposed research questions. Afterwards, it presents suggestions concerning the research.

A. Conclusion

The research was conducted to find out pre-service English teachers' perception of reflective teaching journals as a means for skill development. Based on the finding, this result of the study can be described as follows:

1. First finding of the study is the perceptions' of pre-service English teachers on the implementation of reflective teaching journals for their pedagogical skill development. This finding shows that a pre-service English teacher's reflective teaching journals have many good impacts for their pedagogical skill development. It helps them a lot in 10 dimensions of pedagogical skill such as understanding students' characteristics, choosing the strategy, media and activity for teaching, and also organizing the assessment and evaluation process in teaching and learning activity. Although they write it for the requirements, they understand the good impacts that they got from their reflective teaching journals. However, many of them think that writing reflective journals is taking their time. They thought that writing reflective teaching journals takes time because they have to write and tell everything that happened in the class.
2. The role of reflective teaching journals helped pre-service English teachers to evaluate the way their teaching practice, to find their weaknesses and their strengths, to improve their future teaching for one's better teaching future. In particular, they learnt about how

to deal with students' characteristics, students' needs, lacks and wants in learning English by evaluating their teaching practice. In particular, they learnt about how to deal with their weaknesses and their strengths and to improve their teaching performance for future teaching.

3. The perception of pre-service English teachers showed that the implementation of reflective teaching journals helped them to develop their pedagogical skill. By writing reflective teaching journals, they can understand students' characteristics. They also can improve their ability to choose some techniques which are related to the students' needs. Moreover, it can help them to evaluate their own teaching practice. However, researchers found that this reflective teaching journal was not covering all the pedagogical skill aspects. It also showed that pre-service English teachers perceived pedagogical skill in general without knowing the basic criteria of the teachers based on UU Standar Nasional Pendidikan.

B. Suggestions

Concerning the pre-service English teachers' perception of reflective teaching journals as a means for their pedagogical skill development, the following are suggestions related to the conducted study.

1. For Pre-service English Teacher

Reflective teaching journal is one of many reflective tools that can be done after teaching and learning activities that can develop their pedagogical skill. Reflective teaching journals may help them to evaluate their teaching and learning process, their strength and their weakness, their strategy and their media.

2. For Lecturer

The result of this research may give evaluation for a Reflective teaching journal for pre-service English teachers. Although reflective teaching journals bring positive impact, many pre-service English teachers thought that writing reflective teaching journals takes time/waste time.

3. For Future Researchers

Since reflective teaching journals were the most reflective teaching tools type used, the researcher suggests investigating the use of reflective teaching journals for pre-service English teacher writing skills. Many pre-service English teachers thought that writing this reflective teaching journal take time/waste time. This may be because they do not realize the advantages for their writing skill.



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