



Reflections on Practicum Teaching: Insights from Pre-Service English Teachers

Wahyuni Fitria

UIN STS Jambi

wahyunifitria@uinjambi.ac.id

Nurul Faizah

UIN STS Jambi

nurulfaizahazile@gmail.com

Saijun

UIN STS Jambi

s_saijun@uinjambi.ac.id

Corresponding email: wahyunifitria@uinjambi.ac.id

Abstract

Reflective practice is illustrated in how instructional strategies are organized, developed, implemented, and evaluated by pre-service teachers, while assessments are utilized to offer feedback to educators, supporting the maintenance or enhancement of their pedagogical methods. By participating in reflective practices, pre-service teachers' understanding and appreciation of the inherent value and passion of teaching can be deepened, which subsequently becomes visible in their professional behavior. This study examined the perceptions of pre-service English teachers regarding their experiences with reflective journaling during their teaching practicum. A qualitative approach was employed, utilizing a case study design, with data collected from ten pre-service English teachers at an Islamic public university in Jambi, consisting of eight female and two male students. Data were gathered through interviews and analyzed using an open coding method. The findings suggest that pre-service teachers primarily reflected on their classroom teaching abilities, particularly focusing on the technical aspects of teaching practice. Moreover, the SWIS (Strengths, Weaknesses, and Suggestions for Improvement in Teaching) framework was identified as a key advantage of journal reflection.

Keywords: Journal reflection; Pre-service English teacher; Reflective practice; teaching practicum; SWIS

Introduction

Reflective practice is considered an essential aspect of teacher education, as it encourages educators to assess their teaching strategies, classroom management, and personal development. Specifically, reflective journals are employed to offer pre-service teachers a structured format in which their teaching experiences can be documented, analyzed, and refined. Through these reflections, pre-service teachers are provided with a mechanism to critically evaluate their behavior, instructional techniques, and overall performance, thus promoting self-awareness and

professional growth. As the demands on teachers evolve—particularly with the increasing significance of global competencies such as English language teaching—the importance of reflective practices continues to grow.

This research adds to the expanding discourse on reflective practice within teacher education. Reflective practices have been associated with enhancing teaching quality, fostering self-awareness, and supporting professional development. By exploring the perceptions of pre-service English teachers on journal reflection, this study reveals how they internalize reflective activities and utilize them in shaping their professional growth. This holds particular significance given the distinct challenges English teachers encounter, such as the intricacies of language teaching, managing the.

In practical terms, insights are provided by this research into how reflective practices may be more effectively supported and integrated within teacher education programs. As the world undergoes rapid globalization and technological advancements, teachers are increasingly expected to adapt to evolving educational paradigms. Structured reflection is especially beneficial for pre-service English teachers, as it assists them in refining their language teaching abilities, managing classrooms efficiently, and engaging students from diverse backgrounds. By examining reflective journals, this study aims to deepen understanding of how future English teachers can enhance their pedagogical skills and professional competencies.

Furthermore, the importance of reflection in teacher development has been consistently highlighted by previous research. A study by Albakri, Abdullah, and Jusoh (2018) on reflective journals used by pre-service teachers in Malaysia revealed that significant improvements in pedagogical skills and classroom management were achieved through reflection. It was emphasized that the reflections of pre-service teachers were primarily centered on managing learning, pedagogy, and teacher attributes, suggesting that reflective journals offer a comprehensive framework for enhancing key educational areas. Similarly, Freese (1999) examined reflection within professional development schools, finding that structured reflection allowed teachers to enhance their teaching effectiveness, thereby positively impacting student outcomes. In another study, Althahab, Alsuhaibani, and Gillies (2021) explored the use of reflective diaries among EFL pre-service teachers,

reporting that participants held positive attitudes toward the practice. Their research highlighted the transformative potential of reflective practices in fostering continuous improvement for pre-service teachers.

Although the benefits of reflective practice have been widely recognized, notable gaps persist within the existing literature. Much of the research has concentrated on pre-service teachers in general educational settings, with insufficient focus on pre-service English teachers, especially in contexts like Islamic universities. Moreover, while journal reflection is frequently praised, few studies offer concrete suggestions for enhancing its structure or implementation within teacher education. There is also a need to explore how reflective practices align with current educational policies, such as Indonesia's "*Merdeka Belajar – Kampus Merdeka*" (MBKM) initiative. This policy, which promotes interdisciplinary learning and practical experiences, presents a valuable opportunity to examine how reflective practices can be more effectively integrated into teacher education programs.

This research seeks to address these gaps by investigating the reflective practices of pre-service English teachers at an Islamic public university in Jambi, Indonesia. Specifically, it explores how these teachers perceive the use of reflective journals during their teaching practicum. By analyzing their reflections on classroom experiences, pedagogical growth, and personal challenges, this study aims to offer practical insights into improving the use of reflective journals in teacher training programs. This focus is especially relevant for pre-service English teachers in an Islamic educational setting, where institutional and cultural factors may uniquely shape their reflective practices.

The core research problem revolves around understanding how pre-service English teachers reflect on their teaching experiences using journals during their practicum. The study's primary objectives are to explore the aspects of teaching these educators focus on, how they perceive their professional growth, and the challenges they encounter in the reflective process. Situated within the broader context of an Islamic public university in Jambi, this research examines the reflective practices of ten pre-service English teachers—eight females and two males—who have completed a teaching practicum as part of their professional preparation.

On the other hand, this study centers on understanding how pre-service English teachers utilize reflective journals during their teaching practicum to process and

reflect on their experiences. The primary objectives include exploring the key aspects of teaching that these educators emphasize, how they perceive their professional growth, and the challenges they face in the reflective process. Conducted at an Islamic public university in Jambi, Indonesia, the research involves ten pre-service English teachers—eight females and two males—who have completed their teaching practicum as part of their professional training. By focusing on this group, the study aims to provide a nuanced understanding of how individual, cultural, and institutional factors influence reflective practices. The findings will offer valuable insights into enhancing the design and implementation of reflective journal activities in teacher education programs, particularly in less-explored contexts such as Islamic universities. Additionally, the study seeks to align these practices with educational policies like the MBKM initiative, ultimately contributing to the professional development of future English teachers.

Research Methodology

A qualitative approach with a descriptive case study design was employed in this research, conducted between September and December 2022 within the English Education Department, Faculty of Education and Teacher Training. The study was guided by an interpretive research paradigm. From an ontological perspective, unlike the positivist paradigm, which asserts the existence of a single, objective truth independent of human perception, a constructivist view of reality and the nature of phenomena was adopted. The constructivist paradigm perceives truth as relative, shaped by individual perspectives. While acknowledging the significance of subjective meaning-making, it does not entirely dismiss the notion of objectivity (Crabtree & Miller, 1999, p. 10). In this context, participants' subjectivities were seen as an integral aspect of understanding the construction of teacher professionalism through the use of reflective journals during their teaching practicum, which forms the core focus of this research.

The perspectives and insights of pre-service English teachers regarding their reflective practices were explored through reflective diaries, with an emphasis on the process rather than isolated outcomes. Specific attention was given to the contexts and components of these reflections within defined temporal and spatial boundaries. In alignment with Cresswell's (2007) concept of purposeful sampling, participants were selected intentionally to provide rich, relevant data for the study.

The data were gathered from ten pre-service English teachers at a public Islamic university in Jambi, consisting of eight female and two male students, ensuring a comprehensive understanding of their reflective experiences.

Nevertheless, A set of common criteria was established for all participants to ensure the selection of a group with shared experiences. For instance, the participants were required to be pre-service English teachers who had studied several courses, including theoretical linguistics and teaching EFL. They needed to have engaged in teaching practice in schools or completed a practicum while maintaining a reflective journal throughout their teaching. Consequently, pre-service English teachers who conducted their teaching practice in junior high schools in Jambi were chosen as the primary participants for this study. These participants were deemed typical cases and the most suitable sources of data for the research.

In addition, the results of the written reflections were analyzed using an open coding system, while the interview data underwent thematic analysis. Customizable interview questions were developed based on the participants' emotional states and comfort levels, and data were collected, evaluated, and presented qualitatively. Participants were also given the option to respond in Bahasa Indonesia if they preferred. Each interview was recorded and subsequently transcribed. The steps for data analysis outlined by Creswell (2009) included gathering and processing raw data, reviewing all of it, coding, identifying themes, and interpreting their significance. As the research progresses, theories are expected to emerge from the data.

Findings and Discussion,

Findings

Pre-Service English Teachers Interview

Consequently, the researcher organized ten interviews to gain insights into pre-service English teachers' perceptions and understanding of the term "reflection," as well as the support they received in composing their reflections. This focus served as the primary purpose of the interviews. During the discussions, participants addressed three main categories that emerged from the grouping of the student teachers' responses, based on various sets of interview questions. The data analysis process revealed several common threads across the different themes, as illustrated in the following table. These themes highlight how the student teachers interpret the term

"reflection," the reasons for writing reflections as part of their teacher preparation curriculum, and the feedback they received throughout the process.

Table 2: Topics and Theme in Coding System of Interview

TOPIC	THEME
1. The understanding of reflection among pre-service English teachers.	<ul style="list-style-type: none"> • A comprehensive understanding about "reflection." • The significance of reflection. • Identifying Strengths, weaknesses, and suggesting Improving in Teaching (SWIS) • Reflection as a written activity
2. The rationale for composing a reflection	<ul style="list-style-type: none"> • Composing reflections as a component of the assessment. • Composing reflections as an advantage for teaching.
3. Guidance in the process of writing reflections.	<ul style="list-style-type: none"> • Collaborating on reflections with peers. • Insufficient support from the institution.

Four topics were identified through the researcher's coding of interviews with pre-service English teachers regarding their understanding of 'reflection' during the practicum. These themes were categorized as a comprehensive understanding of 'Reflection,' the importance of Reflection, the process of identifying strengths, weaknesses, and proposing improvements in teaching (SWIS), and Reflection as a written activity

1. The understanding of reflection among pre-service English teachers.

1.1 A comprehensive Understanding about "Reflection"

The theory of reflection, or reflective practice, is not entirely new within the realm of teaching and education. According to existing literature, Dewey (1933) was the first to introduce the term "reflection" (Chacón, 2018). Dewey (1933) described reflection as an active process of self-examination aimed at personal improvement.

"I've encountered this concept previously, but I believe that reflection serves as feedback or an assessment following the learning process." (Selena)

"In my view, reflection resembles a daily journal, where we document our activities and experiences during the teaching process." (Neva)

"In my view, reflection can be compared to the process of taking notes or documenting daily activities and experiences in a journal" (Mamad)

"Reflection is similar to the daily activities we experience, which we subsequently document." (iki)

"as I know miss, Reflection is akin to maintaining a diary or journal" (Wawa)

"It involves recognizing both the positive and negative aspects of our teaching experiences today, which can enhance our effectiveness in future sessions." (Berlian)

Based on the pieces of participants' answers the concept of reflection is well understood by the majority of participants. Nearly all expressed similar thoughts regarding introspection, recognizing that the act of reflection involves observing the teaching and learning processes. A reflective process was engaged in by the research participants through note-taking. A compelling argument was presented by one participant, Berlian, illustrating how reflective practice operates as a systematic method for gathering and analyzing data, while facilitating communication and idea exchange among teachers to enhance their lessons.

1.2 The Significance of Reflection

The significance of reflective practice is recognized not only for its impact on teachers' improvement in their teaching processes but also for its influence on students' learning experiences. Farrell (2015) proposed that, engagement in reflective practice allows teachers to construct and reconstruct their beliefs and practices, thereby facilitating the creation of an optimal learning environment for their students.

"The crucial aspect is the recognition of our shortcomings, which allows for the correction of deficiencies while also identifying positive elements that should be preserved or further enhanced." (Raisa)

"It is considered very important because it proves useful in the actual teaching process" (Drie)

"Yes, it is recognized as necessary due to its benefits and usefulness for educators. The challenge lies in the ability to identify strengths and weaknesses during the teaching process." (Berlian)

"This allows for the identification and correction of mistakes made, while also enabling the retention of what was accomplished during that process" (Mamad)

"Yes, it is acknowledged as being highly beneficial; for instance, in the previous week, a lack of vocabulary was observed, allowing for the identification of weaknesses in teaching." (wawa)

"It is considered highly useful, as reflection enables the identification of weaknesses or shortcomings in teaching practices." (Iki)

"It is believed that writing reflections can lead to a better understanding of students." (Neva)

Based on the findings, it is evident that a consensus exists among most participants regarding the important role of reflective practice in the teaching process. It was reported by the majority of participants that reflective practice aids in identifying mistakes made during teaching and is considered highly beneficial for the overall teaching-learning process. A differing perspective was offered by one participant, Neva, who believes that writing reflections enhances her understanding of her students.

Reflective practice is regarded as essential for the participants as future English teachers. Several key insights were identified by the researcher in this study, including the ability to recognize teaching mistakes and the opportunity to develop a greater understanding of their students.

1.3 Identifying Strengths, weaknesses, and suggesting Improving in Teaching (SWIS)

One of the topics which emerged from the interview data involved the identification of strengths and weaknesses in teaching, accompanied by suggestions for improvement. These aspects were categorized by the researcher as SWIS, representing Strengths, Weaknesses, Improvements, and Suggestions.

"A more thorough understanding can be gained; from that assessment, weaknesses and strengths during the teaching process can be identified." (Drie)

"Through reflection, awareness of personal strengths and weaknesses in teaching will be developed." (Iki)

"I document the challenges and weaknesses encountered in the learning process." (Selena)

Another excerpt illustrates that the process of identifying Strengths, Weaknesses, Improvements, and Suggestions (SWIS) entails a reflective evaluation of teaching practices, emphasizing the importance of the "rectifying process."

"Indeed, it is essential to consider the appropriate teaching media before each lesson to engage students effectively. By reflecting on previous sessions, valuable insights can be gained regarding what strategies worked well and how the learning experience can be enhanced." (Raisa)

"Direct reflection takes place during the teaching process. This awareness often arises immediately; for instance, upon entering the first class, it becomes clear that the dynamics of the third class cannot replicate those of the previous one." (Berlian)

"Yes, for instance, during the previous week, a deficiency in vocabulary was observed, allowing for the identification of specific areas of weakness in my teaching practice." (wawa)

"Yes, because it enables the immediate identification of my weaknesses in teaching, allowing for targeted improvements in my instructional methods for the following day." (Yuli)

"This allows them to evaluate their performance in today's activities, which can inform their preparation for future tasks." (Ine)

It was stated by Dewey (1933) that experience is a crucial component in the formulation of reflection, as evidenced in numerous professional learning models, including Wallace's Reflective Model (1991) and Kolb's Experiential Learning Model (1984). Furthermore, it was asserted by Kolb (1984) that continuous reflection on experiences is necessary for transformation to take place.

"Reflection fosters greater independence in recognizing weaknesses and mistakes, enabling the enhancement of teaching methods for subsequent sessions." (Mamad)

It was found that greater independence in recognizing his weaknesses in teaching can be demonstrated by Mamad. In this context, weaknesses refer to aspects of the lesson that did not proceed as planned. Furthermore, it appears that his reflections predominantly focused on identifying his own teaching

strengths and weaknesses, rather than on evaluating the learning strengths and weaknesses of his students.

Reflection was primarily perceived as a process of reviewing teaching practices and identifying strengths and weaknesses within the lessons, aimed at correcting mistakes and enhancing future performance during the student-teacher interviews. Consequently, these reflections, which focus mainly on 'teaching' and the identification of SWIS, are characterized as 'teaching-centric.'

1.4 Reflection as a written activity

It was believed by the majority of pre-service English teachers that reflection was primarily conducted through writing. During the interviews, pre-service English teachers were asked about their experiences with writing reflections in the early stages of the practicum, and some participants noted that it was a challenging task.

"The activities conducted in class are documented in writing, although there are occasions when the appropriate words for journal entries are difficult to find." (Neva)

"Writing reflections is generally straightforward; however, there are moments of initial confusion regarding what to include, particularly due to the lack of clear examples." (Iki)

"I composed a reflection in my own style, as there is no established format provided." (Raisa)

The challenges encountered in writing reflections stem from the necessity to strictly adhere to the instructions provided by the lecturers and the guidelines established. However, the findings indicate that clear guidance on writing journal reflections is lacking from both the institution and the lecturers.

"I do not find the difficult process, as I simply articulate my feelings and document the events that occurred during my teaching sessions." (Raisa)

"Writing reflections is akin to maintaining a diary, as it allows me to express my feelings about the challenges I encountered during the day and to assess my students' responses to my teaching. This process is quite straightforward" (Berliana)

"I genuinely enjoy writing reflections, particularly after participating in various activities at school. I promptly document these experiences in a notebook or report, where I carefully note all my strengths and weaknesses." (Mamad)

"It is relatively easy because I consistently document my teaching activities on a daily basis." (Drie)

Some participants demonstrate a greater ease in writing than others, articulating their weaknesses and strengths in their reflections with relative clarity. It can be observed that the majority of participants anchor their reflections in their teaching experiences, documenting the events that transpired during the teaching-learning process. A tendency to focus more on weaknesses is evident, as these are often more apparent and easier to identify. Their thoughts regarding weaknesses are expressed with greater fluency, suggesting a heightened awareness of their challenges in teaching compared to their strengths.

2. The rationale for composing a reflection

2.1 Composing Reflection as a Component of the Assessment

The teaching practicum is a mandatory component of the curriculum for pre-service English teachers at the university. This requirement clearly underscores the necessity of reflection as an integral task that must be fulfilled as part of the program's teaching practice obligations.

"I write a daily journal because it is required and also assessed, otherwise I don't want to write it" (Raisa)

"I am composing this reflection because it is subject to evaluation by the university." (Selena)

"Without the university's assessment, there would be little motivation for me to write this reflection." (Neva)

"Writing in this daily journal is motivated by its assessment from the university; otherwise, I would not engage in it, as I perceive it to be unproductive." (Ine)

"I have recently discovered that writing reflections is a mandatory and graded requirement; if it were not compulsory, I would be disinclined to participate." (Wawa)

"I wrote teaching reflections because they were a requirement from the university and were subject to assessment." (Drie)

Most participants believe that if the journal reflections are not subject to assessment, there is little motivation to complete them. This suggests that reflection is perceived as a 'compulsory' task rather than a voluntary initiative undertaken by student teachers. Consequently, reflections tend to be generated primarily as a response to course requirements, potentially serving merely as a means to fulfill assessment criteria, rather than being integrated as a fundamental component of the professional practice of student teachers.

"Prior to this, I was unaware that the daily journal was graded; however, even if it were not assessed, I would still be inclined to write it, as I believe it can significantly support my teaching practice." (Berlian)

"Even if writing reflections is not a requirement from the university, I remain motivated to engage in this practice, as it allows me to identify my strengths and weaknesses in teaching." (Yuli)

However, different perspectives were expressed by two participants regarding the purpose of writing reflections. It was suggested that writing a reflection is not merely for obtaining a grade or fulfilling university requirements, but rather something more meaningful.

2.2 Composing reflections as an Advantage for Teaching

"The journal is typically written after completing the activity. For example, my daily entries include the material taught, significant events that occurred during the lesson, and my personal reflections on how I felt while teaching." (Raissa)

"Before each lesson, I always consider which materials to use to engage students in learning. Reflecting on the previous day's journal helps me review how the last session went." (Raissa)

It was claimed by Raissa that writing provided her with the 'time and space' needed to gather her thoughts. This aligns with Ayoobiyan and Rashidi's (2021) concept of 'wait-time,' which suggests that after writing reflections, student teachers should set them aside for a period to better absorb the information. Revisiting the reflections later is believed to enhance the reflective process for pre-service English teachers.

"It is highly beneficial as the daily journal allows me to reflect on whether the material I have delivered has been effectively conveyed. Additionally, it provides insight into the students' progress, enabling me to make improvements" (Berlian)

"It is especially important for us as teachers going to be, as the reflections we create allow us to identify areas for improvement and determine what can be added or adjusted in future lessons" (Iki)

"It has been very helpful in allowing me to understand and adapt to various classroom situations across different settings." (Neva)

Furthermore, it can be said that that Berlian and Iki made adjustments to certain parts of the lesson, as the findings indicated that actions were planned and implemented based on previous teaching issues to create more effective activities and lessons. Meanwhile, Neva expressed that an understanding of various classroom dynamics in different settings was gained.

3. Guidance in the process of writing reflections.

Collaborating on reflections with peers.

Some pre-service teachers are occasionally shared their reflections with peers to seek assistance or resolve teaching challenges. In this instance, one of the participants shared her teaching experiences with her "practicum mates" to explore ways to enhance her teaching practices.

"Assistance in the process of writing journal reflections, as well as discussions about creating daily journals, was provided by my practicum peers." (Raisa)

"I discuss more with my friends about writing reflections, and exchanging ideas" (Selena)

"My friend, provides significant assistance with writing reflections. I engage in more discussions with my peers about the process of writing reflections." (Iki)

The practice of sharing reflections with peers is acknowledged as a pivotal strategy for enhancing the learning experiences of student teachers, facilitating discussions that foster deeper understanding of teaching practices, as

highlighted in the preceding excerpts. Nevertheless, a significant number of student teachers exhibit reluctance to share their insights with others. This reluctance can be attributed to apprehensions about potential criticism of their teaching methods and a strong inclination to maintain their reputations as competent educators.

3.1 Lack of Support from the Institution

"I did not receive instruction on how to write reflections, either from the university or from my tutors." (Drie)

"The absence of guidance and support from the teacher presents challenges, as clear directions are often necessary to facilitate the initial stages of the process." (Mamad)

"I composed my own version of the reflection, as there was no established format provided, and collaboration between the field supervisor, the tutor, and myself was lacking" (Raisa)

It can be seen that the institution did not give clear instructions how to write a good reflection journal, so they just write the journal with their own version.

"I Evaluating oneself can be difficult, External assessments are crucial, as they can highlight weaknesses missed in self-assessment. Relying only on personal evaluation risks creating a false sense of adequacy, overlooking areas for improvement." (Raisa)

"The lack of feedback from lecturers complicates the evaluation process, making it difficult to assess the accuracy of journal entries (Selena).

"Supervising teachers offer only observational input, without providing constructive feedback. This absence of guidance hinders improvement (Ine)." (Ine)

"Feedback from supervising teachers or DPL instructors is essential for fostering improvement and guiding student teachers in their development." (iki)

"It is essential for DPL to offer guidance, as assessments should not rely solely on self-evaluation. Input from others is crucial for improving and ensuring that student teachers can enhance their skills and effectiveness in the future." (Juli)

Another finding is characterized by a lack of feedback from the tutors (both lecturers and supervising teachers). A consensus was reached among the

participants regarding the necessity of receiving feedback from their tutors. It is evident that most participants required guidance related to writing reflective journals. The need for individuals who can provide constructive feedback and offer guidance in crafting effective reflections was expressed. Therefore, it can be concluded that the participants require clear instructions and support from the institution to enhance their reflective writing practices.

Discussion

Based on the findings, it can be stated that the concept of reflection, or reflective practice, is not entirely new within the realm of teaching and education. In alignment with existing literature, the term "reflection" was first introduced by Dewey (1933). According to Dewey (1933), reflection is defined as an active process of self-examination aimed at personal improvement. The reflective diaries of student teachers reveal that most reflections concentrated on the 'technical' aspects of teaching, which represents the primary characteristic of a 'teaching-centric' reflection identified in the data. Here, 'technical' refers to the methods or procedures utilized for lesson delivery, encompassing pedagogical elements such as language teaching strategies and lesson planning. This focus constitutes the content of the written reflections produced by the student teachers.

The purpose of teaching reflective diaries is to encourage reflection on teaching practices, assess their effectiveness, identify areas for improvement, and develop new strategies aimed at enhancing student learning. Through regular engagement in reflection, insights into strengths and weaknesses are gained by teachers, allowing informed decisions regarding instructional techniques and necessary adjustments to be made to better meet the needs of their students. Following the completion of reflective diaries, an increased awareness of teaching weaknesses was reported by pre-service English teachers. This practice facilitated the evaluation of teaching performance, as well as the levels of student participation and understanding. Additionally, a space for the critical analysis of teaching practices was provided to participants through reflective diaries.

Through the review of their reflections, instructional methods, lesson plans, classroom management strategies, and student interactions were analyzed. Interestingly, it was recognized by some participants that the writing of reflections served a purpose beyond merely identifying weaknesses in their teaching; it also

facilitated the identification of SWIS (Strengths, Weaknesses, and Suggestions for Improvement in Teaching). The identification of SWIS was regarded as one of the benefits of maintaining reflective journals. It was indicated by some participants that after their reflections were composed, not only their weaknesses but also their strengths in teaching during the previous sessions were recognized. Furthermore, it was expressed that the writing of reflections enabled the identification of areas for improvement in future lessons. In summary, it can be concluded that several processes were involved in the identification of SWIS.

In addition, self-awareness is also developed in pre-service English teachers through reflective journaling. A deeper understanding of their strengths, weaknesses, and areas for growth is gained by reflecting on their teaching experiences. This process contributes to personal development as educators, allowing for the continual refinement of teaching approaches based on self-assessment and feedback. During the practicum, the writing of reflections can assist pre-service English teachers in gaining a sense of responsibility as educators, indicating that 'teacher identity' (Walshe & Driver, 2019) can also be developed through reflection.

Furthermore, it was found by the researcher that the primary motivation for the participants to write reflections was the requirement of writing reflective diaries as part of the assessment. It was believed by some teacher educators that since 'reflection' was incorporated into the teaching practice curriculum, it necessitated evaluation. The participants were thus required to provide their best work for assessment. Consequently, pre-service English teachers were eager to present themselves in the most favorable light. Their reflections were tended to be composed strategically, including only the necessary elements to successfully pass the practicum. Consequently, the reliability of the reflections may be jeopardized due to the 'superficial material' (Asrial, Syahrial, Kurniawan, Subandiyo, & Amalina, 2019) generated by student teachers for assessment purposes.

Although it was recognized by many student teachers and teacher educators that written reflections were part of the teaching practice assessment, clear instructions for writing journal reflections were not provided by the campus. Due to minimal training and confusing guidelines from the practicum unit, teacher educators were left to independently read the practicum papers and determine the most effective methods for analyzing the reflections. As a consequence of this assignment, it has been suggested that true self-examination may already be a lost

cause (Ayoobian, 2021). In addition to being part of the assessment, it was expressed by some participants that, even in the absence of assessments, they would still prefer to write journal reflections because of the benefits gained, such as preparing quality materials for their students for future lessons and discovering effective teaching strategies.

This supports the earlier findings of Albakri et al. (2017), Altalhab et al. (2020), Cadis (2021), Debreli (2021), and Arslan (2019). Additionally, several factors were identified as contributing to the development of reflective practice among the study's participants, such as the extended time allocated for reflection, which allowed for self-improvement. Furthermore, engaging in reflection over an extended period may have enhanced their awareness of their teaching practices, professional development, and teaching contexts. Another contributing factor was the context and environment in which teaching occurred.

Conclusion and Suggestion

From the findings and discussions, three main topics were identified by the researcher, which are further divided into eight themes. The first topic pertains to the understanding of reflection among pre-service English teachers, encompassing three themes: a good understanding of "Reflection," the importance of reflection, and the identification of strengths, weaknesses, and suggestions for improvement in teaching (SWIS). The second topic addresses the reasons for writing reflections, categorized into one theme: writing reflections as part of assessment. The final topic supports the practice of writing reflections with two themes. Based on the interviews, the use of the SWIS framework was recognized as a significant benefit of journal reflection. The identification of SWIS elements was highlighted as a key advantage of writing journal reflections. It was noted by several participants that after writing their reflections, they could discern not only their weaknesses but also their strengths in teaching from the previous meeting. Subsequently, they believed that this reflection enabled them to make improvements for future teaching sessions. In summary, it can be stated that a process was evident in identifying the SWIS elements.

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