

**STUDENT TEACHERS' REFLECTIVE PRACTICES USING  
JOURNAL WRITING AS E-PORTFOLIO DURING TEACHING INTERNSHIP AT  
THE TIME OF COVID 19 PANDEMIC**

**A Thesis**

**Presented of the Department of English Language Education as Partial Fulfillment of the  
Requirements the Obtain the Sarjana Pendidikan Degree in English Language Education**



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**JOURNAL WRITING AS E-PORTFOLIO DURING TEACHING INTERNSHIP AT**  
**THE TIME OF COVID 19 PANDEMIC**

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## STATEMENT OF WORK'S ORIGINALITY

### STATEMENT OF WORK'S ORIGINALITY

I honestly declare this thesis was written enterally by me. This thesis does not content any work of other people, except those in cited quotation and references, as a scientific paper should.

Yogyakarta 28 Oktober 2022

The writer



Al Arthur Irfan Fauzi

الجمهورية الإسلامية اندونيسية

## MOTTO

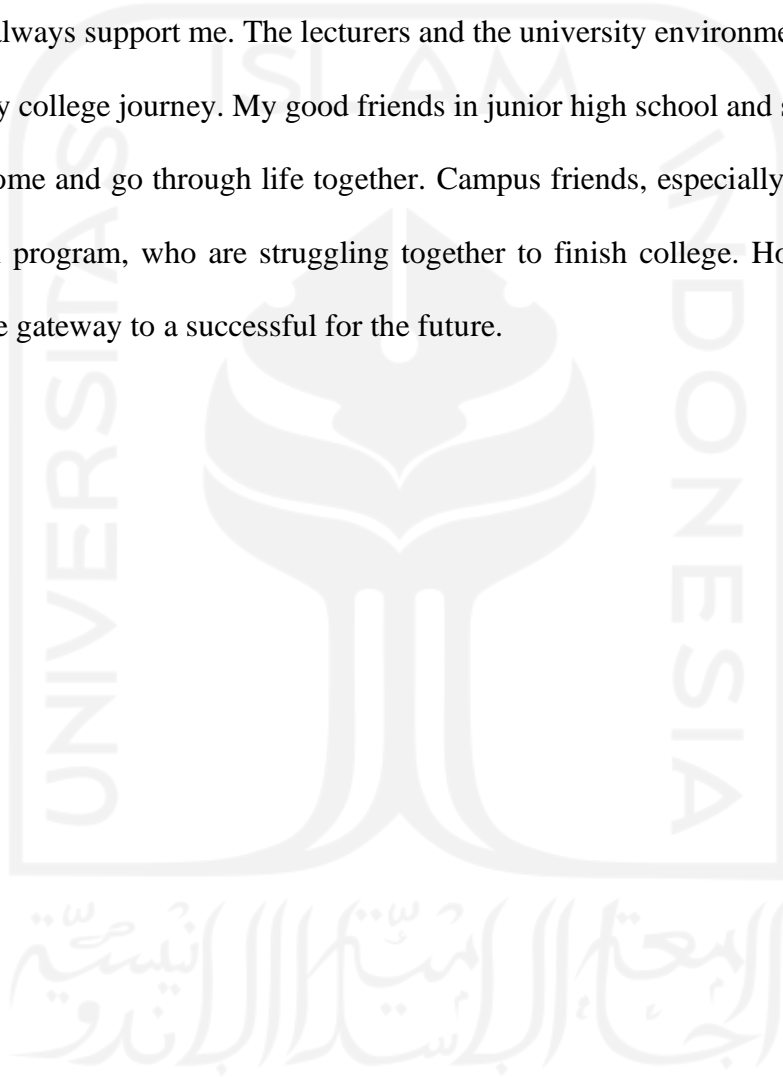
*Education never ends, Watson. It is a series of lessons, with the greatest for the last*

— *Sir Arthur Conan Doyle.*



## DEDICATION

This thesis is dedicated especially to myself, who has struggled through all circumstances and obstacles to stay alive. My parents who raised me to adulthood always give anything tirelessly. My twin and older brother who have living witness grow up and help each other. My big family in Yogyakarta who always support me. The lecturers and the university environment who taught me until the end of my college journey. My good friends in junior high school and senior high school who always welcome and go through life together. Campus friends, especially the class of 2017 English education program, who are struggling together to finish college. Hopefully my study journey will be the gateway to a successful for the future.



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Thank you very much to my parents who have supported and given everything, may Allah repay the kindness and give the pleasures of heaven in the hereafter. also, to my twin and my old brother, my big family, my friends, and my lecturers who have helped and encouraged me to work on this thesis. I'd like to express my gratitude to the people listed below:

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Yogyakarta, 28 October 2022



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**STUDENT TEACHERS' REFLECTIVE PRACTICES USING  
JOURNAL WRITING AS E-PORTFOLIO DURING TEACHING INTERNSHIP AT  
THE TIME OF COVID 19 PANDEMIC**

**ABSTRACT**

This study focuses on the reflective practices that preservice teachers do during field teaching practice at the time of COVID 19. The purpose of this research to describe their reflections on online school-based teaching practicum. The data were collected by utilizing journal writing as e-portfolio documents that were during teaching practice. The collected data were analyzed thematically using reflection according Bain, Ballantyne, Packer, & Mills, (1999) on preservice teachers' reflection. The research reveals three thematic findings that namely, Focus on Teaching, Focus on Self, and Focus on Professional Issues. In addition, which theme and sub-theme frequently identified includes General Teaching Issues (GTI), Specific Lessons or Incidents (SI), Own Teaching Approach (OTA), Relationship/Discussion with Supervising Teaching (RST), Teaching as Professional (TP). Thus, this research implies that the use of journal writing as e-portfolios can facilitate the reflection practice of prospective teachers.

*Key words: Journal writing as e-portfolio, Preservice teachers, Reflection, Teaching practices*

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## CHAPTER 1

### INTRODUCTION

This chapter explain about background of the study, formulation of the problem, objective of the study, and significance of the study.

#### 1.1 Background of the Study

In remote situations, it requires pre-service teachers to use online learning to teach students when practicing at school. Most universities have taken the decision to eliminate all face-to-face classes and other learning activities and have agreed with universities to move their learning activities online to help reduce the spread of the COVID-19 virus Murphy, (2020).

The pandemic also affects preservice students in dealing with online teaching situations and several problems facing student in learning. Pandemic proves a significant variation in preservice teacher readiness to utilize technology to facilitate remote learning. while teachers who frequently use technology in their practice including for mixed learning programs report an easier transition to electronics for both teachers and students, many educators appear to be obligated to study online and distance teaching strategies and tools in online or distance teaching situations Torrey & Whalen, (2020).

From the pandemic situation, teachers who previously taught offline are needed online, even in remote areas, some are waiting until the pandemic situation ends. Due to COVID 19, Reflective practice is an important skill in practice-based professional learning contexts where people learn from their own professional experiences rather than formal learning or information transfer. In fact, reflective practice is considered as a technique for experts to gain a deeper level

of self-awareness regarding the character and influence of their performance, so facilitating professional growth and development. According to Loan, (2019) the reviewed literature on reflective practice from various teacher-education contexts, it is important for pre-service teachers to establish reflective practices in order to lay the groundwork for their ongoing and critical reflection for the improvement of their future education and learning.

The use of journal writing as e-portfolios has an effect on storing and reporting written evidence as well as in the media. Portfolios have been increasingly used in higher education as a facilitator of learning and formative imposition Rubén Rodriguez, (2022).

Critical reflection through journal writing as e-portfolios can help encourage critical thinking among student instructors. This reflective activity assists preservice students in analyzing their prior knowledge and attitudes, realizing how these understandings arose, researching the consequences they have on actions and behavior, and considering other conceptions and principles that may be more effective in teaching Alshawi & Alshumaimeri, (2017). Reflection as a specific sort of thought and journal writing as e-portfolio as a tool for reflection provide a crucial prerequisite for instructors to employ process function and effective assessment instruments for learning and professional development Slepcevic-Zach & Stock, (2018).

This require to include an online theoretical component in teaching practice or practicum courses, which are the practical courses for education faculties and teacher training programs. In practice, students undergraduate in the English Language Teaching Program are generally ordered to attend, evaluate, and teach full courses, the number of which is determined by the mentors, in order to graduate and receive the graduate degree to be English teachers. Internship is defined as a "major opportunity for the student teacher to acquire the practical skills and knowledge required to activity as a successful language teacher." Özkanal, Yüksel, & Uysal, (2020). Furthermore, as



a reflection research gap using questionnaires, higher education plays a crucial role in publicizing a paradigm shift towards environmental sustainability through the development of self-awareness and critical and reflective thinking as key competencies for evaluating one's actions Fuertes-Camacho, Dulsat-Ortiz, & Álvarez-Cánovas, (2021). Their beliefs and attitudes will have a significant impact on how they lead the students during the Covid-19 outbreak. A positive attitude will most likely utilize the use of any technology to keep the class running remotely. Teachers from rural areas may lack sufficient English skills as well as the ability to use technology in their language teaching. As a result, they lack confidence and are unable to control the class when using technology. Those who believe they lack skills and knowledge may end up using technology with which they are familiar or, at worst, deferring until they become knowledgeable enough Situmorang, M Pramusita, & Y Nugroho, (2021).

The content of the research, how these preservice teachers deal with online teaching situations and poured into self-reflection writing so that they know they reflect on their teaching practices using journal writing as e-portfolio, in addition to measuring their professionalism in teaching and preparing materials. Prospective teachers each have the skills to deal with online learning. How their teaching role in schools is also an important part of the results of this study. This framework is fairly well developed and shares a similar environment to pre-service teacher practice. This study seeks to further modify these subcategories with the assumption that the research context will have special tendencies. The purpose of this research is to find out how big the challenges are during teaching in a pandemic situation. How they develop skills in online situations, in addition the Indonesian context, recent studies have highlighted the reflection of EFL preservice teachers who practice field teaching experiences.

## **1.2 Formulation of the Problem**

This formulation is to research from the reflection of practice teaching activities include:

How is reflective practice carried out by pre-service teachers' journal writing as e-portfolio which they kept during their teaching practices at the time of Covid-19 pandemic?

## **1.3 Objective of the Study**

The goal of this study is to explain the reflective teaching practice activities during covid-19 in terms of the problems and hurdles that are written and used as theoretical research material.

## **1.4 Significance of the Study**

The outcomes of this study are intended contribute to empirical and practical discussions about portfolios as preservice students' reflections in the context of teaching internships. This empirical study will analyze the problems encountered during the internship as expressed in preservice students' electronic portfolios. This practicum will provide results to the department as a starting step toward accommodating student complaints during field teaching studies so that lecturers can provide future direction and be utilized as evaluation material. For lecturers, this research will be used to evaluate the field teaching practice program in the future. Finally, as a comment, these findings may be useful to students in their field teaching practice. As a result, this research can serve as motivation for them to reflect on and prepare teaching practices before interacting directly as professional teacher.

## CHAPTER 2

### LITERATURE REVIEW

This chapter describes a literature review including Electronic Portfolios, Use of Journal writing as e-portfolios in Preservice Teacher Education, Portfolio-Based Preservice Teacher Reflective Practices, and Theoretical Framework.

#### **2.1 The use of Journal Writing as E-Portfolio in Pre-service Teacher Education**

Advances in technology have found a portfolio in electronic media. However, at the beginning of this invention the electronic portfolio only as a software database storage (storage of images, sounds, words) is no different from the storage of hanging files and milk crates. Because technology was created, students can be explored and allow the application of information storage in the form of text, graphics, sound, and video, students can document written examples, solutions to math problems, artwork samples, science projects, and multimedia presentations in one coherent document. Lankes, (1995). Advances in technology have found a portfolio in electronic media. However, at the beginning of this invention the electronic portfolio only as a software database storage (storage of images, sounds, words) is no different from the storage of hanging files and milk crates. Because technology was created, students can be explored and allow the application of information storage in the form of text, graphics, sound, and video, students can document written examples, solutions to math problems, artwork samples, science projects, and multimedia presentations in one coherent document. Baki, (2002) and Korkmaz H. & Kaptan, (2005) in their study can be used as an example.

The portfolio method is considered very important in the field of self-reflection learning. Therefore, teacher education programs have begun to explore the use of technology as a tool in

portfolio development. However, there are still questions to be answered, such as student teacher perceptions of electronic portfolio development and its impact on their professional development.

The first way to inspire reflection is through the elaboration of an electronic portfolio. In this case, a lot of research studies has been controlled to artifact the use of journal writing as e-Portfolio in EFL preservice teacher learning and to study its benefits in teaching training. Reflection by student-teacher has been widely queried in preservice teacher education elements Altalhab, (2021). Reflection by student-teacher has been widely queried in preservice teacher education elements.

Aspects of the portfolio is aimed at achieving the balance of processes and products. From this aspect, they are aware of the importance of their ability to form good products from the results of the work studied and the learning process. Thus, the portfolio can be used to showcase their work and the prose of the creation of that work. Thus, the portfolio can help teachers to streamline the assessment of students in a broad picture and develop student work significantly. From the evaluation process, you can see the anonymity that affects the objects found or not. Portfolio assessment, in this study as an alternative instrument that can be developed in the assessment process which refers to a collection of learning that focuses on choices and overall. Thus, the assessment process can be developed from time to time Douglas, (2000). The characteristics of alternative assessment require support from students in self-development to understand the language lesson.

The assessment can be seen from the background of students in the class how the use of the language they use to measure the failure or failure of an achievement that involves alternative assessments. Journals in the context of a portfolio are considered as tools used to encourage the achievement of reflective and independent learning assessments. In this context, students are

expected to be able to account for the reflection of learning development from time to time and their understanding of communicative tasks Göker, (2012). The most important part of language learning can be measured by the involvement of students in doing essays, listening, or other assignments as directed by the teacher preservice Efe, (2016).

Pre-services teachers' not only use reflection to break challenges that chance on the occasion of teaching, but also regarding the attainable challenges or situations that they may happen in their offing teaching. In other sentences, around reflection for act, reflective exponents can distinguish their effectiveness and derelictions, solve the arrangements or approaches they apply in their classrooms and thus better their teaching trials by conquering anticipated challenges or situations Elif & Deniz, (2016). In the same thought Barton & Collins, (1993) mentioned the benefits of using portfolios Empowering students to be responsible for their own learning is one of several points. Another advantage of collaboration is that it may be divided into two types: peer-peer collaboration and peer-teacher collaboration. In addition, integration refers to the relationship that is formed between theory and practice. Equally vital is the learner's clear awareness of the portfolio's purpose. The authenticity of the actual materials utilized in classroom practice comes subsequent. Last but not least, from time to time, think critically. Even a portfolio can be used as a medium of self-reflection Jones & Shelton, (2011) In general, portfolios are also used to help account for learning activities, reflect on the learning process, and assess the progress of the learning process. It can also be assumed as the ideal critical thinking Djoub, (2017).

Furthermore, reflective writing can help students improve their writing skills. It is a useful tool for students to improve their critical and creative thinking skills. Furthermore, it is a general term with the potential to improve students' writing by increasing their own quality and writing process. Preservice teachers can give students more opportunities to practice writing by asking

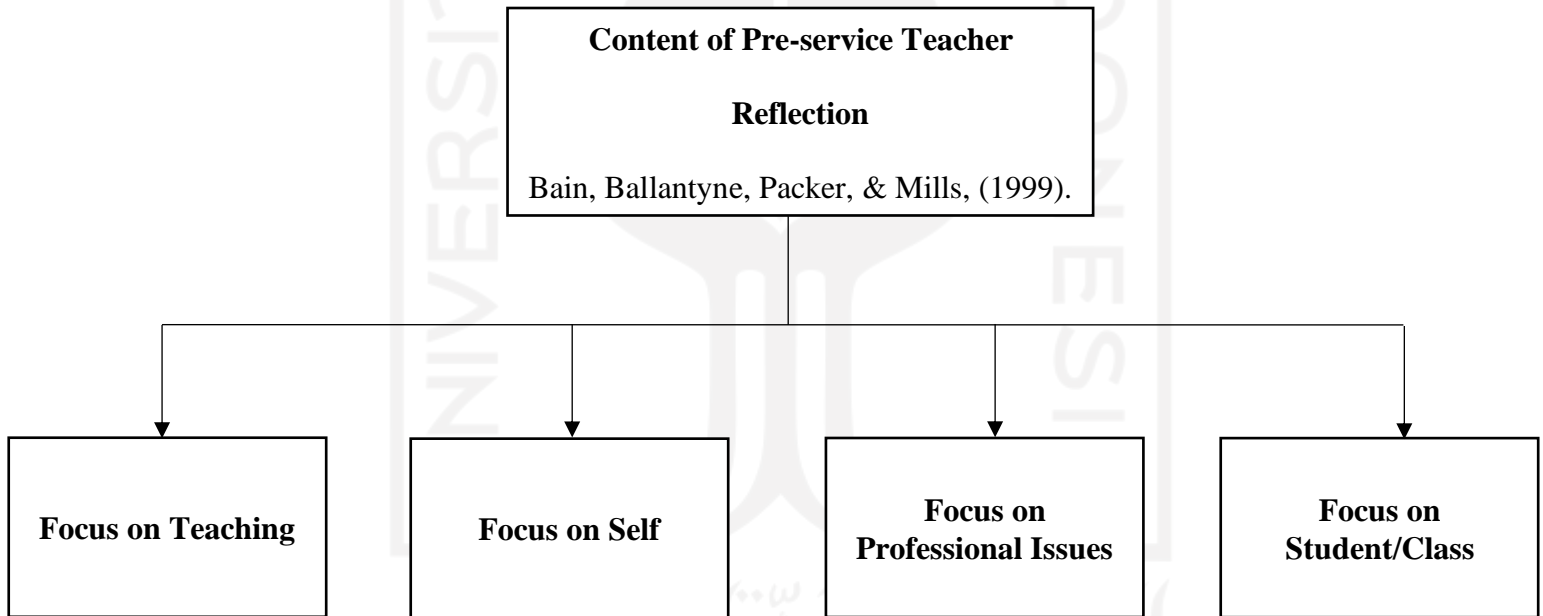
them to summarize each class session or once a week. This clearly allows students to consider their comprehension and thinking capacities to communicate their ideas. Reflective writing is thought to be important in the learning process because it encourages students to use critical thinking and reinforce their acquired knowledge by reflecting on personal experiences Boumediene, Berrahal, & Hardji, (2018).

In addition, according Farid, (2018) the main function of portfolio assessment is to document the learning programs that have been obtained by students. An important goal is to convey the conditions of student learning during the course of attending and understanding the knowledge and skills. Based on the findings, there are still preservice teachers who are not ready to use portfolios as an assessment because their time is not efficient. However, in the use of this portfolio it can be used as an assessment medium that aims to reflect during teaching. Thus, the assessment is expected to identify the preservice teacher's perception of utilizing the use and assessment used during teaching. Therefore, this study deals with the benefits of gaps in portfolio assessment and student teacher reflection Suwaed, (2018).

This study defined reflection as a type of mental processing, a type of thinking that we use to fulfill a purpose or achieve some anticipated outcome. It is used to describe relatively complicated or unstructured ideas that have no obvious solution. Thus, reflection allows preservice students to consider how their personal experiences and observations influence their thinking and acceptance of new ideas, as well as to reinforce what they have learned. Reflection is the process that allows students to evaluate their own work and consider what they are doing in order to take charge of their own growth and development Boumediene, Berrahal, & Hardji, (2018).

## 2.2 Theoretical Framework

The nature of reflection varies depending on the context. Practicum-based research on the content of reflection for this current study conducted in a pre-service teacher education program. The study employed the four key focus areas as a classification framework to investigate the emphasizing areas of pre-service teachers' reflection using practicum weekly logs during their practicum Bain, Ballantyne, Packer, & Mills, (1999). The four major categories are as follows: focus on teaching, focus on self, focus on professional issues, and focus on students/class.



**Figure 1. Theoretical Framework**

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter describes the study's methodology. It discusses Research Design, Setting and Participants, Research Instrument and Data Collection, and Theoretical Construct.

#### 3.1 Research Design

This study employed a qualitative research methodology with thematic analysis to discover preservice teachers' reflections during a field study. This design was chosen by the researcher because it is appropriate for identifying their experiences through thematic analysis. Braun & Clarke, (2006), Thematic analysis is a technique for detecting, analyzing, and investigating patterns in the data (themes). It organizes and defines your data set in (rich) detail at a high level.

#### 3.2 Setting & Participants

This participant has involved field study programs while studying at university, especially those who use portfolio as data collection and teaching reflection for a field study program. In this study, the researcher took two participants to identify and describe their documented reflection during field study program. Ani and Budi have varied levels of teaching expertise. Regardless of the fact that Ani teaches online, she is compelled to attend school, thus she must teach online in the boarding house. Ani is also more effective when working with teachers at school. In contrast to Budi, who performs online teaching practice activities at home and in a city other than the school's location. Budi's challenges are primarily the result of internal and external challenges outside of school instructional activities. Although it is possible to do so in a flexible manner based on Budi's teaching practices, there are various technical aspects that must be considered.

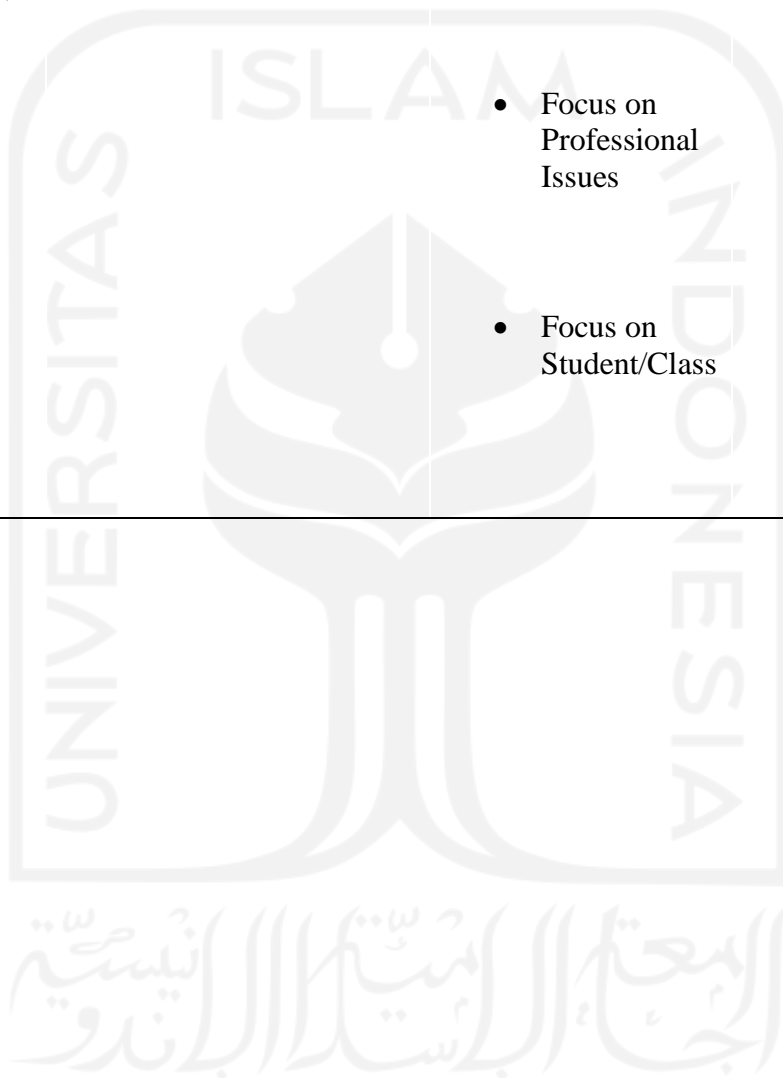


### 3.3 Research Instrument and Data Collection

In this study, researchers collect and use journal writing as e-Portfolio documents data from participants. The researcher took data based on the written reflections recorded by the two participants on the past year during the teaching experience practice. Reflection is a dialogic process between pre-service teachers and the teacher/researcher, and the pre-service teachers were well aware that the teacher/researcher would read their weekly journals. Except for diary entries, all of the data shared the preservice teacher names during the coding process, for example, "Preservice teacher 1" and "Preservice teacher 2." The pseudonym data in the document used different student names such as "Preservice teacher Ani " and "preservice teacher Budi." Thematic analysis was used to code and analyze the data, which is defined as working with data, structuring it, breaking it down into manageable components, combining it, seeking for patterns, determining what is significant and what is to be learned, and choosing what you will tell others Bain, Ballantyne, Packer, & Mills, (1999). Document portfolio will be provided in the appendixes

**Table 1. Conceptual Construct**

<b>Construct</b>	<b>Conceptual Definition</b>	<b>Component</b>	<b>Sub-Component</b>
Self-Reflection according to (Bain, Ballantyne, Packer, & Mills, 1999)	Self-Reflection is the use of evaluation in collecting the collected results as a learner's goal for feedback.	<ul style="list-style-type: none"> <li>• Focus on Teaching</li> <li>• Focus on Self</li> <li>• Focus on Professional Issues</li> <li>• Focus on Student/Class</li> </ul>	<ul style="list-style-type: none"> <li>• General teaching issues</li> <li>• Specific incident</li> <li>• Own skill as teacher</li> <li>• Own teaching approach</li> <li>• Relationship with supervisor</li> <li>• Teaching as professional</li> <li>• Professional preparation</li> <li>• Student behavior and Student characteristics</li> <li>• Relation with specific student</li> </ul>



### **3.4 Data Analysis Technique**

In this study, researchers performed document analysis. Thematic analysis was utilized in this study to uncover, analyze, and report themes within data, and it minimally organizes and summarizes your data in detail Braun & Clarke, (2006). Thematic analysis is divided into six stages. The first step is to become acquainted with the data by reading or re-reading the source of the data, transcribing the data if needed, transcribing the data result reflections, and highlighting the thoughts. The second phase involves developing basic codes and creating some initial codes to make construction easier and more recognizable. The third phase involves looking for themes in the initial code that has been evaluated. Then, read the transcription and go through the themes one by one. For the fourth phase, researchers compared the themes one by one to select the most appropriate themes before defining and renaming them. The final stage is to produce the report.

### **3.5 Trustworthiness**

Guba, (1981) stated that there are four criteria that researchers should be mindful of while determining trustworthiness. First, we must make sure that the information is true. Second, data must be suitable in any situation. Third, the researcher should be aware of data that was acquired at various times and under varied settings, and the final point was about findings that were not dependent on personal and prejudiced opinion.

## CHAPTER 4

### RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the findings from data that the researcher collected. Furthermore, the findings in this research were based on participants' reflection that were collected by Journal writing as e-Portfolio document sections. The researcher will explain the presentation of the data then the coding and theme and the findings based on transcription of the data from the analysis document.

#### 4.1 Findings

This part discusses the different experiences felt by the two participants based on the reflective ones written in the e portfolio and made into research materials. Ani has a teaching practice challenge that is not complicated enough and can still be handled well because technically she coordinates directly to school even though she teaches online. Meanwhile, Budi has internal and external problems during his online teaching practice because it is done at home and does not come directly to school coordination. Before presenting them, the researcher used the document journal writing as e-Portfolio data method, thematize, coding, sub-component identification and present the data. Researcher frame the data based on Bain, Ballantyne, Packer, & Mills, (1999) self-reflection theory. The transcript portion of the journal writing as e-Portfolio document appears in table form in 4.1.

**Table 4.1 Sample of Journal Writing as E-Portfolio Document Data Transcription**

<b>Data Number</b>	<b>Document Transcriptions</b>	<b>Identified Themes</b>
<b>01</b>	<p><b>Day 9 - Tuesday, August 4 2020</b>                      Today's feeling was very tired. I need to stay up late for finishing the formal letter PowerPoint and worksheet. To be honest, changed the new template of the lesson plan was easy. But the problem is I cannot do my first planning because I spent my time changing the template of the lesson plan. But I am very grateful that I can through this day very well.</p>	General Teaching Issues (GTI)

Next, the researcher grouped the two data and put them into sub-components that were already in the form of coding. I categorized the sub-component as appropriate themes. Mostly based on the journal writing as e-portfolio data of the two participants. Representing according to the experience of teaching practice written into reflective as presented in table 4.2

<b>Data</b>	<b>Component</b>	<b>Sub-Component</b>	<b>Coding</b>
Journal writing as e-portfolio Document	<ul style="list-style-type: none"> <li>• Focus on Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• General teaching issues</li> </ul>	<ul style="list-style-type: none"> <li>• GTI</li> </ul>
	<ul style="list-style-type: none"> <li>• Focus on Self</li> </ul>	<ul style="list-style-type: none"> <li>• Specific incident</li> <li>• Own skill as teacher</li> <li>• Own teaching approach</li> </ul>	<ul style="list-style-type: none"> <li>• SI</li> <li>• OT</li> <li>• OTA</li> </ul>
	<ul style="list-style-type: none"> <li>• Focus on Professional Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship with supervisor teacher</li> <li>• Teaching as professional</li> <li>• Professional preparation</li> </ul>	<ul style="list-style-type: none"> <li>• RST</li> <li>• TP</li> <li>• PP</li> </ul>
	<ul style="list-style-type: none"> <li>• Focus on Student/Class</li> </ul>	<ul style="list-style-type: none"> <li>• Student behavior and Student characteristics</li> <li>• Relation with specific student</li> </ul>	<ul style="list-style-type: none"> <li>• SBC</li> <li>• RSS</li> </ul>

Based on the research analysis, the data showed that both participants participated in teaching practice activities well, but there were several obstacles experienced by the two participants during the field teaching practice process, referring to the journal writing as e-portfolio reflection data.

#### **4.1.1 Focus on Teaching**

These standards-based focus lessons, which are brief in length and build on background knowledge while also establishing routines and expectations and providing a mini-lesson, engage students in the process of learning. There are two parts that I took and made into data including general teaching issues (GTI) and specific incident (SI).

##### **4.1.1.1 General Teaching Issues**

Both participants had the same views at first, but they encountered different problems while teaching. The same problem with them is poor internet connection so they and students technically constrained. The invention to solve this problem is the waiting time and the material is repeated when the internet connection is stable. In addition, one of the pre-service teachers also had problems with students who had to help their parents. What is quoted is that learning at home must have an awareness that learning is needed by students even though it can be done flexibly. Both participants encountered difficulties when developing teaching materials. According to both participants, this is an issue that deserves to be addressed so that it can be realized in the classroom. However, every teacher must have struggled with what to do when they were first starting out.

Day 11 - Thursday, August 6 2020

Today's feeling was awesome! I think online teaching was not difficult as I am thinking but it was also not easy. We need to adjust the materials and media based on the students' condition. We never know what is the real problem that our students felt during online learning. It might be difficult to get internet access or they should help their parents.  
Document/01/GTI/Ani

DAY 1 - MON, AUGUST 10

Problems that I anticipated when making plan

The problem I anticipate when making plans is that I try to find a stable internet connection, so that class observations and seminars I attend are not disturbed by unstable signals or connections. Document/01/GTI/Budi

Day 9 - Tuesday, August 4 2020

Today's feeling was very tired. I need to stay up late for finishing the formal letter PowerPoint and worksheet. To be honest, changed the new template of the lesson plan was easy. But the problem is I cannot do my first planning because I spent my time changing the template of the lesson plan. But I am very grateful that I can through this day very well.

Document/01/GTI/Ani

DAY 4 - THU, AUGUST 13

Problems that I anticipated when making plan

I didn't encounter any problems when I was planning. However, I actually encountered a problem when the plan was running, the problem was Zoom or my cell phone that could not enter the Zoom link that had been given by the teacher whose class I would observe.

Document/01/GTI/Budi

#### **4.1.1.2 Specific Incident**

Under this sub-theme, the two participants have three teaching opportunities in one month. Even though both of them teach online, one of the participants is required to come to school, so they both have their own problems. In the process of teaching one of the participants on the first day she was ready to practice online teaching. But suddenly in the morning the teacher only asked to send material to the class president so that the teacher only interacted using google classroom. On the first day of teaching, preservice student should get to know the students, but the teacher only asks to send materials to the class leader.

Day 11 - Thursday, August 6 2020

But, again, an unpredictable situation happened. It is around 7 am, our cooperating teacher has messaged us on the group. She said that we just need to send the materials to the leader class via WhatsApp or we can make our own Google Classroom and invite our cooperating teacher as a student. So, I choose to make my own class on Google Classroom. But, before I sent the materials on Google Classroom, the materials need to reviewed by our cooperating teacher. So, I sent it to her in a personal chat via WhatsApp.

Document/02/SI/Ani

With a different case with Budi's experience. When he had to interact with teaching, his cellphone suddenly died and he had to borrow his parent's cellphone while teaching. A similar problem is that the laptop that is supposed to be used to display the material suddenly cannot turn on. So, the preservice teacher has to spend time to prepare for the class. In this incident it was unexpected but could be resolved even though it took quite a while to prepare to teach online.

DAY 13 - WED, AUGUST 26

Problems that I anticipated when making plan

The problem I face today is that my laptop won't turn on. Finally, I took him to the service shop, then I was only able to send my lesson plan to Mr. Irfan at night because the data is in the laptop and my laptop has just been repaired.

What I supposed to do to make everything worked well

When I was faced with a problem that was quite serious for me, I felt annoyed and panicked because I was worried that my data would be deleted. But in the end, I decided to go to a repair shop and fix my laptop. Document/02/SI/Budi

#### **4.1.2 Focus on Self**

Focus on self refers to a learning strategy in which the learner takes an effort to assess their own knowledge, identify their own learning requirements, and define learning objectives. In contrast to traditional learning methods, self-learning results are not evaluated by test scores but rather by how well you can use your newly acquired information and abilities to solve issues, carry out activities.

##### **4.1.2.1 Own Skill Teacher**

The skills possessed by each preservice teacher are different, such as that of Ani is perfect time management. such as preparing materials and lesson plans properly and communicating with field supervisors. Besides that, it can also solve problems well when making lesson plans even though it is a little complicated.

Day 23 - Tuesday, August 18 2020

What I actually did was completed the materials (Formal Letter) in PowerPoint. A few days ago, I have made a PowerPoint contain the material of a formal letter. I think it was



not completed so I added some points related to the material. Also, I made the handout material for the students. The handout material was similar to the PowerPoint, I just need to move it in pdf format. Unfortunately, many of my plans were not running well. I did not check the students' worksheets, gave a score, and input the score to the assessment template. Further, I did not make a video teaching. Indeed, the cooperating teacher has not sent the students' attendance list, but at least I able to check the students' worksheet. It supposed to do to make everything worked well. To the better teacher, I need to try to not procrastinating the work. I know everyone must be difficult to do it. And actually, I still have no idea to prevent or minimize the bad habit itself. Document/03/OT/Ani

Different from what Budi experienced when he first taught, he was nervous and afraid of the situation of the students at his school. In addition, there are also many problems that must be faced, such as problems at home that must be resolved. But apart from that, everything can be done well.

#### DAY 1 - MON, AUGUST 10

To be honest at first, I was nervous and a little confused, because this is my first experience doing PPL online. However, I managed to overcome my nervousness by preparing myself and taking the courage to ask the GPL if there was something I didn't understand. Then I was happy to see the interactions that took place between the teacher and students, the answers and reactions given by the students were quite entertaining.

#### DAY 7 - TUE, AUGUST 18

The only problem I face is that I don't know the specifics of the material to be used in making learning designs and instructional media. I overcome this by reading and searching for information via the internet regarding materials commonly used by teachers when teaching high school students.

#### DAY 14 - THU, AUGUST 27

I feel sad and confused, because I have to take care of my mother while I also have to practice teaching. I thought that today everything would go well, at least maybe just a matter of teaching. But things went beyond my expectations. So, I didn't do my teaching practice.

What I supposed to do to make everything worked well.

I prefer to take care of my mother first, then I confirm to Mr. Irfan about my inability to practice teaching today. Fortunately, Mr. Irfan tolerates me. Document/03/OT/Budi

#### **4.1.2.2 Own Teaching Approach**

Discussions that can be included in the approach when teaching are some of the media used. Although both teach online but still have the same technicalities. As used by Ani, specifically

using online learning media, both videos and reading templates. This approach is quite easy to do when teaching because it is in accordance with the conditions when teaching online.

Day 2: Tuesday, July 28 2020

Then, mam Mimi sent the KD (Kompetensi Dasar) about asking & giving opinions and formal letters. Also, she said that we will have a virtual video tonight at 20.30 pm. She asked us to make several points:

Lesson plan online teaching

PowerPoint

Learning media

Supporting video

Assessment

Document/04/OTA/Ani

Meanwhile, what is done by Budi is not much different from the teaching approach used.

It is still the same as relying on direct online teaching and online media to collect assignments by students who are working on them.

DAY 3 - WED, AUGUST 12

There was no difficulty that I experienced when carrying out classroom observations.

When the class ended, I had a chance to have a discussion with Mr. Sukses, he asked about feedback from me for his class. After I gave feedback, Mr. Sukses gave me an example of a case where there were students who felt shy or awkward to interact and how to respond and overcome them. I replied "by persuading them and slowly asking them to respond to interactions in any way, whether through video with voice, voice only, or just chat." Then Mr. Sukses added answers and gave me suggestions, that motivation and constructive feedback can make students feel comfortable and then be able to interact well. I feel helped by the answer given by Mr. Sukses and I will implement it when I encounter the same problem later.

DAY 5 - FRI, AUGUST 14.

The mistake that I made was that I was too focused on one solution to a problem so I didn't think about looking for another solution. As in the case above, where Zoom or my cellphone had a problem, I restarted my phone and re-downloaded Zoom, which in the end didn't work. I should be able to solve the problem by confirming to Mr. Irfan then asked for a solution or by borrowing my parents' cellphone to access the Zoom.

DAY 16 - MON, AUGUST 31

At 7:27 a.m., Mr. Irfan contacted me to remind me about today's teaching practice, then I immediately responded. While asking about class characteristics, Mr. Irfan invited me to join the Google Classroom in a class that will have a teaching practice today. Then after I joined, I greeted the class and shared the link for the Zoom meeting.

DAY 18 - WED, SEPTEMBER 2

At 07.03 and 07.08, Miss Arum contacted me with the aim of asking for my lesson plan and reminding me of her class schedule. Then I answered and sent my lesson plan. I asked Miss Arum for suggestions and suggestions regarding learning activities that were most suitable for students, then Miss Arum gave her answers. After that, Miss Arum made me a Zoom meeting link, and also invited me to enter Google Classroom.  
Document/04/OTA/Budi

#### **4.1.3 Focus on Professional Issues**

The state of the school, class, and students are discussed in relation to preservice teachers' understanding of them. They receive guidance on how to handle issues that arise at school as well. Gaining the respect of coworkers, parents, students, and school administrators is another benefit of professionalism. Others will have more faith in your ability to manage a classroom and guide student development if you can demonstrate your integrity by doing your work tasks to the highest standard.

##### **4.1.3.1 Relationship/Discussion with Supervising Teaching**

In this content, Ani makes good use of coordination with field supervisors. From compiling the material to completing the program, everything was realized almost perfectly. Although there are a few miss communication problems, but everything can be solved.

Day 2: Tuesday, July 28 2020

Yesterday, Mam Mimi said that she will give us KD (Kompetensi dasar) for the next teaching. So, what I am planning for today is follow up her about it. Probably, we will make a lesson plan based on the KD she has given. In the early morning, we initiative to remind mam Mimi to anticipate the forgetfulness and lateness.

Document/RST/05/Ani

Another thing is the experience from Budi. He placed this communication remotely and in different cities, so that many miss communications occurred. In addition, there are problems that must be solved at home when taking her mother to the hospital. The field supervisor understood this incident so that Budi could follow the field teaching activity program until it was finished. In

addition, the preservice teacher has several classes with different English teachers, so the coordination is quite complicated. However, the field supervisor gave each teacher's cell phone number. For me, this is the responsibility of every preservice teacher who will teach because of his situation as a learner who must follow the rules given by the school.

#### DAY 3 - WED, AUGUST 12

I felt a little awkward when asked by Mr. Sukses to introduce myself to students. But after that I felt happy because I could interact with Mr. Sukses and the students.

What worked/did not work today

There was no difficulty that I experienced when carrying out classroom observations.

What I supposed to do to make everything worked well

I have to do everything with full preparation, or at least have a good and quick response and initiative when faced with a problem.

When the class ended, I had a chance to have a discussion with Mr. Sukses, he asked about feedback from me for his class. After I gave feedback, Mr. Sukses gave me an example of a case where there were students who felt shy or awkward to interact and how to respond and overcome them. I replied "by persuading them and slowly asking them to respond to interactions in any way, whether through video with voice, voice only, or just chat." Then Mr. Sukses added answers and gave me suggestions, that motivation and constructive feedback can make students feel comfortable and then be able to interact well. I feel helped by the answer given by Mr. Sukses and I will implement it when I encounter the same problem later.

#### DAY 13 - WED, AUGUST 26

This morning Mr. Irfan contacted me to ask if I was ready to teach tomorrow. Then I agreed while asking about the technicalities of teaching. Mr. Irfan also send the schedule for teaching practice. After that, in the evening at 6:17 p.m. I was only able to send the lesson plans to Mr. Irfan for consultation, and Mr. Irfan said he would give his feedback as soon as possible because he was on a trip and it was not possible to give feedback directly.

Document/05/RST/Budi

#### 4.1.3.2 Teaching as Professional

In preparing the material, Ani is quite mastered and can be handled well. It can be seen from the response of students who are quite happy when they are tired of teaching. Preservice teachers feel happy to work and comfortable. In addition, she has quite innovative skills when teaching.

Day 1: Monday, July 27 2020

On the one hand, I felt excited because this is the first day, I conducted an internship

teaching program. On the other hand, I was worried because this PPL is totally different than the previous one because conducted online. However, as a pre-service teacher, I realized that these conditions make us be more creative and innovative to make either teaching material or using technology.

Day 8 - Monday, August 3 2020

The problems that I anticipated when making the plan is not procrastinating my working and able to finish as planned. Then, what I actually did today was made a worksheet, PowerPoint, and handout for asking and giving opinion material, start to made lesson plan of formal letter, PowerPoint for formal letter material.

Day 28 - Monday, August 24 2020

What I am planning for today is to check the student results, giving feedback, and input the student scores to the assessment template in Microsoft Excel format. The problem that I anticipated when making the plan is to make sure that everything going well and I am not procrastinating. Further, What I actually did is checked the student results either in IPS or MIPA classes. Also, I gave feedback to them on comment private at Google Classroom. The feedbacks are like 'Good job! Great! Excellent! You rock! Good!' and I gave some notes related to their answer. There some students who look like already understand the material and also there was still a student who did not understand the material clearly. And I input the student scores to the assessment template in Microsoft Excel format.  
Document/06/TP/Ani

Although Budi had a little confusion when coordinating with the field supervisor, he was able to handle it well. One of the materials still cannot be simplified to be used as a teaching process, but it can be overcome with the passage of time he reads and looks for material on the internet as needed and requested by the field supervisor.

DAY 4 - THU, AUGUST 13

At 9:30 a.m. I made class observations that were taught by Miss Arum. Unlike before, I made observations this time through Google Classroom, not through Zoom or Google Meet. The material learned in this class is about the Language Features of Personal Statement. After Miss Arum's class ended, I continued classroom observations in the class taught by Mr. Irfan at 10:45 a.m. However, I had an issue where my Zoom always came out by itself even before I accessed the link provided by Mr. Irfan.

I feel bad and guilty towards my GPL because I couldn't attend one of the classes and do the observations. I also feel confused why Zoom or my cellphone cannot access the link provided.

DAY 18 - WED, SEPTEMBER 2.

I feel a little confused because in Miss Arum class I focus on Reading-Writing skills and I haven't found the best activity for a class with these skills. But after consulting I finally understood.

DAY 20 - FRI, SEPTEMBER 4

At 09.07, Miss Arum contacted me to remind me about teaching practice, I immediately responded and prepared to enter Zoom. After I did an introduction and explained the material, my Zoom suddenly got an error and wasn't responding, I immediately contacted Miss Arum and tried to fix it by leaving Zoom and then coming back into it. Fortunately, my Zoom stabilized again, after which I returned to explain the material through PowerPoint and video, there was a moment when my internet had a problem when I was shifting PowerPoint. But everything can be resolved, then I give practice in Google Classroom before the class ends. Document/06/TP/Budi

#### **4.1.3.3 Professional Preparation**

Readiness in teaching Ani is quite good. As quoted, she mastered the material and always prepared in the morning before teaching. In addition, always coordinate with the field supervisor before starting to teach and listen to instructions properly.

Day 3: Wednesday, July 29 2020

What I am planning for today is to continue the lesson plan about asking & giving opinion and search the supporting video. Additionally, I have to prepare the material to teach private English. I need to wake up earlier to finishing those plans. The lesson plan contains one sheet and the supporting video is no more than 3 minutes to make it effective.

Day 9 - Tuesday, August 4 2020

What I am planning for today is making PowerPoint, worksheet for formal letters, and searching video for supporting the materials about asking and giving opinions and formal letters. The problem that I anticipated when making the plan is to make sure that everything is accomplished as planned because the material going to apply on Thursday but I have to submit this on Wednesday.

Day 10 - Wednesday, August 5 2020

What I am planning for today is to send all materials with the new template. I do not have any problem to anticipate when making the plan because I just want to send all materials and done. Suddenly, an unpredictable moment was coming. Our cooperating teacher asked to make essay questions. Also, we did a video call via WhatsApp and our cooperating teacher asked to make an additional handout for the material. Actually, I did not expect that our cooperating teacher will give us a lot of instructions. Fortunately, today I have no other activity so I can focus to do these instructions. I stay awake at midnight for making a handout because tomorrow I have to teach. Document/07/PP/Ani

Likewise, Budi has the ability to learn from previous mistakes. He tries to prepare the material before teaching and fights his nervousness while teaching. In addition, the class is prepared with material according to the instructions of the field supervisor. Apart from teaching in the Budi class, he was also appointed as a committee that prepared the August competition

activities which were conducted online quiz at school and related to English.

#### DAY 2 - TUE, AUGUST 11

Because on the second day of the PPL Online there were no classes taking place, and there was no order from my GPL to do anything, what I did was read and study the material I had observed in the previous class.

Today I received information from Miss Arum regarding the companion teacher who will accompany me. The implementation of teaching practice and making learning plans that I will do will be accompanied by Mr. Irfan as my GPL. In addition, it turns out that today SMA Budi Mulia Dua is holding online competitions to commemorate Independence Day on August 17 yesterday. There are many competitions held, including a TikTok making competition, a Quizizz competition, as well as taking pictures with your family. Miss Arum allows PPL participants to take part in these competitions, but unfortunately, I don't have the TikTok application and my family members are not at home. Then for the *Quizizz* competition, I wasn't very confident because I didn't really understand history. In the end I didn't follow all the competitions, and chose to study and look for material.

#### DAY 9 - THU, AUGUST 20

I feel quite satisfied because I know the specifics of the material to be taught, moreover, I get a lesson plan template that can make it easier for me to prepare lesson plans.

#### DAY 18 - WED, SEPTEMBER 2

What I should do tomorrow to be a better teacher

Tomorrow I will teach 3 classes in a fairly short period of time, I have to practice and learn so that there are no more mistakes. Document/07/PP/Budi

#### **4.1.4 Focus on Students/Class**

Focus essentially aids in initiating a task and maintaining our focus and effort until it is finished. For many academic tasks, concentration is crucial. In order to identify key concepts and completely absorb the components of a text, students need to be able to employ Focus when reading. The interest is on what the students are doing and learning while participating in the activities that the teachers are facilitating, rather than on the teachers' actions. This gives students a really positive vibe and focuses on improving their agency and participation while raising their knowledge and skill levels.

#### 4.1.4.1 Student Behaviour and characteristic

Both participants in teaching have the same goals, but still have different problems faced. The experience that Ani has when teaching some students is late in submitting assignments. In this context she responds by giving additional time to collect similar tasks in the evening. This attitude is understandable because the situation at that time could not control the students in the same place.

Day 12 - Friday, August 7 2020

I do not have any task to do, but what I am planning today is only check the students' task on the Google Classroom. And what actually I did today was really check their task. There were many students that not finished yet but I just gave note about the students' lateness in submitting the task. Also, there were some students who messaged me to ask the instructions of the task via WhatsApp.

Day 18 - Thursday, August 13 2020

Good morning! The time shows at 7.37. I am so excited because today is my second online teaching. Actually, my class is not a video conference and I am worried my students are difficult to understand the material. So, I gave my WhatsApp number to the students and they can ask me related the materials if they not understand.

Further, I immediately upload the worksheet part II to Google Classroom at 08.15. Based on the cooperating teacher's instruction, the deadline for this task at 16.00 pm. To be honest, I understand if the students felt overwhelmed because lots of tasks from teachers and I gave them compensation. It was because one of my students chat me via WhatsApp, he said that there were lots of tasks and need more time to do my task. So, I asserted that you can submit late but the deadline was 23.59 pm and he agreed. Also, I asked him to convey to other students. Document/08/SBC/Ani

The experience he has when dealing with students is about neatness in dressing, even though the conditions at home must be in accordance with the rules adjusted by the school because this private school is allowed to wear free clothes on condition that the clothes are polite. In addition, it reminds students that students must be on camera when the lesson begins.

DAY 16 - MON, AUGUST 31

After the teaching practice took place, Mr. Irfan gave me feedback, among which he advised all students to turn on the camera, not to wear a t-shirt, and I was also given feedback to include a power point at the beginning of the learning practice. Document/08/SBC/Budi



#### 4.1.4.2 Relationship with Specific Students

The approach to students when learning online was responded well by Ani. In addition, the preservice teacher gave students a contact person to provide clear information. Interaction with students outside of class hours like this is needed because it can find out what problem's students have.

Day 26 - Friday, August 21 2020

What I am planning for today is to input the students' scores on my own template assessment. But, before input the students' score to the assessment template, I need to check student results. All of the students have done the worksheet. But, there still some students who did not submit it. One of them texted me via WhatsApp and said there was a problem internal when they want to submit the worksheet. And she sent her worksheet via WhatsApp. Also, there was a student who texted me if he forgot if the deadline at 4 pm. So, he submitted it late. I think it was normal and I still appreciated them because they have informed me.

Day 32 - Thursday, August 27 2020

I am so excited because today is the last day of my teaching online. At the same time, in the afternoon at 13.30 will be the farewell ceremony of our Internship Teaching Program. At 08.15 am, I uploaded the material on Google Classroom and there were some students who ask me via WhatsApp related the instruction of the worksheet. Document/08/RSS/Ani

In contrast to the experience possessed by the word. On that day, the word only interacted during class hours, not intensely providing input or facilitating outside class hours. From the point of view, the word should facilitate students outside of class hours because in online situations sometimes the audio or video when teaching is not clear. But on the other hand, the class is well controlled.

DAY 19 - THU, SEPTEMBER 3

I feel happy because I can interact with fun students, then I feel satisfied because I can finish 3 classes at once on the same day. Document/09/RSS/Budi

## 4.2 Discussions

This research focused on both participants' reflection Journal writing as E-Portfolio while they were doing a study field. Participants conduct a teaching study program in the field in 2020 mid-Covid-19. This study presents the practical experience of online teaching in reflection using theory Bain, Ballantyne, Packer, & Mills, (1999).

According to the theory used by participants, they have thematic identifications, specifically is General Teaching Issues (GTI), Specific Lessons or Incident (SI), Own Skills/Worth as Teacher (OT), Own Teaching Approach (OTA), Relationship/Discussion with Supervising Teaching (RST), Teaching as Professional (TP), Professional Preparation (PP), Student Behaviour and characteristic (SBC), Relationship with Specific Students (RSS). From the results of the reflection of preservice students' Many challenges were faced from the field teaching practice activities. Below we will discuss based on the statements according to their reflections.

The first component focuses on teaching which has two sub-components. From the general teaching issues that were found based on this component, there were internet problems both experienced by preservice teachers and students. Students find a solution by waiting for the internet to stabilize and repeating the material that has been explained. In addition, students and preservice teachers are less focused on online learning because they think it can be done flexibly so that activities at home to do and a lot to learn. According Garza & Smith, (2015) It has been suggested that using a portfolio environment to supplement face to face discussion can allow seemingly shy preservice teacher to confidently “speak out” and gain peer support in a safe environment. Preservice teachers' must realize from this reflection that students must prioritize what is more important, namely learning. Meanwhile, certain lessons or events have problems related to the

original teaching technique, which should have been teaching face-to-face, all of a sudden, they only sent materials via online documents. This kind of interaction is very important because the delivery is not optimal. In addition, one of the participants from the preservice teacher also experienced the technicalities of the tools that should be used for online learning suddenly died while the material that was prepared was on the laptop. This kind of technical anticipation must be owned by a preservice teacher. In addition, when suddenly these two teachers had different problems related to time management. Must pay attention to how they should have a sense of responsibility with their obligations as preservice teachers.

The second component is to focus on yourself how the Pre-service teachers face a significant challenge in practice teaching because they are expected to manage the several tasks concurrently with the class groove, such as classroom management, task execution and planning providing comprehensive instructions, and managing mixed-ability student performance Kızıldağ & Tuncer, (2022). From the results of the reflection of the document regarding the skills/worth as teacher possessed their own teaching approach, both of them have similarities in teaching techniques such as using videos, virtual communication and application of events and questions that are made. Both of the participants did not have any particular problem in teaching approach.

The third component is a focus on professional problems how they deal with problems and how active they are in coordination with teachers in schools. All learning and instruction took place remote location. Preservice students in the teaching experience class, who have been supposed to practice teaching their peers under the supervision of an instructor, could no longer meet their peers face to face in the classroom settings. In light of this, the instructor of the teaching experience, who was also the researcher for the current study, transformed the method of the teaching experience class from offline to online Riyanti, (2021). From the relationship with the

teaching supervisor, the second participant was quite interacted. What experienced by participant is quite good, although there are frequent miss communication, but all can be overcome. It differs from other student in that it can only communicate online, resulting in many miscommunications and other issues with home activities. On the other hand, he must interact with several English teachers the situation is quite complicated in sharing information teaching schedule, and he must maintain contact with each teacher in order for the school to run smoothly. Teaching as a professional well prepared before teaching and students can be happy while learning because this pre-service teacher has quite innovative skills. Similarly, despite being unsure of what to do and how to prepare the material, this pre-service teacher is determined to practice and learn the material ahead of time so that the class can be well-controlled. Professional preparation based on preservice student reflection is always well prepared in the morning, and don't forget to coordinate with the field supervisor before teaching. The readiness of the word in teaching is well prepared even though it must be warm, besides that this teacher service has external activities outside of teaching such as being a competition committee at school on the independent day.

Last but not least is the focus on student/class how the two participants facilitate students in learning activities. What preservice teachers' found from student behaviour and characteristic is how to deal with students who are slow in collecting assignments and completing them by reminding them through personal chat to collect the same assignments at night. In contrast to other participant, it does not involve personal interaction, only reminds students through virtual classes regarding external issues such as dressing modestly and always turning on the camera when online activities take place. In addition, discussing the relationship with students has different findings.

## CHAPTER 5

### CONCLUSION

Based on the concepts discussed above, this study describes the reflections of undergraduate students based on their practical teaching experiences. The two participants had different experiences. However, both of participants have challenges when practicing teaching experiences. This makes them have to survive and solve their problems while in the field, starting from the technical obstacles of online teaching to facing the characteristics of students at school. Fortunately, they can explore and learn to be able to solve their own problems and always coordinate with the field supervisor. Therefore, they build their skills and solve problems professionally. When they are in the field experience study. Fortunately, there are audiences from lecturers, teachers, and parents who always support them in completing the practical experience of teaching in the field. The implication is that they are able to reflect during their field teaching experience how to develop their skills in teaching and communicating with lecturers, teachers, and students. The limitation of this research is that there is only reflection on journal portfolios. The other research is better that participants are more than two people, and the last is that this research is conducted by students. Thus, this research can be continued by students who are pursuing a dissertation or master's degree.

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## APPENDICES

### Appendix 1. Informed Consent

Informed Consent (Lembar Penjelasan Penelitian)

Researcher : Al Arthur Irfan Fauzi

Student Number : 17322110

Department : English Language Education, Faculty of Psychology and Department  
Socio-Cultural Sciences

Title of the research : Student Teachers' Reflective Practices Using Journal writing as E-  
Portfolio During Teaching Internship at The Time of COVID 19 Pandemic

Peneliti adalah mahasiswa Program S1 program studi Pendidikan Bahasa Inggris Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia. Saudara telah diminta ikut berpartisipasi dalam penelitian ini. Responden dalam penelitian ini adalah secara sukarela. Saudari berhak menolak berpartisipasi dalam penelitian ini. Penelitian ini dilakukan dengan meminta hasil record suara responden ketika diwawancarai

Peneliti sepenuhnya akan menjaga kerahasiaan identitas saudara dan tidak dipublikasikan dalam bentuk apapun. Jika ada yang belum jelas, saudara boleh bertanya pada peneliti. Jika saudara sudah memahami penjelasan ini dan bersedia berpartisipasi dalam penelitian ini, silahkan saudara menandatangani lembar persetujuan yang akan dilampirkan.

Peneliti



Al Arthur Irfan Fauzi

## Lembar Persetujuan Partisipan (Informed Consent)

Saya yang bertanda tangan dibawah ini:

Nama : Ani  
Student number : 17322\*\*\*  
Angkatan : 2017  
Program studi : Pendidikan Bahasa Inggris

Menyatakan bersedia menjadi responden pada penelitian yang di lakukan oleh:

Nama : Al Arthur Irfan fauzi  
Student Number : 17322110  
Prodi : English Language Education, Faculty of Psychology and Socio-Cultural Sciences

Title of the research : Student Teachers' Reflective Practices Using Journal writing as E-Portfolio During Teaching Internship at The Time of COVID 19 Pandemic

Saya bersedia untuk direkam suaranya selama diwawancarai demi kepentingan penelitian. Dengan ketentuan dan hasil yang akan dirahasiakan dan hanya semata- mata untuk kepentingan ilmu pengetahuan.

Demikian surat pernyataan ini saya sampaikan, agar dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 9 August 2021

Partisipan



Ani

Informed Consent (Lembar Penjelasan Penelitian)

Researcher : Al Arthur Irfan Fauzi

Student Number : 17322110

Department : English Language Education, Faculty of Psychology and Department  
Socio-Cultural Sciences

Title of the research : Student Teachers' Reflective Practices Using Journal writing as E-  
Portfolio During Teaching Internship at The Time of COVID 19 Pandemic

Peneliti adalah mahasiswa Program S1 program studi Pendidikan Bahasa Inggris Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia. Saudara telah diminta ikut berpartisipasi dalam penelitian ini. Responden dalam penelitian ini adalah secara sukarela. Saudara berhak menolak berpartisipasi dalam penelitian ini. Penelitian ini dilakukan dengan meminta hasil record suara responden ketika diwawancarai

Peneliti sepenuhnya akan menjaga kerahasiaan identitas saudara dan tidak dipublikasikan dalam bentuk apapun. Jika ada yang belum jelas, saudara boleh bertanya pada peneliti. Jika saudara sudah memahami penjelasan ini dan bersedia berpartisipasi dalam penelitian ini, silahkan saudara menandatangani lembar persetujuan yang akan dilampirkan.

Peneliti



Al Arthur Irfan Fauzi

## Lembar Persetujuan Partisipan (Informed Consent)

Saya yang bertanda tangan dibawah ini:

Nama : Budi  
Student number : 17322\*\*\*  
Angkatan : 2017  
Program studi : Pendidikan Bahasa Inggris

Menyatakan bersedia menjadi responden pada penelitian yang di lakukan oleh:

Nama : Al Arthur Irfan fauzi  
Student Number : 17322110  
Prodi : English Language Education, Faculty of Psychology and Socio-Cultural Sciences

Title of the research : Student Teachers' Reflective Practices Using Journal writing as E-Portfolio During Teaching Internship at The Time of COVID 19 Pandemic

Saya bersedia untuk direkam suaranya selama diwawancarai demi kepentingan penelitian. Dengan ketentuan dan hasil yang akan dirahasiakan dan hanya semata- mata untuk kepentingan ilmu pengetahuan.

Demikian surat pernyataan ini saya sampaikan, agar dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 9 August 2021

Partisipan



Budi

## Appendix 2. Document Transcriptions

### (Ani's Portfolio)

Data Number	Document Transcriptions	Identified Themes
01	<p>Day 9 - Tuesday, August 4 2020</p> <p>Today's feeling was very tired. I need to stay up late for finishing the formal letter PowerPoint and worksheet. To be honest, changed the new template of the lesson plan was easy. But the problem is I cannot do my first planning because I spent my time changing the template of the lesson plan. But I am very grateful that I can through this day very well.</p> <p>Day 11 - Thursday, August 6 2020</p> <p>Today's feeling was awesome! I think online teaching was not difficult as I am thinking but it was also not easy. We need to adjust the materials and media based on the students' condition. We never know what is the real problem that our students felt during online learning. It might be difficult to get internet access or they should help their parents.</p>	<p>General Teaching Issues (GTI)</p>

02	<p>Day 4: Thursday, July 30 2020</p> <p>Today's value is the importance of make plan B for the worst scenario. For instance, I have to make plan B for my teaching class. In this case, I already make the material and ready to teach but it does not work in my class due to a technical problem.</p> <p>Day 11 - Thursday, August 6 2020</p> <p>Good morning all! Today I am very excited because this is my first teaching. Even though online learning from google classroom, I am still grateful because a lot of schools only use WhatsApp for their learning. So, my today's plans are upload all materials about asking and giving opinion and standby on my WhatsApp because the students might be texting me to ask a question related to the task. The problem that I anticipate when making the plan is, I need to wake up earlier than usual and try to be on time to upload the materials on Google Classroom. I do not want students' first impression is not good to me.</p> <p>But, again, an unpredictable situation happened. It is around 7 am, our cooperating teacher has messaged us on the group. She said that we just need to send the materials to the leader class via WhatsApp or we can make our own Google Classroom and invite our cooperating teacher as a</p>	Specific Lessons or Incident (SI)
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student. So, I choose to make my own class on Google Classroom. But, before I sent the materials on Google Classroom, the materials need to be reviewed by our cooperating teacher. So, I sent it to her in a personal chat via WhatsApp.

Day 24 - Wednesday, August 19 2020

What I am planning for today is to make a worksheet about the formal letters. Also, I want to follow up on the cooperating teacher related to the students' attendance list. Then, I can input the students' scores immediately. The problems that I anticipated when making the plan is to make sure that everything is going well as planned and I am not procrastinating. What I actually did today is I really made a worksheet and sent a message to the cooperating teacher in a group. I said that 'I want to remind you about the students' attendance list' and she said 'okay'. But after a long time, she has not sent the students' attendance list to me.

I do not have any specific feelings today. But I am so grateful because I have finished a worksheet for the next teaching even though I still did not get the students' attendance list. I think I need to start to input the students' scores with my own assessment template and I hope I can

start to input the students' scores tomorrow.

Further, what did not work today is to get the students' attendance list. For the next time, I need to have more initiative to do something, so, my activities are not dependent on other or in this case my cooperating teacher. To be a better teacher, we must be brave to follow up on something to others, especially for something important. Sometimes, as an Indonesian people, we always feel uneasy feelings towards other people (Perasaan tidak enak). Moreover, people older than us. I think, as long as we are polite, it is allowed.

Day 25 - Thursday, August 20 2020 [Day - off]

I am so excited because today is my third teaching. I woke up early because the learning online will start at 08.30 am. I have prepared materials such as PowerPoint, handouts, and worksheets. Suddenly, my friend texted me at 07.11 am and she said that today is a national holiday because Islamic New Year or called 'Tahun Baru Islam'. We just realized it. Then, Rani asked our cooperating teacher in a group WhatsApp. And boom! we are not teaching today.

03	Day 2: Tuesday, July 28 2020	Own Skills/Worth as Teacher (OT)
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Today's feeling was good but exhausted. I felt overwhelmed because I think everything must be finished when the video meeting tonight because the materials will be applied on this Thursday (July, 30 2020). The problem that made this day was not ran well was I have to be a moderator on a webinar, in which I have to be ready to prepare all things and it take much time. So, I just started make a lesson plan on 19.20 pm. Fortunately, I am grateful because our cooperating teacher gave us enough time to doing this task, it is around a week, in which the materials will conduct on next Thursday. For the further, I supposed to arrange my schedule perfectly. And to be a better teacher, I must have good time management.

Day 23 - Tuesday, August 18 2020

What I actually did was completed the materials (Formal Letter) in PowerPoint. A few days ago, I have made a PowerPoint contain the material of a formal letter. I think it was not completed so I added some points related to the material. Also, I made the handout material for the students. The handout material was similar to the PowerPoint, I just need to move it in pdf format.

Unfortunately, many of my plans were not running well. I did not check the students' worksheets, gave a score, and

	<p>input the score to the assessment template. Further, I did not make a video teaching. Indeed, the cooperating teacher has not sent the students' attendance list, but at least I able to check the students' worksheet. It supposed to do to make everything worked well. To the better teacher, I need to try to not procrastinating the work. I know everyone must be difficult to do it. And actually, I still have no idea to prevent or minimize the bad habit itself.</p>	
04	<p>Day 2: Tuesday, July 28 2020</p> <p>Then, mam Mimi sent the KD (Kompetensi Dasar) about asking &amp; giving opinions and formal letters. Also, she said that we will have a virtual video tonight at 20.30 pm. She asked us to make several points:</p> <p>Lesson plan online teaching</p> <p>PowerPoint</p> <p>Learning media</p> <p>Supporting video</p> <p>Assessment</p>	Own Teaching Approach (OTA)
05	<p>Day 2: Tuesday, July 28 2020</p> <p>Yesterday, Mam Mimi said that she will give us KD (Kompetensi dasar) for the next teaching. So, what I am planning for today is follow up her about it. Probably, we</p>	Relationship/Discussion with Supervising Teaching (RST)

will make a lesson plan based on the KD she has given. In the early morning, we initiative to remind mam Mimi to anticipate the forgetfulness and lateness.

Day 9 - Tuesday, August 4 2020

I still remember that our cooperating teacher asked us to make a lesson plan with our own template version. When the lesson plan has been finished, suddenly, she was sent a new template version. So, I changed my lesson plan to the new template one. She said that I need to submit the new version tomorrow morning. Mam Mimi just sent the new template about 17.26 pm and I re-submit it tomorrow morning at 07.17 am. In the afternoon, I just sent the half of materials to include the lesson plan and PowerPoint about asking and giving opinions.

Day 16 - Tuesday, August 11 2020

What I actually did was really chat the cooperating teacher at 07.47. She was quite communicative because no need much time to her answered our chat. After sent the worksheet, I waited for the feedback from her. Today's plan was running well and I can do activities besides PPL (Internship Teaching Program) activities.

Day 32 - Thursday, August 27 2020

I am so excited because today is the last day of my teaching

	<p>online. At the same time, in the afternoon at 13.30 will be the farewell ceremony of our Internship Teaching Program. At 08.15 am, I uploaded the material on Google Classroom and there were some students who ask me via WhatsApp related the instruction of the worksheet. And at 13.15, I prepared myself to join the Zoom conference. Yup exactly, the farewell ceremony was conducted online due to this pandemic (COVID-19).</p> <p>My teaching online and farewell ceremony were running well. After the farewell ceremony, I sent all of my materials via Email to the cooperating teacher because she needs to check my materials and give a score.</p> <p>Alhamdulillah 'Ala Kulli Hall.</p>	
06	<p>Day 1: Monday, July 27 2020</p> <p>On the one hand, I felt excited because this is the first day, I conducted an internship teaching program. On the other hand, I was worried because this PPL is totally different than the previous one because conducted online. However, as a pre-service teacher, I realized that these conditions make us be more creative and innovative to make either teaching material or using technology.</p> <p>Day 8 - Monday, August 3 2020</p>	Teaching as Professional (TP)

The problems that I anticipated when making the plan is not procrastinating my working and able to finish as planned. Then, what I actually did today was made a worksheet, PowerPoint, and handout for asking and giving opinion material, start to made lesson plan of formal letter, PowerPoint for formal letter material.

Day 28 - Monday, August 24 2020

What I am planning for today is to check the student results, giving feedback, and input the student scores to the assessment template in Microsoft Excel format. The problem that I anticipated when making the plan is to make sure that everything going well and I am not procrastinating. Further, What I actually did is checked the student results either in IPS or MIPA classes. Also, I gave feedback to them on comment private at Google Classroom. The feedbacks are like 'Good job! Great! Excellent! You rock! Good!' and I gave some notes related to their answer. There some students who look like already understand the material and also there was still a student who did not understand the material clearly. And I input the student scores to the assessment template in Microsoft Excel format.

07

Day 3: Wednesday, July 29 2020

What I am planning for today is to continue the lesson plan about asking & giving opinion and search the supporting video. Additionally, I have to prepare the material to teach private English. I need to wake up earlier to finishing those plans. The lesson plan contains one sheet and the supporting video is no more than 3 minutes to make it effective.

Day 9 - Tuesday, August 4 2020

What I am planning for today is making PowerPoint, worksheet for formal letters, and searching video for supporting the materials about asking and giving opinions and formal letters. The problem that I anticipated when making the plan is to make sure that everything is accomplished as planned because the material going to apply on Thursday but I have to submit this on Wednesday.

Day 10 - Wednesday, August 5 2020

What I am planning for today is to send all materials with the new template. I do not have any problem to anticipate when making the plan because I just want to send all materials and done. Suddenly, an unpredictable moment was coming. Our cooperating teacher asked to make

Professional  
Preparation (PP)

	<p>essay questions. Also, we did a video call via WhatsApp and our cooperating teacher asked us to make an additional handout for the material. Actually, I did not expect that our cooperating teacher will give us a lot of instructions. Fortunately, today I have no other activity so I can focus to do these instructions. I stay awake at midnight for making a handout because tomorrow I have to teach.</p>	
08	<p>Day 12 - Friday, August 7 2020</p> <p>I do not have any task to do, but what I am planning today is only check the students' task on the Google Classroom. And what actually I did today was really check their task. There were many students that not finished yet but I just gave note about the students' lateness in submitting the task. Also, there were some students who messaged me to ask the instructions of the task via WhatsApp.</p> <p>Day 18 - Thursday, August 13 2020</p> <p>Good morning! The time shows at 7.37. I am so excited because today is my second online teaching. Actually, my class is not a video conference and I am worried my students are difficult to understand the material. So, I gave my WhatsApp number to the students and they can ask me</p>	Student Behavior and characteristic (SBC)

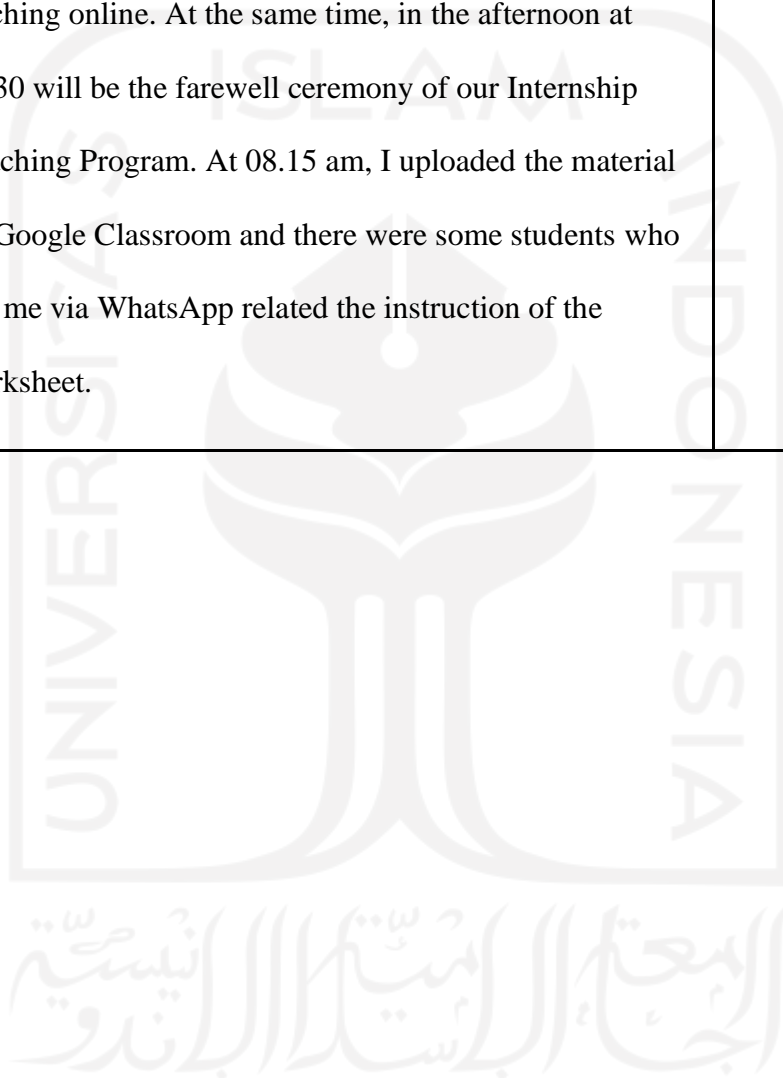
	<p>related the materials if they not understand.</p> <p>Further, I immediately upload the worksheet part II to Google Classroom at 08.15. Based on the cooperating teacher's instruction, the deadline for this task at 16.00 pm.</p> <p>To be honest, I understand if the students felt overwhelmed because lots of tasks from teachers and I gave them compensation. It was because one of my students chat me via WhatsApp, he said that there were lots of tasks and need more time to do my task. So, I asserted that you can submit late but the deadline was 23.59 pm and he agreed. Also, I asked him to convey to other students.</p>	
09	<p>Day 26 - Friday, August 21 2020</p> <p>What I am planning for today is to input the students' scores on my own template assessment. But, before input the students' score to the assessment template, I need to check student results. All of the students have done the worksheet. But, there still some students who did not submit it. One of them texted me via WhatsApp and said there was a problem internal when they want to submit the worksheet. And she sent her worksheet via WhatsApp. Also, there was a student who texted me if he forgot if the deadline at 4 pm. So, he submitted it late. I</p>	<p>Relationship with Specific Students (RSS)</p>



think it was normal and I still appreciated them because they have informed me.

Day 32 - Thursday, August 27 2020

I am so excited because today is the last day of my teaching online. At the same time, in the afternoon at 13.30 will be the farewell ceremony of our Internship Teaching Program. At 08.15 am, I uploaded the material on Google Classroom and there were some students who ask me via WhatsApp related the instruction of the worksheet.



**(Budi's Portfolio)**

Data Number	Document Transcriptions	Identified Themes
01	<p>DAY 1 - MON, AUGUST 10</p> <p>Problems that I anticipated when making plan</p> <p>The problem I anticipate when making plans is that I try to find a stable internet connection, so that class observations and seminars I attend are not disturbed by unstable signals or connections.</p> <p>DAY 4 - THU, AUGUST 13</p> <p>Problems that I anticipated when making plan</p> <p>I didn't encounter any problems when I was planning.</p> <p>However, I actually encountered a problem when the plan was running, the problem was Zoom or my cell phone that could not enter the Zoom link that had been given by the teacher whose class I would observe.</p> <p>DAY 12 - TUE, AUGUST 25</p> <p>Problems that I anticipated when making plan</p> <p>The problem I face is that today my parents are not at home, so I have to look after my 4-year-old sister. When I was focused on compiling a lesson plan, my focus was often distracted because my brother was fussy, asked for food, snacks, and invited him to play with him. So that my</p>	General Teaching Issues (GTI)

	<p>concentration is easily distracted. I deal with it by making him feel good by himself with the video on my cell phone, then I continue my work on the laptop. Although, not infrequently he even invited me to join in watching videos with him, but I can handle it.</p> <p>DAY 17 - TUE, SEPTEMBER 1</p> <p>What worked/did not work today</p> <p>Everything went well, there were only connection problems at the beginning before the class started.</p>	
02	<p>DAY 4 - THU, AUGUST 13</p> <p>What worked/did not work today</p> <p>I did not do classroom observations in the class taught by Mr. Irfan because the Zoom or my cell phone has a problem.</p> <p>DAY 13 - WED, AUGUST 26</p> <p>Problems that I anticipated when making plan</p> <p>The problem I face today is that my laptop won't turn on. Finally, I took him to the service shop, then I was only able to send my lesson plan to Mr. Irfan at night because the data is in the laptop and my laptop has just been repaired.</p> <p>What I supposed to do to make everything worked well</p> <p>When I was faced with a problem that was quite serious for</p>	Specific Lessons or Incident (SI)

me, I felt annoyed and panicked because I was worried that my data would be deleted. But in the end, I decided to go to a repair shop and fix my laptop

DAY 14 - THU, AUGUST 27

Problems that I anticipated when making plan

I was supposed to teach at 10.30 am, but at 9:40 am I had to drive my mother to the hospital. When I just arrived in the Emergency Room, Mr. Irfan contacted me asking whether I was ready or not, then I answered that I was ready but it was not possible to carry out the learning practice because I was taking care of my mother in the hospital. Then Mr. Irfan allowed me not to practice teaching today.

DAY 15 - FRI, AUGUST 28

How I felt about today

I felt a little confused because suddenly I didn't do the teaching practice. But on the other hand, I thought maybe in today's class there were still materials that had not been completed.

What I supposed to do to make everything worked well

When my Zoom had a problem, I immediately contacted Miss Arum so that she could take over the class briefly while I resolved the problem. The most important thing is

	<p>that I have to be able to stay calm and as quickly as possible solve the problem.</p>	
03	<p>DAY 1 - MON, AUGUST 10</p> <p>How I felt about today</p> <p>To be honest at first, I was nervous and a little confused, because this is my first experience doing PPL online. However, I managed to overcome my nervousness by preparing myself and taking the courage to ask the GPL if there was something I didn't understand. Then I was happy to see the interactions that took place between the teacher and students, the answers and reactions given by the students were quite entertaining.</p> <p>DAY 7 - TUE, AUGUST 18</p> <p>Problems that I anticipated when making plan</p> <p>The only problem I face is that I don't know the specifics of the material to be used in making learning designs and instructional media. I overcome this by reading and searching for information via the internet regarding materials commonly used by teachers when teaching high school students.</p> <p>DAY 14 - THU, AUGUST 27</p> <p>How I felt about today</p>	<p>Own Skills/Worth as Teacher (OT)</p>

	<p>I feel sad and confused, because I have to take care of my mother while I also have to practice teaching.</p> <p>What worked/did not work today</p> <p>I thought that today everything would go well, at least maybe just a matter of teaching. But things went beyond my expectations. So, I didn't do my teaching practice.</p> <p>What I supposed to do to make everything worked well</p> <p>I prefer to take care of my mother first, then I confirm to Mr. Irfan about my inability to practice teaching today.</p> <p>Fortunately, Mr. Irfan tolerates me.</p>	
<p>04</p>	<p>DAY 17 - TUE, SEPTEMBER 1</p> <p>What I actually did today</p> <p>At 8:16 a.m., Mr. Irfan again reminded me to teach class X IPA 1, then I immediately responded and after that Mr. Irfan invited me to enter Google Classroom. After successfully signing in, I immediately shared the link for the Zoom meeting. Shortly before class, my network had problems but I was finally able to get over it.</p> <p>DAY 19 - THU, SEPTEMBER 3.</p> <p>What I actually did today</p> <p>At 07.28, Miss Arum contacted me to remind me about the teaching practice that will be held in her first class, namely</p>	<p>Own Teaching Approach (OTA)</p>

	<p>class X IPS 1 at 07.30. Then I immediately responded and waited at Zoom. After Miss Arum introduced me and provided information about the assignment she had previously given, she invited me to take over the class. Then after the class was over, Miss Arum gave me feedback, namely that I was advised to zoom for a while and then give exercises in Google Classroom. I also said yes and implemented it in the second class, namely X IPA 1 at 09.30, after introducing myself to the students and explaining the material, I gave them exercises in the Google Classroom. I also did the same thing in the third grade, namely X IPA 2 at 10.30.</p>	
05	<p>DAY 3 - WED, AUGUST 12</p> <p>How I felt about today</p> <p>I felt a little awkward when asked by Mr. Sukses to introduce myself to students. But after that I felt happy because I could interact with Mr. Sukses and the students.</p> <p>What worked/did not work today.</p> <p>There was no difficulty that I experienced when carrying out classroom observations.</p> <p>What I supposed to do to make everything worked well</p> <p>I have to do everything with full preparation, or at least</p>	<p>Relationship/Discussion with Supervising Teaching (RST)</p>

have a good and quick response and initiative when faced with a problem.

What I should do tomorrow to be a better teacher

When the class ended, I had a chance to have a discussion with Mr. Sukses, he asked about feedback from me for his class. After I gave feedback, Mr. Sukses gave me an example of a case where there were students who felt shy or awkward to interact and how to respond and overcome them. I replied "by persuading them and slowly asking them to respond to interactions in any way, whether through video with voice, voice only, or just chat." Then Mr. Sukses added answers and gave me suggestions, that motivation and constructive feedback can make students feel comfortable and then be able to interact well. I feel helped by the answer given by Mr. Sukses and I will implement it when I encounter the same problem later.

DAY 5 - FRI, AUGUST 14

What I supposed to do to make everything worked well.

The mistake that I made was that I was too focused on one solution to a problem so I didn't think about looking for another solution. As in the case above, where Zoom or my cellphone had a problem, I restarted my phone and re-downloaded Zoom, which in the end didn't work. I should



be able to solve the problem by confirming to Mr. Irfan then asked for a solution or by borrowing my parents' cellphone to access the Zoom.

DAY 9 - THU, AUGUST 20

What I actually did today

In the morning I contacted Mr. Irfan to ask specifically about the material that I will make. Then Mr. Irfan answered that the material that had to be made was "Expressing Intention." Then, Mr. Irfan said that he would send a learning design template belonging to SMA Budi Mulia Dua. After getting all the information, I immediately studied the material.

DAY 13 - WED, AUGUST 26

What I actually did today

This morning Mr. Irfan contacted me to ask if I was ready to teach tomorrow. Then I agreed while asking about the technicalities of teaching. Mr. Irfan also send the schedule for teaching practice. After that, in the evening at 6:17 p.m. I was only able to send the lesson plans to Mr. Irfan for consultation, and Mr. Irfan said he would give his feedback as soon as possible because he was on a trip and it was not possible to give feedback directly.

DAY 14 - THU, AUGUST 27

What I actually did today

At 01:58 last night, Mr. Irfan has just provided feedback after seeing and assessing the lesson plan that I consulted.

Then in the morning I was able to respond and rushed to revise the lesson plan that had been given feedback while preparing to teach. Unfortunately, I could not continue my teaching practice because I had to take my mother to the hospital. After confirming to Mr. Irfan, I am focused on taking care of my mother. Then after my uncle arrived to replace me, I went home to look after my younger brother and revise my lesson plan.

DAY 15 - FRI, AUGUST 28

What I actually did today

At 7:13 this morning, Mr. Irfan contacted me to ask if I could teach today, then I agreed and waited until 09:30.

However, at 9:31 am Mr. Irfan replied to my message and said the class was running and asked me to teach at the next meeting (Monday, August 31.) Then I said yes.

DAY 16 - MON, AUGUST 31

What I actually did today

At 7:27 a.m., Mr. Irfan contacted me to remind me about today's teaching practice, then I immediately responded.

While asking about class characteristics, Mr. Irfan invited

	<p>me to join the Google Classroom in a class that will have a teaching practice today. Then after I joined, I greeted the class and shared the link for the Zoom meeting.</p> <p>DAY 18 - WED, SEPTEMBER 2</p> <p>What I actually did today</p> <p>At 07.03 and 07.08, Miss Arum contacted me with the aim of asking for my lesson plan and reminding me of her class schedule. Then I answered and sent my lesson plan. I asked Miss Arum for suggestions and suggestions regarding learning activities that were most suitable for students, then Miss Arum gave her answers. After that, Miss Arum made me a Zoom meeting link, and also invited me to enter Google Classroom.</p>	
06	<p>DAY 4 - THU, AUGUST 13</p> <p>What I actually did today</p> <p>At 9:30 a.m. I made class observations that were taught by Miss Arum. Unlike before, I made observations this time through <i>Google Classroom</i>, not through <i>Zoom</i> or <i>Google Meet</i>. The material learned in this class is about the Language Features of Personal Statement. After Miss Arum's class ended, I continued classroom observations in the class taught by Mr. Irfan at 10:45 a.m. However, I had</p>	Teaching as Professional (TP)

an issue where my Zoom always came out by itself even before I accessed the link provided by Mr. Irfan.

How I felt about today

I feel bad and guilty towards my GPL because I couldn't attend one of the classes and do the observations. I also feel confused why Zoom or my cellphone cannot access the link provided.

DAY 17 - TUE, SEPTEMBER 1

How I felt about today

I feel happy and satisfied because I successfully carried out my teaching practice, and I feel better than the day before.

Although it can't be denied that I felt a little nervous for fear of making mistakes.

DAY 18 - WED, SEPTEMBER 2

How I felt about today

I feel a little confused because in Miss Arum class I focus on Reading-Writing skills and I haven't found the best activity for a class with these skills. But after consulting I finally understood.

DAY 20 - FRI, SEPTEMBER 4

What I actually did today

At 09.07, Miss Arum contacted me to remind me about teaching practice, I immediately responded and prepared to

	<p>enter Zoom. After I did an introduction and explained the material, my Zoom suddenly got an error and wasn't responding, I immediately contacted Miss Arum and tried to fix it by leaving Zoom and then coming back into it. Fortunately, my Zoom stabilized again, after which I returned to explain the material through PowerPoint and video, there was a moment when my internet had a problem when I was shifting PowerPoint. But everything can be resolved, then I give practice in Google Classroom before the class ends.</p>	
<p>07</p>	<p>DAY 2 - TUE, AUGUST 11</p> <p>What I actually did today</p> <p>Because on the second day of the PPL Online there were no classes taking place, and there was no order from my GPL to do anything, what I did was read and study the material I had observed in the previous class.</p> <p>DAY 3 - WED, AUGUST 12</p> <p>What I actually did today</p> <p>I did class observations at 07.30 through the Zoom application. This time I observed the class taught by Mr. Sukses Risdiyanto. Apart from observing, I also listened to the material presented about Self Reflection via Video or</p>	<p>Professional Preparation (PP)</p>

Podcast as the medium. At the beginning of the observation, I was given time by Mr. Sukses to introduce myself to students.

DAY 8 - WED, AUGUST 19

What I actually did today

Today I received information from Miss Arum regarding the companion teacher who will accompany me. The implementation of teaching practice and making learning plans that I will do will be accompanied by Mr. Irfan as my GPL. In addition, it turns out that today SMA Budi Mulia Dua is holding online competitions to commemorate Independence Day on August 17 yesterday. There are many competitions held, including a TikTok making competition, a Quizizz competition, as well as taking pictures with your family. Miss Arum allows PPL participants to take part in these competitions, but unfortunately, I don't have the TikTok application and my family members are not at home. Then for the *Quizizz* competition, I wasn't very confident because I didn't really understand history. In the end I didn't follow all the competitions, and chose to study and look for material.

DAY 9 - THU, AUGUST 20

How I felt about today

	<p>I feel quite satisfied because I know the specifics of the material to be taught, moreover, I get a lesson plan template that can make it easier for me to prepare lesson plans.</p> <p>DAY 15 - FRI, AUGUST 28</p> <p>What I should do tomorrow to be a better teacher</p> <p>I hope that I will immediately carry out the best possible teaching practice, so I practice by continuing to study the material and practice with my step sisters.</p> <p>DAY 16 - MON, AUGUST 31</p> <p>What I planned for today</p> <p>Today is the fourth week of PPL Online, I am prepared as best I can to carry out the teaching practice which will take place at 09.30</p> <p>DAY 18 - WED, SEPTEMBER 2</p> <p>What I should do tomorrow to be a better teacher.</p> <p>Tomorrow I will teach 3 classes in a fairly short period of time, I have to practice and learn so that there are no more mistakes.</p>	
08	<p>DAY 16 - MON, AUGUST 31</p> <p>What I should do tomorrow to be a better teacher</p> <p>After the teaching practice took place, Mr. Irfan gave me</p>	Student Behavior and characteristic (SBC)

	<p>feedback, among which he advised all students to turn on the camera, not to wear a t-shirt, and I was also given feedback to include a power point at the beginning of the learning practice.</p>	
09	<p>DAY 19 - THU, SEPTEMBER 3</p> <p>How I felt about today</p> <p>I feel happy because I can interact with fun students, then</p> <p>I feel satisfied because I can finish 3 classes at once on the same day.</p>	<p>Relationship with Specific Students (RSS)</p>

