

CHAPTER V

CONCLUSION

This chapter presents two parts namely conclusion and suggestion which respectively contain of the conclusion of this study and answers of the research question, and suggestions for the further researchers and who those interested in this field.

5.1 Conclusion

After doing this research and analyzing the data, there are three conclusions of this research that can be concluded as follow:

1. The reflective teaching practice have implemented effectively in micro-teaching subject. It has conducted in competence in methods of evidence-based classroom inquiry, attitude of open-mindedness, responsibility, and wholeheartedness. Besides, the implementation of reflective teaching successfully implemented reflective teaching strategies such as video, self-reflection sheet, and peer-observation. Besides, the pre-service teachers can understand and explain it comprehensively about definition, strategy, and process of reflective teaching although it was their first experience.
2. The pre-service teachers perceive the benefit of reflective teaching is a good way to know their weaknesses and try to find the new strategy for improvement, and argue to implicate this way for improve their professional as English teacher future. While in doing self-reflection

sheets, pre-service teachers have challenges in reflective teaching which are the objectiveness, open-minded, wholeheartedness, and honesty. The difficulty of reflective teaching that is pre-service teachers in the micro-teaching subject feel difficult with the reflection on giving peer-feedbacks whereas the emotional and feeling factors interfere in their reflective teaching process. Besides, the pre-service teachers do not give feedbacks in written reflection through peer observation forms; therefore, they have barrier to reflect on deeper introspection on teaching action. It means that the process of reflection needs the monitoring and evaluation from the lecturer in this subject. However, pre-service teachers tried to do objectively by watching back their teaching video and give assessment and comments of their teaching demo in self-reflection sheets.

3. There are positive and negative responses toward the result of reflection sheets. Through reflective teaching strategy, most of the pre-service teachers can reflect some areas of teaching skill such as student's characteristics, time management, instructional strategy, teaching material, nervous confidential, and the problems with teacher ability such as mastering of subject skill and use of appropriate teaching method.

Therefore, reflective teaching practice that conducted by pre-service teachers in micro-teaching subject enable them to know their readiness in teaching English and their ability in teaching skill. Through reflective teaching, it assists

pre-service teachers to recognize and to reflect their whole selves through personal experience in small context or micro-teaching.

5.2 Suggestions

In line with the above conclusions, some following suggestions are involved.

a. For English Education Department

Reflective teaching aspect in micro-teaching subject that taught by English Language Education Department of Universitas Islam Indonesia to pre-service teachers might be more effective in such ways:

- It might be more effective if student teachers have another chance of offline teaching practice in micro-teaching subject after taking first reflection on their first teaching performance in order to ensure whether they are improved or not.
- It might be more effective if student teachers have collaboration or dialogue with peers or colleagues related to three things; what are you talking about (self/peer), why it can be happened, how the improvements if you have another chance to do another teaching practice. Then, it can be report to the lecturer.
- It might be more effective if the peer-observation forms could be anonymous; therefore the colleagues can write and assess feedbacks freely without emotional and feeling factors.

b. For Students of English Education Department

For students of English education department, it is good for them to know and to learn more about kind of reflective teaching, because reflective teaching is important part in teaching to make them become competent and professional in teaching field.

c. For further researcher

In this current research, the researcher do not study about comparison between the implementation of reflective teaching practice in offline and online teaching demo. The further research which is interested in this study can find out the comparison of reflective teaching practice implementation in or between both mediums/ modes (online and offline). Besides, the researcher do not study about the comparison between the effectiveness of using video and reflection sheets or others as the reflective teaching strategy.