

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter imposes the conclusions of the study and provides suggestions for pedagogical interest and for future research as well in relation with the results of the study.

5.1. Conclusions

I realized that this study is far to be concluded, as there are still many unanswered questions. However, I was obliged to presents the facts found in this research. Therefore, some points in the sense of the way PLP students teach and the things which influence their way of teach need to be clarified.

Basically, the PLP students in this research had a relatively good theoretical knowledge. It can be seen from the analysis transcription that they taught relatively well.

With regard to the standard of conducting a teaching process, there were some aspects which were not in line with the Standard of Process in the teaching and learning process conducted by PLP students. The aspects are presented as follows:

1. The lack of apperception as the result of the lack of basic teaching skill of setting induction and closure.
2. The teacher-centered approach as a result of the lack of input from the teachers, the demand from the school to deliver the material, and the difference of theories from the university and reality.
3. The lack of summary as the result of the lack of class management skill.

5.2. Suggestions

In accordance to the results of the study, some suggestions could therefore be drawn for the pedagogical concerns and for future research as well.

a. In term of the lack of basic teaching skills, besides giving more theoretical knowledge, it would be good if the university allocate more time for the students to expose them with various real teaching situations before they take PLP. It is hoped that the 'mix and match' of the theories from the university and input from the real teaching situation would be more meaningful in the development of the students' basic teaching skills. As also a proverb said, 'Practice makes perfect'.

That way, it will also be easier for the university to get information on how the process of teaching and learning in the reality is being conducted. Therefore, the university could deliver the teaching theories which are not only useful but also applicable.

b. In the sense of the lack of input from the school, it would be a great addition if the university, which is UPT PPL in particular, to be more selective in choosing school as a place where PLP will be taking place. It is important to make sure that the school implements the Standard of Process well. It is hoped that if the PLP students are placed in good schools, they will get a more meaningful experience which will help him/her to be a better teacher.

c. In relation with the previous suggestion, it is also important to put more consideration on the control toward PLP. An intensive control on the program will contribute to the identification of the emerging problems, which in turn it prevents the program from having a wrong course or direction towards the program goal, in which is to develop good basic teaching skills.

d. In relation with the further research, I suggest to conduct a deeper research on PLP students. There would be more useful input if the research includes more respondents and is conducted from the beginning until the end of PLP. I also recommend examining not only the

conducted teaching process, but also the planning process and the evaluation process in PLP, to get a deeper insight on the implementation of teaching theoretical knowledge and its influencing factors.

e. It may also be worth to conduct a further research on the topic in non-formal education institutions, which also well-known as *bimbel* in Indonesia. As far as I am concern, the setting in a *bimbel* is relatively different from the school. In most non-formal education institution, the number of the students is less than thirty. Moreover, the teaching process in a non-formal education, especially in *bimbel*, is mainly based on task and problem-solving. It assumed that there might be a difference in the sense of the implementation of teaching theories.

