

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 CONCLUSIONS

In conclusion, the study confirms that there is similarity in perception. All respondents give positive response toward student teachers' performance. Regardless of similar perception, each respondent has their own view as to the signifier of good performance. For instance, students tend to perceive that student teachers' good performance is represented by the high frequency of occurrence on promoting students' participation. As for student teachers' view, they are confident enough to perceive themselves as having good performance. Giving the biggest concern on facilitating students' comprehension is considered to be the indicator of their good performance. From the perspective of cooperating teachers, it is evident that the student teachers have shown excellent performance since all pedagogical aspects conducted has met the quality of effective instruction. The last but not least, university supervisors view that student teachers' good performance is denoted by their big concern on giving proper guidance.

However, it doesn't mean that student teachers' performance has been flawless. Concerning major problems identified, it is apparent that student teachers need to improve their teaching skills in three different areas. The areas embrace classroom management skill, accommodating instruction design and teaching method variation. Nevertheless, it doesn't suggest that student teachers

only fine-tune their skill on those three areas. Being open to any plentiful fields of teaching knowledge would help student teachers be a better future teacher.

5.2 SUGGESTIONS

To enhance the quality of student teachers' performance, suggestions are addresses to the following parties.

1. For Student Teachers

For the sake of student teachers' teaching skill improvement, it might be suggested that student teachers be equipped with amount of teaching skill knowledge. As a novice, student teacher should let themselves armed with guidance, assistance and self-learning as well (Hayes, 2005). Being open to any kinds of teaching knowledge is completely suggested.

2. For Cooperating Teachers

Referring to the finding, it is suggested that cooperating teachers give student teachers further assistance in the aspects pertaining teaching method and strategies. The assistance may be in the form of modeling teaching techniques. It might be more meaningful to solve major problems identified. Once student teachers have seen a variety of approaches to instruction, they are better armed to attempt to replicate those practices (Lortie, 1975). In this case, student teachers are given opportunity to see how professional teacher run class session and manage encountered problem.

3. For University Supervisor

Along with cooperating teachers, it might be suggested that university supervisors hold more three-way conference to locate student teachers' difficulty (Johnson and Perry, 1967). The sooner difficulty identified, the faster problem solved. By means of three-way conference, student teachers will find the teaching task easier.

4. For Teaching Practicum Program Planner in Department of English Education

With respect to the finding, it is suggested that more training and seminars be provided to student teachers prior to teaching practicum. In this sense, teacher education programs have crucial responsibilities. Training student teachers in a wider range of teaching styles could be useful (Cakmak, 2003). In addition, seminar conducted by university plays major role in the success of teaching practicum since it is viewed as the opportunity in which student teachers extract clear information about early field experience and teaching career (DelGeso and Smith, 1993). The seminar might include career service presentation on recruitment and interviewing tips from a vast majority of professional.

5. For Further Research

Since the current study was conducted among limited number of responses, it is suggested that further study involve more respondents. Besides, the focus area of study could be broadened in terms of coverage and school level.