

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

The chapter presents the conclusion of the findings obtained from the conducted research which are then followed by the suggestions for the course program which intends to apply RT practice as well as for the further research on the similar field.

5.1 Conclusions

After analyzing the data, the findings of the research indicate that PRESETs have already acquired ample knowledge about how to teach English to young learners in terms of learning variables, their roles as teacher, classroom activity requirements and how to do effective classroom management. PRESETs also have already been able to apply their knowledge on teaching aspects including the ability to accommodate learner variables, playing their teacher role as comprehensible input provider as well as the manager of students in doing the language learning activities.

Although PRESETs have noted their successful points in applying knowledge into practice, several aspects to improve in their teaching were found during the practicum. Those teaching aspects to be improved are related to the specific aspects. In learner variables, PRESETs need to focus on attention span and language level as the consideration to provide appropriate activities for

students. And then in relation with teacher role, PRESETs still need to develop their skills to establish rapport with students, give more accurate comprehensible input by improving language accuracy and maintain the use of English in the classroom communication. Lastly, in classroom management, PRESETs still need to think of more about the effective way in displaying voice projection, doing signalling to draw students' attention and also making suitable yet effective seating arrangement for the class.

Related to the aspects needed improvements which are elaborated above, PRESETs realized that those aspects were found as the result of their learning process through reflective teaching (RT) practices. PRESETs also have been able to learn the way to develop their professionalism through RT practice. RT tools which have been familiarly used by the PRESETs include peer observation, peer feedback and self reflection, which is also known as reflective journal. As the result of the three RT practices, it is revealed that PRESETs found the RT tools beneficial for them to solve the problem in teaching as well as to encourage them to always think reflectively about their teaching practice. The shaping of reflective thinking in PRESETs could indirectly grow their need for professionalism development (PD). As further implication, with their awareness of PD, PRESETs would continually develop their professionalism even after graduating from their training institute.

5.2 Suggestions

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Based on the study result about the learning content and the way of conducting reflective teaching, the suggestions will be given specifically as the contribution to the improvement of any course program focusing on the application of RT practice for teaching English to young learners and as the idea to conduct the further research.

As the suggestion for employing the course program, the learning contents which need more emphasis in the course is on the case of classroom management. PRESETs tend to have difficulty especially in organizing students. Actually PRESETs' knowledge on classroom management is enough, but when it comes to the teaching practices with the real students as the target learners more practices are still required. To be more specific, RT practice of PRESETs in the course program period should be done more frequently with each session focusing on the teaching aspects including the learner variable, teacher role, classroom activity and classroom management.

As for the further research, it is indicated that this study somehow has its limitation in providing the more in depth concern on each teaching aspects. The reflective journal which was used as the data collection tool mainly took the picture of the teaching practicum experience of pre-service teachers as the whole unity. Knowledge and skills related to teaching English to young learners were compiled as the learning evidence to assess PRESETs' pedagogical competence especially in instructional skills. For the better implication, it is suggested that in the further research, each teaching aspect which represents the finding of this

research and each RT practice with more varied tools could get more specific attention.

