

CHAPTER V

CONCLUSION, LIMITATION & FUTURE IDEAS

This chapter presents the conclusion, the limitation and the ideas for future study. It summarizes the findings and arguments in the discussion of the preceding chapters. It also depicts the pedagogic implication and the ideas for future research.

5.1 Conclusion

There are two major conclusions that can be generated from the related research questions acknowledged in the preceding chapter. The first research question is aimed at investigating how the novice teacher might create the improved changes toward his performances on the practice of classroom teaching through reflective teaching (RT) in mentoring. The second research question is addressed to the teacher mentee and teacher mentor opinions on the implemented RT in mentoring they had undertaken. Based on previous data and discussions, some conclusions can be drawn as follows.

First, this study has shown that reflective teaching in mentoring can be one of alternatives that can be implemented by a teacher, especially a novice teacher, to achieve the so called professional competence. Say, by the RT of mentoring, the novice teacher engages in a joint work with the more experienced one, wherein the novice is supposed to be the teacher mentee, while the experienced one is the teacher mentor.

The teacher mentor, in this case, gives the teacher mentee assistance, guidance and/or help throughout the mentoring process, (as stipulated in the roles of teacher mentees and teacher mentors in previous review of literature), in that the practice of reflective teaching where the evaluation and reflection on teaching practice can be maximized, and thus teaching performances can be improved.

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Reflective Teaching To Improve Novice Teacher's Performance (Classroom Action Research in a Private Islamic Vocational Boarding School in Cianjur)

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Talking of the improvement of teaching performances presented in this study, despite some aspects that could be not resolved completely, for reasons of time, the RT in mentoring was successful in helping a novice teacher to work out in the following teaching domains: teaching preparation, classroom management and teacher-student interaction.

In terms of teaching preparation, some facts that became the evidences of the changes for improvement were the lesson plan that contained more detailed planning activities. Initially, the lesson plan the novice teacher had was the downloaded files from the internet. In time, as the mentoring activities took place, the novice teacher started produced an outline lesson plan, in which he gave a try to map his instructional classroom activities. Ultimately, after several times the RT in mentoring was implemented, the novice teacher produced a complete and detail lesson plan.

Another improved behaviors had to do with the ways the novice teacher managed the classroom. The evidences for this finding relied on the category of the ways the novice teacher managed body language, use of whiteboard, instructional procedures and student grouping.

Say, in the beginning, the novice teacher seemed to plant his feet only on one spot, the use of the whiteboard that was not efficient, until the student grouping that seemed too large. Subsequently, as the RT in mentoring process took place, the use of body language, the use of whiteboards and the student grouping were no longer problematic. The teacher had started to mingle with the students and no longer planted his feet only around his desk; his handwriting on the whiteboard had been orderly written and neat; and he no longer had students sit in 5 or 6 people in a group, yet he had the students work in pairs.

In terms of teacher-students interaction, the most crucial issue raised in the beginning of the study was addressed to the students' lack of active engagement. Besides the novice teacher classroom teaching was dominated by the use of directives of the teacher, which indicated the teacher-centeredness, the basis

underlying the issue was that the novice teacher initiated the interaction by posing questions that required only one or two words responses of the students.

Later on, at the end of cycle 2, the evidences of improved changes emerged. Say, even though the level of the questions the novice teacher utilized in his teaching was still at recalling basic knowledge, the number he gave the students questions was more frequent that he succeeded inviting students to have chain interaction among themselves through a discussion, and the directives he employed in his teaching were decreased and no longer overused.

Second, for the perceptions of both the novice teacher as a teacher mentee and the experienced teacher as a teacher mentor, both had had positive attitude toward the implemented RT in mentoring activities they had undertaken. To mention, it was agreed that RT in mentoring improved teacher mentee's job awareness and professionalism and understanding of concepts about teaching, and furthermore, the mentoring activities were perceived effective and helpful for enhancing teacher mentee's practice of reflective teaching itself.

5.2 Limitation

Apart from the conclusion above, this study has some limitations. They are related to the object of investigation, the instruments, participants and the result of the study.

First, with regards to the objects of the investigation, this study is limited to some aspects of a novice teacher's improved classroom teaching performances and the perceptions of both teacher mentee and teacher mentor toward the implemented RT in mentoring activities they have undertaken. The aspects of the novice teacher's improved classroom teaching performances researched consist of teaching preparation, classroom management, and teacher-students interaction. Not all of the aspects of classroom teaching (as acknowledged in the framework

of classroom observation of this study) are assessed. The aspect of teaching presentation is not included.

Second, with regards to the instrumentation, the questionnaires of teacher evaluation performances that were administered to both teacher mentor and teacher mentee are only to assess the aspects of teacher pedagogical knowledge. Meanwhile, from the aspects of content knowledge, say the teacher performances in teaching reading, listening, speaking and writing have not been explored yet.

Third, with regards to the participants, there was only one novice teacher investigated in this study. This novice teacher was being mentored by one experienced teacher. Involving more novice teachers and experienced teachers may strengthen the present findings. Moreover, the intervention of the other parties of the school, say the school principle and/or supervisor in monitoring the progress of the teacher being mentored, presumably enhances the quality of the process of RT in mentoring itself. The reason underlying this assumption is that the principle and/ school supervisor may promote more conducive classroom observation, wherein both teacher and students should have been obedient to the planning and/ or scheduled that had been settled before.

5.3 Future Ideas

Indeed, the whole processes of the study could be completed and handled as expected and planned by the researcher in general. However, it does not mean that the study was not without any problems or difficulties. The most conspicuous problem encountered by the researcher which she believes necessary to be considered by other researchers is the limit of study timetable. Referring back to the results of the study, the improved changes on teacher mentee's behaviors seemed not yet sufficient. Say, the teacher mentee's level of questions distributed to the students was still on the level of recalling basic knowledge and yet the classroom climate was still not interactive enough. This indicated that the RT in

mentoring requires more time for its implementation so that the results will be thoroughgoing.

In addition, since the mentoring relationship between the novice and senior teacher was very much influenced by the high-context cultures of Asian, in which the teacher mentee tended to respect as well as accept the ideas of mentor and thus there was scarcely any complaints and/ or rejection toward the teacher mentor's suggestions, it is therefore worth doing for the further studies to be selective in matching the teacher mentee and the teacher mentor. Choosing the one who was indeed experienced, knowledgeable and even expert in teaching and/or training a new teacher will support for the success of mentoring activities.

