

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter draws the conclusions related to the findings. In addition, this chapter also presented some suggestions that might be useful for future studies related to students' metacognition in reading and think-pair-share.

This final chapter presents the conclusion and suggestion. The conclusion covers the formulation of problems, the main findings, and the conclusion of the research. Meanwhile, the suggestion intends to give implication for future research and a reference to consider in designing a lesson in an EFL classroom.

5.1 Conclusion

This research intends to investigate the pre-service teachers' expectation and reality in the teaching practicum, the factors affecting their unmet expectations and how it affects them.

The pre-service teachers' expectation and the fulfillment have discovered through questionnaire, such as deliver the subject matter, motivate the students, using variety of aids and methods, assessing students well, making good lesson plan, managing the classroom well, handling difficult discipline situation, getting feedback and guidance from the mentor teacher and supervisor, but some of the pre-service teachers could not meet their expectations. In addition,

The causes of unmet expectations in teaching practicum come from external factors along with internal factors. External factors come from class situation, student characteristics, lack of support from mentor teacher and supervisor, and school facilities available for teaching and learning activities. Meanwhile, internal factors come from within the pre-service teachers while doing the teaching practicum such as lack of preparation, lack of confident, lack of practical experience.

Every process that occurs in the teaching prcticum is inseparable from the problem, either from the process of preparing the lesson planning, the performance process, or other school activities. However, these problems can be resolved thoroughly with the support of various parties such as tutors, supervisors, other practitioners.

The unmet expectations also influence the pre-service teachers positively and negatively, two participants stated that after experiencing teaching practicum, they do not want to be teachers but for the others, it becomes a motivation to do better in the future.

These findings indicate that pre-service teacher's experience in the teaching practicum is a crucial time that can affect the pre-service teachers' choice to be a teacher or not. Hence, strategies and preparation in developing the pre-service teachers to be effective teachers should be priority.

5.2 Suggestion

Some suggestions for better experience for pre-service English teacher in the teaching practicum and further research can be drawn from the research findings.

1. For the school:
 - a. Guide the pre-service teachers as well as possible so that they understand what needs to be done
 - b. Do not give too much burden or other tasks for the pre-service teachers.
 - c. The mentor teacher should provide more feedback and guidance in terms of their classroom performance so that they can prepare well before teaching. They must give them constructive feedback to help them improve their teaching skill.
2. For English Language Education Study Program Universitas Pendidikan Indonesia:
 - a. Prepare the pre-service teachers better before they do teaching practicum, such as giving them more sessions of microteaching. These sessions will not only provide more opportunities for the pre-service teachers to practice their teaching skills but also help them to enhance their content knowledge.
 - b. University supervisor must plan practicum activities specifically the process of examining pre-service teacher lessons and supervision in collaboration with mentor teacher who work together. It will help to improve the supervision process in collaborating schools and develop a great team work between pre-service teacher, mentor teacher and supervisor.

1. For the pre-service teachers who will take teaching practicum in the future:
 - a. Prepare the lesson planning, teaching media and everything that needed beforehand.
 - b. Practice more and more to make you confident in teaching.
 - c. Prepare the plan B in case what you plan can not work.
 - d. Always ask the mentor teacher and supervisor, or your colleagues if you struggle with something.

This study also illustrates deficiencies in the supervision process. Three parties in the Triad (student teacher, mentor teacher and university supervisor) need to design monitoring parameters that are acceptable and practicable. There must be formal and informal sessions between pre-service teacher, mentor teacher and university supervisor before starting the teaching practicum.

However, this research also has some limitations because of the pandemic situation. Researcher conducted it when the Covid-19 attacked and forced the learning activity to be organized by online. Hence, the online learning limited the pre-service teachers' experience in the teaching practicum. Another limitation is only some of the pre-service teachers in this research can be interviewed due to the pandemic situation that prevent the research to interview the participants face to face and it results to some of the pre-service teachers were not willing to be interviewed, therefore the results could not be regarded to represent all of the pre-service teachers experience. Thus, it is suggested that further research will involve larger participants to gain more perspectives regarding pre-service teachers' expectation and experience in the teaching practicum.