

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the conclusions from the findings in the previous chapter are presented and the suggestions for the next researchers are also can be seen below.

5.1 Conclusion

Based on the previous chapter about the findings and discussion, the participants have encountered many challenges and were able to overcome those challenges in such a way that they could pass the online teaching practicum despite having several problems and challenges.

We can see that teaching the students in online teaching practicum has its own challenges that are perhaps quite different from what usually happens during the conventional offline teaching practicum. Problems such as the missing students, students who turn off their camera during synchronous class, students who submitted their assignment late, an overwhelming amount of students to be taught at the same time, nonfunctioning devices, bad internet connection, and signal loss perhaps will not be happening in offline teaching because the teacher uses another way of teaching, different teaching media and tools, different method, strategy, and approach to be applied.

In online teaching, there were some restrictions and limitations in terms of interaction with the students, such as one cannot talk at the same time because the sound will be inaudible and echoed. So, either the students or the teacher needs to speak one by one during the learning activity. The time allocated for online teaching and learning was also reduced from the usual time, which means the time allocation for the teaching activities should be considered as well to make sure it does not go overtime or even less in time. Moreover, the communication barrier online teaching practicum has due to the teacher and pre-service teachers' inability to meet in person and have a normal conversation. Finally, the last restriction or limitation was also found on how the teacher can create meaningful and fun activities. Usually, in a normal class, the teacher can ask the students to have a movement inside the class, such as asking the students to discuss in group, asking the students to present their results in front of the class, playing fun games that include the students' movement in class, etc.

5.2 Suggestion

The data analysis of this research study was interpreted by the researcher who has a background in the same field as what the participants have. The researcher also has his own personal experiences towards online teaching practicum because he is also from the same year as the participants. Furthermore, the researcher did put his personal experiences on the research by connecting them with the findings from other researchers. Finally, the researcher also felt some of the challenges faced by the participants also happened to the researcher during his online teaching practicum time, such as limited-time allocation for the teaching and learning process, the ‘unknown’ students —the students who did not attend the class from the beginning until the end—, the students who turned off their cameras, and the difficulty in assigning the suitable assignments and online evaluation for the students.

This research study can still be explored further by future researchers. The researcher believes that it is far from perfect. The writer of this research suggests the next researchers should cover a wider aspect of the topic and theme to get more in-depth data regarding the online teaching practicum and elaborate the participants more during gaining the data, relating, and connecting it into the daily life activities and the theories. Regarding the challenges and benefits from online teaching practicum, the writer hopes that it can reach further and bigger audience and participants because there are many varieties of this topic research and still relevant for as long as the online teaching practicum is still applied.