

CHAPTER 5

CONCLUSION

This chapter presents conclusion of the study. It consists of conclusion, recommendation, limitation of the study, and suggestion for further study

5.1 Conclusion

This study has investigated what happened during mentoring process and how this process can help student teachers' basic teaching skills. This study found that mentoring process in this study has big influence for student teachers' development. Student teachers who underwent routine mentoring stages from the beginning until the end of teaching practice had positive outcome. Their teaching skills and competences got better in every performance. On the other side, student teachers who did not undergo routine mentoring stages from the beginning until the end of teaching practice did not have positive outcome. They tend to have inconsistent performance. In one performance they seemed better than the first time they taught but in the other time, their teaching performance was worse than the previous performance. Therefore, it can be said that student teachers who did not have frequent mentoring process did not develop their teaching skill and competence.

The major obstacle whether or not mentoring process is conducted comes from mentor teachers. Mentor teachers need to know how to conduct appropriate mentoring process from discussing planning with student teachers in pre-observation conference, observing mentor teachers in the classroom, until giving feedback after student teachers teaching in the classroom. In this study, mentor teachers who knew how to conduct mentoring process brought a positive outcome to the student teachers. Not only did student teachers develop their teaching skill but also these mentor teachers became the ideal mentor teachers for student teachers. What student teachers expected from their mentors in this study was that a mentor teacher who was able to guide them during teaching practice. They expected their mentor teachers to give suggestion on what they were going to do in the classroom and feedback after they finished teaching.

What mentor teachers expected from their student teachers was also important. Mentor teachers in this study expected their student teachers to be skillful and competence. A skillful and competence student teacher will be able to keep up with mentor teachers' demand, for instance one mentor teacher wanted her student teachers designed a simple lesson for the students so that the students were able to comprehend the lesson easily. Sometimes student teachers had difficulties in fulfilling what mentor teachers wanted. Therefore, student teachers should be skillful and competence.

Mentor teacher-student teacher compatibility in this study also has influence in determining the effectiveness of mentoring process. Mentor teacher and student teacher who have good relationship will have a frequent mentoring process. It is because they understand each other. Mentor teachers understand their responsibility and run their role as mentor teachers. Student teachers know their responsibility as learners who are learning to teach from more experience teachers.

In this study, student teachers who did not fit to their mentor teachers were stagnant in term of teaching skill and competence. The primary cause of this incompatibility by a less responsible mentor teacher even though the student teachers' competence and skill were also lacked. He skipped most of mentoring stages such as pre-observation conference and feedback session. Therefore student teacher who lack of teaching skill and competence could not learn from their mentor teacher.

5.2 Recommendation

To bring mentoring process into a positive outcome, mentoring process should be conducted in a supportive system. Malderez (2009) noted that a conducive system is where mentors are given time to mentor and willing to spend some of their time to guide student teachers. Therefore, it is recommended for partner school (a school that is willing to be the place where student teacher from a university conduct teaching practice) to choose teachers who are willing to guide the student teachers and know how mentoring process should be conducted.

Since mentoring process involves both mentor teachers and student teachers, student teachers' competency should also be a consideration. It is highly recommended for university to reconsider what student teachers should learn in the university so that they are ready to face the real teaching situation. It is also recommended for university to conduct a mentoring training for mentor teachers. It is because this study found that not all mentor teachers knew how to conduct mentoring process.

5.3 Limitation of Study

Observation time was the primary limitation of this study. Teaching practice was conducted for around two and a half month. However in half of teaching practice period, teaching and learning process was not effective because of fasting month and Ied holiday. As a result time for observation was only around one month. Therefore, researchers who are interested in conducting this type or research should allocate and arrange the time better.

Classroom observation was conducted when student teachers performed in the classroom. The observation for one student teacher was always conducted in the same classroom so that the result was less varied. It is better for future research to observe different classroom for each student teachers.

The participants of this study consist of mentor teachers from one school and student teachers from one university. As a result, the result of this study could not be

generalized in a wider scope. To make a generalization in a wider scope, it is better if the next study take participants from different schools and universities.

5.4 Suggestion for Further Study

Further study concerns in what student teachers should be able to do is still needed. In this study, student teachers' preparation is not included in this study. What students learned during their study at the university and how their learning make them ready to face the real teaching situation is also needed because it relates to student teachers skills and competence.

This study did not see how successful student teachers' performances were from their students' perspective; therefore, it is suggested that for further research the researcher need to see how successful student teachers' performances were from students' point of view.

This chapter has presented the conclusion of the study. The conclusion also includes recommendation, limitation of study, and suggestions for further study.