

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions of the present study. There are two parts in this chapter. The first part presents the major findings of the study. The second parts deals with the suggestion for further study.

5.1 Conclusions

The present study serves as an attempt to investigate the performance of the three English pre-service teachers of Indonesia University of Education in the pre-service teaching program and the benefits and challenges the three English pre-service teachers faced during the program. The focus of the performance was on the three participants' performance when conducting teaching-learning process in the classroom. It covers four domains of teaching which are: preparation, presentation, instruction and classroom interaction, and interpersonal skills.

The findings of the study reveal that the three participants showed their competence in aspect of professional teacher: technical knowledge: subject and pedagogic knowledge, pedagogical skills, and interpersonal skills. The study concludes that the three participants fulfilled the qualities of good English language teachers and can be good and promising candidates as future teachers. This result suggests that the pre-service teaching program is still a compulsory subject for the students of the English Education Department because it provides students with rich experience of teaching for them.

Moreover, the study shows that the pre-service teaching program provided many valuable experiences for the student-teachers especially the experience of teaching and the opportunities to link theory into practice. These findings indicate that the program influences the participants' knowledge of teaching and the improvement of their teaching performance in the future.

The investigation of the challenges of the pre-service teaching program reveals that the participants faced many difficulties. The observation data seems to show that they faced difficulties almost in the four domains of the teachers' performance assessment, which were preparation, presentation, instruction and classroom interaction, and interpersonal skill. Meanwhile, the questionnaire and interview data shows that the participants mainly faced difficulties in the domain of presentation, and instruction and classroom interaction. This finding suggests that the supervision of the school-teacher supervisor and collage lecturer needs to be improved since it plays significant effect to effectiveness of the program: they could provide assistance for the pre-service teachers to solve the challenges or difficulties faced by them. Besides that, the program should give opportunity to the pre-service teachers to observe the performance of the school-teacher supervisor's teaching performance in advance in order to give them prior knowledge or point of view of the real situation of teaching.

5.2 Suggestions for Further Study

This case study investigated the performance of three English pre-service teachers in Senior High School 8 in Bandung. Thus, the result of the study can not be generalized into a large scope. Therefore, the future study is suggested to investigate the performance of the English pre-service teachers not only in one school but in two or three schools in order to see and compare the performance of the English pre-service teachers from different setting. Consequently, the result of the study can give more advices, advantages and can be more useful for the improvement of the curriculum of the English Department of Education in Indonesia University of Education.

Furthermore, this study also investigated the benefits and challenges of the pre-service teaching program faced by the three participants in this research. Hence, the result can not also be generalized. Further study can investigate the benefits and challenges of the program from larger participants in order to get more eligible information about the program. As a result, it can provide more information for the

effectiveness improvement of curriculum in English Department in the University and the pre-service program in particular.

Moreover, the program of the pre-service teaching is only held once in a year and spends three months of full participation of the student-teacher in a school. Hence the time for a study is very limited. Therefore, further study should anticipate it by preparing the study and all the instruments required for the study in advance.

