Chapter V

CONCLUSION and SUGGESTIONS

This chapter presents the conclusion of this study about the students' perception on Teaching Practice which derives from the discussion of the previous chapter.

5.1 Conclusion

The goal of this study is to find out the students' perception on Teaching Practice before and after their joining Teaching Practice. The subjects of this study were 26 student-teachers of English Education Study Program (EESP) of Widya Mandala Catholic University Surabaya (WMCUS) batch of 2012/2013 who already joined and passed Teaching Practice in 2015/2016. To find out the student-teachers' perceptions on Teaching Practice, the students were asked to fill the questionnaire with 50 statements on it. The closed-ended questions were used in this study that the student-teachers were given two options either yes or no to the statements given. After the questionnaire collected, the semi-structured interview was conducted to dig more information from the questionnaire before. The participants of the interview were chosen from the score of Teaching Practice.

The findings showed that the majority of the students had positive perception on Teaching Practice either before they joined or after they joined Teaching Practice. For pre-registration before the students joined Teaching Practice, the students' perception was above 80% which was for the procedure;

moreover, it changed after they joined Teaching Practice. The students' perceptions after they joined Teaching Practice on pre-registration became above 84% which was for the requirement. For the registration and placement, the students' perception was also quite good both before and after they joined Teaching Practice. Before the students joined Teaching Practice, the lowest percentage of the students' perception was 73% on permission and after the students joined Teaching Practice, the lowest percentage was on permission but it became 88%. From the result of the questionnaire, it showed that the students perception before they joined Teaching Practice has been good enough and it became much better after they joined Teaching Practice.

It was proven on the interview. The students had good perception on Teaching Practice before they joined Teaching Practice, but they thought that Teaching Practice was a scary program they need to face for 36 days at the real school. At the end, after the students joined Teaching Practice, their perception changed. Teaching Practice became a great experience they ever had.

Overall, the students' perceptions before their joining Teaching Practice were very good and changed to be much better after their joining Teaching Practice. It can be concluded that Teaching Practice gave a lot of contribution on the student-teachers' life. Through Teaching Practice, the student-teachers can develop their teaching skill and put the theories they ever had in university into practice in the real school with the real situation. In fact, Teaching Practice was not a scary program like what the student-teachers thought before. It was ended with the great experiences.

5.2 Suggestions

The suggestions are addressed not only to the lecturer and TPL but also to the next researchers who are interested in conducting the study on the students' perception on Teaching Practice.

1. For the lecturer and Teaching Practice Laboratory (TPL)

    The lecturer especially who became Teaching Practice advisor should have their time to give consultation to the student-teachers who wanted to ask some suggestions for their lesson plan. Even the Teaching Practice advisors were busy; the student-teachers should have the consultation about their lesson plan and given some suggestion to develop. Because the lecturer agreed to become one of the Teaching Practice advisors, they should spare their time.

    For Teaching Practice Laboratory (TPL), the students' placement was transparent and fairly enough. It can be fairer if the students' placement can be done by the lottery. For the registration, the students only chose and wrote the school's name given on the form. It meant that the students should choose the school what they wanted faster than other, before the other chose it. It would be jealous to the students who got the school's they wanted. By lottery, it would be fairer and no jealous feeling on each other; however, the random placement should take into account to the students' needs.

2. For the next researchers

    The next researcher is expected to distribute the questionnaire before the students joined Teaching Practice, so the data can be more valid. It should be given before the students joined Teaching Practice because the students can still remember their thought and opinion about Teaching Practice before they joined. The next researcher can also dig more information through the school of Teaching Practice, advisor of Teaching Practice, the tutor of Teaching Practice and the partner of Teaching Practice. So, the researcher can get more information about Teaching Practice and it can be the suggestion to the English Department and the Teaching Practice Laboratory (TPL).

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