

Chapter V

CONCLUSIONS AND SUGGESTIONS

This chapter presented the conclusions and suggestion based on the theory and findings of the study. The conclusion presented the answers to the statement of the problem in chapter one. The suggestions served as an input for both the department and future Teaching Practice program participants.

5.1 Conclusions

1. As stated in the first chapter, one of the objective of this study was to find the merits of Teaching Practice that motivated the students to be English Teachers the most. Data obtained from the questionnaire indicated that there were three major elements from Teaching Practice that significantly affect students' motivation to be English Teachers, which were: the experience of being a teacher, the schools' learners, and the tutor. All these three merits of Teaching Practice were the aspects of Teaching Practice Process, thus it can be concluded that the process of Teaching Practice was the most influential stage of Teaching Practice in motivating the students to be English teachers.
2. As the second objective of the study was to find how the merits of Teaching Practice motivated the students to be English Teachers, the writer have discussed how these three merits that have significant impact on students'

motivation to be English teachers. Through daily teaching-learning activity and teacher trainees' love for their school learners, the aspect of school learner had become one of the most influential merit that motivated the teacher trainees to be an actual English Teacher later on. This phenomenon was also supported by the existence of tutor (*guru pamong*) who accompanied the teacher trainee during the Teaching Practice period. The existence of a tutor was crucial for the teacher trainees as tutor was the one who was able to give immediate help to the teacher trainees when faced with working problem. Moreover, the role of tutor did not stop there. Tutor also acted as the model for the teacher trainees to learn from. These two big influential merits and the other merits from Teaching Practice adds up to the bigger picture of the whole Teaching Practice process. Teacher trainees would not be motivated if it were not for the Teaching Practice program itself. Teaching Practice program made room for the teacher trainees to apply what they have learned in the actual school classroom situation, to improve themselves based on the feedback and suggestions they received either from their Teaching Practice advisor or their tutor, and to be able to experience what actual working field (interacting with colleague, taking care of both administration and non-administration task, leading teaching-learning activity in classes, acting properly in the society, and teaching self-discipline to oneself) felt like.

5.2 Suggestions

1. Teaching Practice is a very good opportunity for those who really want to be English Teachers. Teaching Practice provide the source to hone the expertise in teaching as well as the real atmosphere of being a teacher. Therefore, for the next Teaching Practice participants who have passion to be English Teachers, the writer suggests to participate in the program seriously and learn as many things as possible, because Teaching Practice would most likely teach the participants how to be the real teacher. For those who do not have the passion to be English Teachers, the writer still suggests to participate in program and enjoy the program as it is, because Teaching Practice program has the capacity to provide the aspects that will be needed in preparing oneself for other professions as well.
2. Teaching Practice Laboratory have received plenty of compliments from the teacher trainees. Therefore, the writer could only suggest the TPL to keep up the good work in assisting and motivating the future Teaching Practice participants.
3. A consideration for the next study, the writer suggested to seek for more variables which could affect students' motivation to be English Teachers, either it is from within the Teaching Practice or from the outside. The next researcher can also pay attention more on the interview subject on collecting the data, such as Lecturers, TP Advisors, Tutor (*guru pamong*), School Principle, or even Alumni, as it would provide deeper significance in comparison to questionnaire. Additionally, in case of this study, the findings

shows that majority of the respondents did not want to be English Teachers. Therefore, the writer suggests that the next researcher could delve deeper into the issue.

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