CHAPTER V

CONCLUSION AND SUGGESTION

This chapter covers the conclusion and suggestion of this study about the English Department students' perception on the implementation of Introduction to School Field Experience I which is collected from the previous chapter.

5.1 Conclusion

In this study, the writer would like to reveal English Department students' perception on the implementation of Introduction to School Field Experience I. There are 60 English Department students' batch 2016 and 2017 that had passed the program participate in this study. To achieve the aim of the study, the participants are asked to fill a questionnaire. Close-ended and open-ended questions are used as the items in the questionnaire which will reveal their perception on the implementation of Introduction to School Field Experience I. Afterwards, 8 out of 60 participants are chosen randomly to be interviewed.

Based on the data analysis conducted by the writer, the results lead to the following findings: (1) most of the participants had positive perception on the preparation of Introduction to School Field Experience I, (2) most of the participants had positive perception on the process of Introduction to School Field Experience I, and (3) most of the participants had positive perception on post of Introduction to School Field Experience I. The conclusion from the findings is that most of the participants have positive perception on the implementation of Introduction to School Field Experience I.

For the preparation, it can be concluded that the Teaching Practice Laboratory is the reason why 81% of the participants had positive perception. It is proven in the interview that the existence of Teaching Practice Laboratory is very essential especially for the administration process. Also, based on the participants' explanation in the interview, Teaching Practice Laboratory had given a clear explanation in the orientation which was a big help for the participants. Due to that reason, the participants could prepare well for the Introduction to School Field Experience I.

Regarding the process of Introduction to School Field Experience I, all of the participants think that the most important topics to be observed are the rules and regulations of the school, the class, and the positive habituation practices. Besides, all participants also think that keeping a good relationship with all of the personnel at the school is necessary. Nevertheless, the writer found that some participants did not think it is necessary to observe a meeting at the school. Besides, the minority of the participants also thought that the schedule given was not appropriate.

Post the Introduction to School Field Experience I, most participants response positively about the need for guidance from the advisor and the mentor. Not only that, but the majority of the participants also aware of the necessity to make the report on their own. Besides that, almost all of the participants thought that they had enough time to make the report.

In the end, the analysis from the questionnaire and the interview lead to the conclusion that the most participants have positive perceptions towards the program. From this outcome, the writer has found the answer for the research question *"What are the English Department students' perceptions on the implementation of Introduction to School Field Experience I?"* The main conclusion that can be drawn is

that most of the English Department students have positive perception on the implementation of Introduction to School Field Experience I.

5.2 Suggestion

Based on the findings of the study, the writer provides suggestions to the Teaching Practice Laboratory which manages the Introduction to School Field Experience I program and the future researchers who want to make a similar study.

5.2.1 For the Teaching Practice Laboratory

The findings lead to the conclusion that most of the participants think the orientation given by the Teaching Practice Laboratory's was clear enough. Nevertheless, the writer found in the interview that the orientation was not understandable enough for some participants. A participant explained the reason behind this was because of the person who supposed to be the speaker was replaced by another person. Since the person who substitutes the original speaker did not remember the details of the things that should have been delivered, some participants could not prepare themselves well. Therefore, the Teaching Practice Laboratory is suggested to choose a speaker who can deliver the material well in the orientation.

In addition, some participants thought that there were some wrong explanations in the guidebook of Introduction to School Field Experience I. For example, one participant stated that the English terms for Introduction to School Field Experience I was not correct since it represented the previous field

experience program. In conclusion, it is suggested for the Teaching Practice Laboratory to revise the guidebook of Introduction to School Field Experience I.

5.2.2 For the Future Researchers

The writer suggests that there will be more researchers that have a similar topic about School Field Experience. Besides, it is recommended for the future researchers to investigate more aspects related to Introduction to Introduction to School Field Experience I. In addition, it is best for the next researchers to try different instruments and subjects to gain more information about the implementation of this program.

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