

Chapter Five

Conclusion and recommendation

This chapter presents the conclusion and recommendation of this research. The conclusion discusses the result of the findings based on data collection, while the recommendation presents some suggestions for pre-service teachers, the institution, and future researchers. The following section explains the conclusion of the study.

Conclusion

The objectives of this research were to find out how the pre-service teachers implemented their lesson plan in the teaching practice. In addition, the study aimed to investigate what the challenges was faced by these pre-service teachers in implementing the lesson plan in their teaching practice. Several aspects were taken into account to find out how students of EED UMY implemented their lesson plan during their teaching practice. These aspects were the objective(s) of the lesson, the teaching media, the activities and the assessments.

The finding of the first research question revealed that almost all the aspects which were observed in teaching practice from each participant showed different results. Referring to the aspects that were observed during the teaching practice such as the objectives, teaching media, the activities, and the assessments, it can be assumed that almost all of these aspects in lesson plan were implemented by each participant. Three participants were found to be successful in implementing the lesson plan in their teaching practice. However, sometimes some aspects of the lesson plan

such as the objectives of the lesson and the assessments were not implemented due to some reasons, and these reasons were mostly related to some problems happened during the teaching practice. These problems or challenges then become the findings of research question 2. The following explanation would be presented as follows.

The finding of the second research question showed that there were four challenges faced by EED UMY students in implementing lesson plan during teaching practice. These findings were related to 1) forgetting the sequence activities of lesson plan, 2) managing time, 3) managing classroom, and 4) lacking preparation prior to teaching practice. The following paragraph summarizes why and how these challenges emerged during their teaching practice.

The first challenge of implementing lesson plan was connected to forgetting the sequence activities of lesson plan. Consequently, the activities written in the lesson plan were not fully implemented. The second challenge encountered in implementing lesson plan was managing time. This problem occurred because the participants sometimes misallocated the time, ran out of time, or spent too much time in handling the students. Next, managing classroom became one of the challenges in implementing lesson plan. It was because the teacher faced disruptive students and the teacher received lack attention from the students in the classroom. Finally, lacking preparation prior to teaching practice happened when implementing the lesson plan because the teachers did not check the lesson plan, felt nervous when facing the students, and felt confused if the problems occurred.

Recommendation

Referring to the conclusion about the implementation of lesson plan by EED students of UMY in teaching practice, this research provides some suggestions for pre-service teachers, teachers, for institution, and future researchers.

Pre-service teachers. The researcher suggests for all pre-service teachers to improve their teaching skills in the classroom. To improve the teaching skill they have to focus and consider the plans in the lesson plan to be implemented in teaching practice. Thus, based on the result of this research, one of problems that faced by pre-service teachers is managing the time. Therefore, pre-service teacher should be careful to determine the objective(s) of the lesson and allocate the time in the lesson plan. Both of them are very potential influence towards the implementation of lesson plan.

Teachers. The teachers are suggested to be more responsible in monitoring pre-service teachers in teaching practice. Based on the result of this research, there are some aspects that did not implemented. For example, the objectives of the lesson which the pre-service teacher wrote are not sync with the lesson. Thus, the teacher should be able to check the lesson plan made by the pre-service teacher earlier before they do teaching practice. Thus, the teachers also need to observe while the pre-service teacher teach in the classroom. In addition, the teachers should give a feedback and evaluate pre-service teacher's teaching practice in order to make pre-service teachers improve their teaching skills.

Institution. The researcher suggests the institution, in this case the EED UMY, to support the pre-service students in their teaching practice program. The institution should facilitate students in terms of knowledge such as give a clear idea of teaching practice. For example, there is a briefing on how to give a clear idea of how to make a good lesson plan prior to teaching practice, how to handle any situation in the classroom and how to present the lesson well in the classroom.

Future researchers. The researcher recommends the future researchers to conduct other topics dealing with the implementation of lesson plan. The future researchers were suggested to elaborate the previous research with the new objective. The topics should be focused on the designing of the lesson plan and its implementation in the teaching practice. In addition, the future researchers are suggested to focus on the challenges in implementing lesson plan and find its strategies to solve the problems.