

CHAPTER FIVE

CONCLUSION, IMPLICATION AND RECOMMENDATION

This chapter provides the conclusion to conclude the research findings.

The next is implication, implication of the research that might be useful for the lecturers, other researchers, and the readers. Besides that, recommendation for the lecturers of English Education Department and further research will also be presented

Conclusion

This study aims at investigating participants' perceptions toward their pedagogical competence. In this study, participants were asked to deliver their arguments by participating in semi-structured interview. The study on pre-service teacher's perceptions toward their pedagogical competence is important to be studied since it discussed about pedagogical skill achievement gained by pre-service teachers during performing Teaching Practice (Richter, 2009), (Yukseki cited in Meltem, 2012), (Bell & Robinson, 2004; Britzman, 1986). Based on participants' perceptions, there are 10 information could be highlighted.

Summary of Participants' Perceptions toward Teaching Practice

	Participant					
	1	2	3	4	5	6
1. Perceptions on understanding students' characteristics	√	√	√	√	√	√

2. Perceptions on understanding theory and learning principle				√		
3. Perceptions on developing curriculum	√	√	√	√	√	√
4. Perceptions on conducting educative learning activity	√	√	√	√	√	√
5. Perceptions on using current information for the sake of learning	√	√	√	√	√	√
6. Perceptions on using technology media for the sake of learning	√	√	√	√	√	√
7. Perceptions on communicating effectively	√	√	√	√	√	√
8. Perceptions on conducting assessment and evaluation		√			√	√
9. Perceptions on utilizing learning outcome		√			√	√
10. Perceptions on conducting learning reflection		√			√	√

From the table, it can be inferred that participants throughout semi-structured interview hold 6 of 8 items of pedagogical competence. The most significant achievement of participants' pedagogical competence are understanding students' characteristic, curriculum development, educative learning activity, current information, technology media, and effective communication. In other hand, there is only one participant who revealed that theory and learning principle were applied. It indicated that most participants understanding about theory and learning principles did not improve significantly. Further, perceptions on conducting assessment and evaluation, utilizing learning outcome, and conducting learning reflection held the equal answer for those who

stated assessment and evaluation were employed and for those who stated were not. However, the reason not to employ any assessment and evaluation, utilizing learning outcome, and conducting learning reflection were caused by the time allocation of teaching. Participants did not have many time allocations for teaching, so it caused them not perform assessment and evaluation.

Finally, the study on pre-service teachers' perceptions toward their pedagogical competence found general findings of the study. There are two result findings that are attempted to be answered:

1. What are students' perceptions toward their pedagogical competence in pre-teaching?
2. What are students' perceptions toward their pedagogical competence in while-teaching?
3. What are students' perceptions toward their pedagogical competence in post-teaching?

The first general finding studied on pre-service teachers' perceptions toward their pedagogical competence in pre-teaching. Peacock (2001) with his theory revealed that many pre-service teachers just taught the learning materials. This theory may be broken down as shown in the table above. The table revealed that all participants had understood that there are many points of teaching that should be taken attention. They did not only focus on delivering the learning materials but also other aspects of teaching.

The next general finding studied on pre-service teachers' perception in while-teaching. All participants assumed that they were able to perform their pedagogical competence in while-teaching activities. It indicates pre-service teachers can get good improvement in undergoing teaching activities.

The last research question asked the pre-service teachers' perceptions toward their pedagogical competence in post-teaching. Conducting assessment and evaluation, utilizing learning outcome, and conducting learning reflection held the equal answer, 3 participants argued that they assessed the student by conducting assessment and evaluation in every final teaching class and also perform some reflection to assess the learning achievement. Otherwise, other 3 participants never performed assessment and evaluation, utilizing learning outcome, and conducting learning reflection. The reason not to perform those pedagogical competences is because school supervisor did not provide adequate time allocation of teaching so that it impacted to a number of participants' teaching allocation also. In the final of this chapter, 6 of 8 items of pedagogical competence have explicitly revealed that participants' pedagogical competence through this research generally improved.

Implication

This study was aimed to seek the pre-service teachers' perceptions toward Teaching Practice. Based on the data gathered this research findings have some implications. Firstly, only one student masters practical theory and is able to translate into practice. It implies that teaching and learning process where the pre-service teachers study about pedagogical competence should incorporate and

provide more space to discuss theoretical bases. Secondly, the findings indicate that pre-service teachers have shown their competence in understanding students' characteristics, developing curriculum, conducting learning activities, using existing information for teaching, utilizing technological media and communicating effectively. This implies that the process of teaching and learning in the university should be maintained and or be enhanced so that students who learn will still obtain the competences appropriately and better.

Recommendations

Based on the findings of the research, the researcher lays several recommendations. The researcher addresses the recommendations to the lecturers, and also the other researchers for the sake of future research.

For the lecturers of English Education Department. The students could not perform successfully all points of pedagogical competence such as understanding theory and learning principles including conducting assessment and evaluation. These could be the next lecturers' concerns. The lecturers of English Education Department could provide more exercises and also give more teaching workshop to the students. It is expected by providing such exercises and workshop; future students may have better competence in these aspects. As a result finding, most students could not use any theory and learning principles while teaching whereas this is one of the primary points that should be implemented in Teaching Practice. Moreover, the lecturers also need to confirm to the school's committee related to the students' obligations that should be fulfilled while Teaching Practice is running.

Recommendation for Future Studies. The researcher welcomes other researchers who are willing to conduct research on the similar topic to have more explorations. They can develop the number of research participants, or methodology of the research.