

Chapter Five

Conclusion and Recommendation

Conclusion

The aim of this research was to figure out teaching skills which should be mastered by pre-service teachers and factors internal and external factors trigger pre-service teachers which want to improve teaching skills. There were three research questions in this research. The first research question was "What kinds of teaching skills should be mastered in doing the internship program perceived by ELED at one of the private universities in Yogyakarta pre-service teachers?" The second research question was "What internal factors trigger ELED at one of the private universities in Yogyakarta pre-service teachers to improve their teaching skills during the internship program?" The third research question was "What external factors trigger ELED at one of the private universities in Yogyakarta pre-service teachers to improve their teaching skills during the internship program?"

This research used qualitative research method and descriptive qualitative research to analyze the data. This research was done at English Language Education Department of Universitas Muhammadiyah Yogyakarta. This research involved three female pre-service teachers batch 2014. Then, there were four questions followed by follow up questions that were used for the interview. To analyze the data the researcher used descriptive qualitative to answer the research question.

The first finding of this research was about kinds of teaching skills that should be mastered in doing the internship program perceived by ELED at one of the private universities in Yogyakarta pre-service teachers. The findings showed that there were three main categories of skill that should be mastered by pre-service teachers in doing the internship program. The first skill category was skills before teaching including skill to make a lesson plan, skill to know the purpose of teaching, skill to prepare teaching media, skill to prepare teaching material, skill to decide the material, skill to understand English language skill, and skill to apply teaching theory. The second skill category was about skills while teaching including skill to manage time, skill to grab the student's attention, skill to know students' character, skill to handle the students, and skill to deliver the material. The third skills category was about skills after teaching including skill to give question and answer, skill to give exercise, skill to review the material, skill to give homework and skill to evaluate the teaching.

Then, the second finding of this research was about internal factors trigger ELED at one of the private universities in Yogyakarta pre-service teachers to improve their teaching skills during the internship program. The findings showed that there were five internal factors trigger ELED at one of the private universities in Yogyakarta pre-service teachers to improve their teaching skills during the internship program. The internal factors were interest to do teaching activity, want to become a teacher, want to make students understand, feeling shy, and want to apply teaching theory.

Then, the last finding of this research was about external factors trigger ELED at one of the private universities in Yogyakarta pre-service teachers to improve their teaching skills during the internship program. The findings showed that there were

seven external factors to improve teaching skill in the internship program. The external factors were students' habit, school's facility, technology development, in-service teacher's command technology development, school's habit, scholarship, and lesson plan.

Based on the research's findings, the researcher found teaching skills should be mastered as perceived by ELED at one of the private universities in Yogyakarta pre-service teachers as well as the internal and external factors trigger them to improve teaching skills. The internal factors are the motivation from pre-service teachers in improving teaching skills by themselves. Then, the external factors are the motivation from the external area such as school and technology. Both of two factors have effect to trigger them in improving teaching skills. Thus, it can be concluded that these two factors have a contribution for pre-service teachers to improve teaching skills.

Recommendation

Pre-service teachers. The researcher recommends for pre-service teachers to make a preparation before teaching. For example, lesson plan, teaching media, and teaching material. The well-prepared teaching can support pre-service teachers when they were teaching, so pre-service teachers will be easier to do the activity of teaching and learning process. Moreover, by finding the factors, pre-service teachers can enhance their motivation to teach and do teaching and learning activity.

Lecturers. The researcher recommends for the lecturers to help pre-service teachers figure the problems they face when they do teaching practice in the internship program. The lecturers can give the students more knowledge in teaching in order to help pre-service teachers improve their teaching skills by looking at the result of this

research. Additionally, by knowing the factors in this research, the lecturers can use it to give pre-service teachers a motivation to teach.

Institution. The researcher recommends the institution to improve the internship program with the activity that can support pre-service teachers in teaching. By considering the factors found out by the researcher, the institution can prepare pre-service teachers for the way to teach. For example, pre-service teachers conduct the micro teachings before pre-service teachers do teaching practice in the internship program.

Future researcher. The researcher recommends the future researcher to use this research as their guideline to make their research about some areas in internship program that need investigation for the research. The result of this research can be their new information for their research. Moreover, this research only investigated and focused on teaching skills which should be mastered by ELED of UMY pre-service teachers and factors to improve their teaching skills. Therefore, the next researcher can discuss more about the other aspects of the internship program.