

Chapter Five

Conclusion and Recommendations

In this chapter, the researcher presents conclusion and recommendations from this study. The first part is conclusion, and the second part is recommendations which are addressed for pre-service teachers, school teachers, supervisors and institutions, and the next researchers.

Conclusion

Teaching practice is a program for students to practice teaching in the context of education based on the experiences and theories they have learned in the university. Students at ELED of private university in Yogyakarta must follow the teaching practice program which is called as internship program. They teach students starting from elementary school, junior high school, and high school. Before the pre-service teachers carry out teaching practices, they did coaching first with the supervisor to explain what to do in teaching. The researcher experience the difficulties during teaching practice during the researcher's internship program. Some pre-service teachers also experience the same difficulties. The aims of this research are to find out the feelings felt by pre-service teachers when teaching practices, to discover the challenges faced by pre-service teachers during teaching practice, and to know the strategies used y pre-service teachers to overcome the problems.

The researcher used qualitative research method, because the researcher wanted to explore more about the problems related to teaching practice, and the researcher can understand the feeling, the challenges, and the strategies in detail. By using qualitative research method, the researcher can understand the social life of participants better. The method under qualitative research used descriptive qualitative as the research design. The participants of this study were four students from ELED of a private university in Yogyakarta batch 2015. They were chosen, because they finished practicing teaching so they had experience in teaching practice. The researcher collected the data from participants by interviewing the participants.

The findings of this study in accordance with the first research question was about their feelings when practicing teaching. Based on the data obtained from the participants, pre-service teachers feel happy, demotivated, and challenged in doing teaching practices. The second research question is about the challenges faced in teaching practice. Based on the findings, the challenges were limited time for observation, difficult to know the students' characteristics and needs, lack of coordination between pre-service teacher and schools teacher, unmatched schedule between pre-service teachers and school teachers, poor teaching management, difficult to choose the appropriate teaching material, and lack of facilities support.

The last findings of this study was the strategies used by pre-service teachers to cope with challenges in teaching practice. The strategies were making time for observation, knowing students' need, creating something different in teaching

practice, setting a good schedule and backup plan. The strategies mentioned based on data from participant and related to the challenges faced by pre-service teachers in doing teaching practice.

Recommendations

Based on the research findings and the research significance, the researcher formulated the recommendations which are addressed for pre-service teacher, school teacher, supervisors and institution, and the next researcher. The recommendations are presented below:

Pre-service teachers. The researcher suggests the next pre-service teachers to understand the teaching practice better and understand the material given during coaching with the supervisor. Based on the findings, the pre-service teachers must know the challenges that will be faced when teaching practice and the right strategies to deal with the challenges.

School teachers. Based on findings, school teachers should pay more attention to pre-service teachers when they teach. School teachers should provide feedback for pre-service teachers so that school teachers can evaluate pre-service teachers during teaching practice. In addition, school teachers must be better at arranging teaching schedules for pre-service teachers so that pre-service teachers have better preparation in preparing the material they will teach.

Supervisors and institution. Supervisors and institutions should provide detail information about teaching practice to pre-service teachers, and supervisors must also have a good relationship with the pre-service teacher so that pre-service teachers can easily ask about the difficulties they face during teaching practice.

The next researcher. This research is also recommended for future researchers who want to do research related to teaching practice. The researcher hopes further research will discuss this topic more deeply. The researcher also hopes that further research will be able to enrich the data to explore perceptions, challenges, and strategies during teaching practice.