

## **Chapter Five**

### **Conclusion and Suggestion**

This chapter discusses the summary of this research. It concludes all of chapter from the first chapter up to fourth chapter. It also discusses about the suggestion of this study to the readers.

#### **Conclusion**

Teaching is basically delivering materials or lesson to the students, making interaction with them and making students' understand the lesson at the end. To conduct teaching and learning process, teachers need a lesson plan. Lesson plan is very essential in teaching and learning process. It is created by teachers to guide their teaching to the students in the classroom. Most of pre-service teachers of English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY) use lesson plan to conduct teaching and learning process in the internship program.

Descriptive qualitative was applied in this study. This study was conducted at SMA Muhammadiyah 6 Yogyakarta with the number of participants are three participants consisted of three females. They were pre-service teachers of EED of UMY batch 2013. The researcher collected the data by conducting observation and interview. Then, the researcher analyzed the data by using coding analysis.

There were some activities in the lesson plan that had been implemented and had not been implemented well. There were some activities in the lesson plan that had been implemented by pre-service teachers of EED of UMY. Those were objectives of the lesson, opening activity, developmental activity, and closing

activity. In addition, there were some activities in the lesson plan that had not been implemented by pre-service teachers of EED of UMY. Those were teaching aids, taking attendance (opening activity), summary of lesson and feedback of lesson (closing activity), and time allocation.

Furthermore, there were some problems faced by EED of UMY pre-service teachers on the implementation of lesson plan at SMA Muhammadiyah 6 Yogyakarta. Those problems were pre-service teachers did not use teaching aids based on lesson plan, some activities were not implemented well as written in the lesson plan (giving motivation, taking attendance, giving summary of the lesson, giving feedback of the lesson, giving homework), and time allocation was not fulfilled well as stated in lesson plan.

Moreover, there were some strategies used by EED of UMY pre-service teachers to overcome those problems on the implementation of lesson plan. The strategies used were using alternative teaching aids to conduct teaching and learning process, adjusting some activities written in the lesson plan (understanding the lesson to motivate the students' learning, taking attendance in the end of the class, guiding students to summarize or conclude the lesson, canceling to give homework to the students, and asking students one by one and making group activity to give feedback of the lesson), and re-arranging time allocation. In addition, there were two emergent themes in this study. Pre-service teacher A (PSTA) canceled the homework that had been planned in the lesson plan. There was a regulation from the principal of the school that it did not need to give the homework because PSTA had not been sure to teach at the same class and meet the same students again. Besides, pre-service teacher B (PSTB) and pre-

service teacher C (PSTC) took attendance in the end of the class. Generally, three of the participants could implement their lesson plans well.

### **Suggestion**

Based on the result about implementation of lesson plan of EED of UMY pre-service teachers' batch 2013, this study provides some suggestions for pre-service teachers, teachers, an institution and other researchers.

**For pre-service teachers.** The pre-service teachers are suggested to improve their teaching skills. The ways how to improve their teaching skills are focusing on their plans in the lesson plan to be implemented at the classroom. Furthermore, the pre-service teachers should be careful of preparing the teaching aids and managing the time. Both of them are extremely influenced towards the implementation of lesson plan.

**For teachers.** The teachers are suggested to avoid the problems in teaching and learning process. The teachers should need to observe the pre-service teachers who teach the students at the class. In addition, the teachers should give feedback to the pre-service teachers about their teaching skills. However, the pre-service teachers still learn about how to be a good teacher so that the teachers should be able to give their experiences of teaching to the pre-service teachers.

**For institution.** The researcher are suggested the institution to support the students in internship program. The institution should facilitate the students. The institution should also make communication well with students' university who joined internship program.

**For other researchers.** The other researchers are suggested to conduct the same research in depth in the future. The topic should be focused on the

implementation of lesson plan, too. The topics should be on how to design lesson plan to conduct teaching and learning process.