

Chapter Five

Conclusion and Recommendation

This chapter consists of two sub-topics. The first one is conclusion and the second one is recommendation.

Conclusion

Teaching practicum is a good program for pre-service teachers. It is provided at the English Education Department of UMY. This program comprises two sections. The first one is coaching. It is the program introduction of what and how teaching practicum at school will be. The next one is teaching practicum itself. It is the real teaching for pre-service teachers. During coaching until teaching practicum, pre-service teachers will be guided by one mentor (a teacher from the school) and supervised by the supervisor (a lecture from the university).

This research used qualitative research design. It was conducted at the EED of UMY with three participants from different batch. This research data were collected by interviews and the data were analyzed by coding. The coding has three steps, namely open coding, axial coding, and selective coding.

This research revealed factors affecting pre-service teachers' success on the teaching practicum. There were various factors mentioned by the participants. All the factors were categorized by the researcher. There are three factors. The first factor is personal, the second factor is school, and the last one is university.

The first one is personal factor. This factor consists of stress, assignments, personal pressure and gender. There was only one participant who felt somewhat stressed. It was female and she already found the way to solve it. The third participant is male. He did not get stressed at all. He enjoyed the class even though he said that the students were really kiddy. The second participant was female and she did not mention any personal pressure.

The second factor is school factors. All of the participants agreed that the school influences the practicum success. School factors consist of the mentor, assignments, and classrooms. The mentor is related to the relationship and communication among pre-services teachers and the mentor in learning context. Assignments were related to pre-service teachers' class preparation such as materials, lesson plan, teaching methods or strategies. Classrooms are related to the students and class condition.

The third factor is university. It is related to the supervisor and teamwork among pre-service teacher. The supervisor has relationship and communication in learning context. It shows how supervisor influence the teaching practicum. The next finding is teamwork. Two of three participants agreed that they did the practicum in a group. They prepared the class or materials in a group. They shared the problems and the information. They had good teamwork and it really helped pre-service teachers to solve the problems. All of the participants agreed that the supervisor and university influence the practicum.

Recommendation

Based on the results of this research, the researcher provides some suggestions. There are suggestions for pre-service teachers, the school and mentors, the university and supervisor, and other researchers.

Pre-service teachers. The researcher suggests the next pre-service teachers to be more updated on the practicum or coaching information. They should reinforce their communication among pre-services, the mentor, and the supervisor. The information should be shared as soon as possible.

School and mentors. School and mentors should facilitate pre-service teachers. The school should care of pre-service teachers and should give facilities at least a room for teaching. Then, the mentors can guide pre-service teachers, give evaluation after each teaching practicum, observe pre-service teachers while they teach, and give feedbacks of their teaching.

University and supervisors. The university and supervisor should share the information with pre-service teachers, create good communication so that everyone feel free to ask or discuss practicum problems, and spend time observing pre-service teachers' teaching progress.

Other researchers. The researcher suggests the next researchers to continue this research deeper in different focuses of level teaching practicum.