CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of the study and the suggestion from the researcher on the analysis of feedback implementation by student teachers at C practice teaching class.

A. Conclusion

Based on the findings from three research problems that have been presented in the previous chapter, there are a number of points that can be concluded. Those points are elaborated as follows:

1. The total of lecturer's feedback dealing with five selected teaching skills received by each student teacher was different. There were 8 student teachers receiving 5 up to 12 feedback, and there were 4 student teachers gaining only 1 up to 3 lecturer's feedback relating with those five selected teaching skills. Furthermore, several student teachers gained feedback focusing on the same topic and some of them received dissimilar topic in the component covered on five selected teaching skills. It probably happened since lecturer knew more on which parts that should be given feedback after observing student teachers' performances. Besides, the researcher found that not all components covered on five selected teaching skills were given feedback by the lecturer. In conclusion, there were several components gaining more

- attention from the lecturer rather than the other components in five selected teaching skills.
- 2. From 13 student teachers who were the subject of this study, there are three classifications found by the researcher. The first classification shows that there were 38, 5% or 5 student teachers who had succeeded to apply all feedback they received from the lecturer. While the second classification reveals that 38, 5% student teachers at C practice teaching class did not implemented yet some feedback that they got from the lecturer and had tried to apply some of them although what they attempted to implement was still less suitable with what the lecturer actually wanted to. Furthermore, 23, 1% or 3 student teachers had tried to apply some lecturer's feedback appropriately even though there were also several feedback that they had not implemented yet. From those findings, it can be concluded that all student teachers actually had tried to implement lecturer's feedback although some of them could not implemented it well as what the lecturer had suggested and although sometime there were still feedback that they missed to implement.
- 3. The data gained after conducting interview to all student teachers at C practice teaching class reveals that from a number of factors that may influence student teachers to implement lecturer's feedback, there were only 5 main factors that potentially influence them before applying the feedback. Those factors are student teachers' motivation, the quality of

feedback given, understandable feedback, the usefulness of feedback given and time allocation for practicing to teach. The detailed percentage of each factor is described as follows:

- a. 100% student teachers were enthusiastic to implement positive feedback
- b. 69% student teachers used lecturer's feedback if it was qualified
- c. 77% student teachers applied lecturer's feedback if it was easy to understand
- d. 92% student teachers implemented lecturer's feedback if they thought it was useful
- e. 77% student teachers felt that time allocation for practicing to teach influenced them whether they would implement lecturer's feedback or not.

B. Suggestion

Based on the result of this study, there are suggestions for student teachers, lecturer, and the next researcher which are stated as follows:

1. For Student Teachers

Since all student teachers at C practice teaching class believed that lecturer's feedback always help them to improve their practice teaching in the next cycle, it is important to mark the factors that potentially make student teachers are not able to implement feedback given to them. Thus, the other student teachers in the next semesters can

minimize the possibility not to implement some of lecturer's feedback they get. Besides, the next student teachers should be more aware on things that they have to do in order to implement all lecturer's feedback well.

2. For The Lecturer

After knowing whether student teachers have implemented feedback given to them or not, lecturer is hoped to be more aware on things relating to *how to improve* that student teachers need to know and to have in order they can truly know what should they do for implementing their lecturer's feedback. As a result, student teachers can give improvement or better teaching practice in the next teaching cycle. Those things may involve example of activities that student teachers should conduct or detail and specific suggestion to do some activities for the next teaching performance.

3. For The Next Researcher

Since the current study only tries to find whether student teachers have implemented lecturer's feedback or not which deals with 5 selected teaching skills and what factors influencing them to implement it, the researcher suggests the next researcher who is interested in the similar field to try studying whether student teachers also have implemented lecturer's feedback or not if it deals with the other teaching skills. Such other teaching skills are skill of giving assignment, skill of developing

critical and independent thinking among the students, skill of diagnosing difficulties of students related to subject matter, and others. (*See chapter 2 page 30-34*)

