

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion related to the analysis of student teachers' self reflection and teaching skill. The researcher also presents the suggestion in this chapter as follow.

#### **A. Conclusion**

Based on the findings of the whole research problems that have been presented above, there are several things that can be concluded. It is elaborated as follows.

- a. Dealing with student teachers' self-reflection, there are four steps that student teachers did, first is choosing teaching aspects that need to improved which applied by all seven student teachers. Second is narrowing down those aspects into the most important one which applied by five student teachers. Third is looking for the solution of teaching aspects that have been chosen which applied by all seven student teachers, and the last is making time to carry out the goal which done by five student teachers. Student teachers have done those steps, with the detail of 100% student teachers doing steps 1 and 3 means that all student teachers have understood dealing with the step of self-reflection; especially in getting information to recognize the problem of teaching and the strategy to solve the problem. Another 72% of student teachers doing steps 2 and 4 which means those student teachers be aware of doing self-reflection, especially in helping student teachers to find the easiest way of looking for the solution and in understanding how well chosen solution gives contribution in next teaching.
- b. Teaching skill achievements which mainly appeared during teaching practice are included meet expectation, developing and below expectation. Among all those achievements, meet expectation is commonly achieved by student teachers. From 20 sub-skills which have been observed, student teachers accomplished 59% of meet expectation, 34% of developing achievement and 7% of below expectation. Therefore, the achievement of teaching skill which got by student teachers in microteaching class is meet expectation. It means that teaching ability of student teachers categorized as fulfill the criteria and competent enough as teachers.

- c. In case of the improvement of student teachers' teaching skill after doing self-reflection through video recording, almost all sub-skill contributed improvement by some student teachers. There are 17 of 20 sub-skills which contributed improvement in second teaching practice. The improvement criteria which mostly developed by student teachers is the improvement from developing into meet expectation. There is 70% of improvement comes from developing achievement into meet expectation, 17,5% from below expectation into developing achievement and the other 12,5% from below expectation into meet expectation achievement.

## **B. Suggestion**

The finding indicated that the use of video recording as self-reflection helped student teachers to improve their teaching ability. However, the data also further suggested that student teachers do not really put concern dealing with self-reflection using video recording which has good impact for teaching skill. Therefore, there are some suggestions from researcher stated as follows.

- a. For both in-service and pre-service teachers, they need to give serious concern related to self-reflection using video recording. Since, the finding showed that applying four steps of self-reflection can help student teachers in improving teaching ability in microteaching class. Therefore, they need to get used to watch their own video to get information about their teaching and apply all four steps of self-reflection. It will be better if student teachers watch their video recording along with another people like seniors or supervisors who are more expert in order to get suggestion about teaching ability.
- b. For lecturers, specifically who deal with teaching practice, they need to get more attention to this issue. The lecturer may introduce to student teachers related to the ways make self-reflection properly by applying four steps of self-reflection and how to get information through video recording. Since, not all microteaching class apply this kind of self-reflection, it will be good if all student teachers are asked to make self-reflection based on their video recording and apply those four steps of self-reflection.

- c. For further researchers, although the finding at this research indicated that proper self-reflection using 4 steps can improve student teachers teaching ability, however this study does not explore if the two aspects strongly correlate. Therefore, the researcher suggested to other researchers who have the same interest in this field to identify the correlation of two aspects between applying the four steps and two steps of self-reflection. Besides, indentifying the differences achievement in teaching skill between student teachers who applied all four steps of self-reflection and those who only applied two steps of them also will be interesting.

