

CHAPTER V CONCLUSSION AND SUGGESTIONS

A. RESEARCH CONCLUSIONS

1. Student-teachers' attitude towards peer-feedback in teaching practice class.

According to the findings and discussions researcher can conclude that student-teachers attitude based on the 4 attitude aspects are:

a. Beliefs

Student-teachers' believe assumption and expectation of peer-feedback are seemed to be dominant in positive. Student-teachers believe and assume that peer-feedbacks are important to improving their teaching performance in teaching practice class. Student-teachers also expect that peer-feedback can fulfil what they need to improve their teaching performance.

Student-teachers that have the negative attitude there do believe that peer-feedback is important towards their teaching performance. A tendency of the negative attitude showed by the reason of student-teachers that they believe more to the teachers' feedback in the class and also hold on to their own self reflections.

b. Emotion

Student-teachers feel happy to accept feedback from their classmates in teaching practice class. They did not feel burdened when they get feedback from their friends in the class even the feedback is negative or positive. Student-teachers rather feel burdened more to teacher's feedback than peer-feedback in the class. It can be concluded that all of the student-teachers in the class are have positive attitude dealing with their feeling in accepting peer-feedback in the class.

c. Motivation

From result and discussion, the researcher can conclude that the peer-feedback can be guidelines toward student-teachers teaching performance. It is proven by the responds and reason of student-teachers in C class that stated that peer-feedback has more detail feedback rather than teachers' do in teaching practice class. So peer-feedback can be the guidelines to re-improve student-teachers teaching performance in teaching

practice class. It means that some of student-teachers in the class used the peer-feedback for the guidelines, this can be known that student-teachers have positive attitude towards the peer-feedback dealing with their own motivations in improving their teaching performances. So peer-feedback can be the guidelines to re-improve student-teachers teaching performance in teaching practice class.

d. Performance

The researcher concludes that there are 4 biggest problems that commonly done by student-teachers in the teaching practice class, those are Instructional Skill, Class Management, Using Media and Lesson mastery.

2. The extent of the peer-feedback affects in student-teachers teaching performance.

Peer-feedback can improve student-teachers teaching performance if the student-teachers setting goals are the written feedback that given by their classmates in the class. Since there are many teaching skill coverage that needs to be commented in written peer-feedback observation form. The peer-feedback also support enough to student-teachers' teaching performance in the class. Based on the finding, the peer-feedback will be very effective if student-teachers implement it added with teachers' feedback and also self-reflections.

B. SUGGESTIONS

1. Due of the limited time in the teaching practice class, researcher suggests the student-teachers employ more the peer-feedback rather than only concern to the teachers' feedback in the teaching practice class.
2. The researcher suggests for the next researcher to investigate more the feedback coverage in teaching practice class whether the feedbacks are coming from teachers or peers and also the researcher suggest to find out more about the factors of why the peer-feedback can be very effective towards student-teachers' teaching performance.