CHAPTER V

CONCLUSION AND SUGGESTION

In this last chapter, the researcher presents the conclusion and suggestion of the research relating the study which had been done.

A. Conclusion

Reflecting on the research findings which were presented in chapter IV, there are several points that can be concluded from each research question:

- 1. The level of student teacher's self efficacy in using instructional strategies within Practice Teaching of English Teacher Education Department UIN Sunan Ampel Surabaya Academic Year 2014-2015 is 62 % of high self efficacy and 38% of low self efficacy. Student teacher who gets the highest self efficacy are Student Teacher 10 and Student Teacher 11 who get 87% of high self efficacy and 13% of low self efficacy, while student teacher who get the lowest self efficacy is Student Teacher 9 who get 26% of high self efficacy and 74% of low self efficacy. From all behavioral patterns, the highest percentage of student teachers which indicates high self efficacy is in creatively solving the problem by presenting stimulus material (70% of high and 30% of low), while the highest percentage which indicates low self efficacy is in trying hard to recall prior learning and to provide learning guidance (50% of high and 50% of low).
- 2. The factors influencing student teacher's self efficacy in using instructional strategies within practice teaching are mastery experience in first teaching and

social persuasion from lecturer or peers as primary factor, while vicarious experience and emotion arousal as secondary factor. In addition, there are other factors found by researcher from this study, they are student teacher's discipline and student teacher's self esteem.

B. Suggestion

Based on the result of this study, there are several significant suggestions from the researchers as follow:

1. For Lecturer

- a) Since mastery experience is the primary factor influencing the level of student teacher's self efficacy in using instructional strategies, all lecturers of Practice Teaching should ask the student teachers to write the teaching reflection in order to make the lecturer become more aware and remember student teacher's setbacks as the consideration for giving feedback when the second cycle of teaching.
- b) As social persuasion both from lecturer and peer also become the primary factors influencing student teacher's self efficacy in using instructional strategies, the lecturer should not give a lot of negative social persuasion. Therefore, they should strengthen their positive social persuasion since it can encourage student teachers' self efficacy. Besides that, if the peers just give the written social persuasion in form of observation rubric, the

- observation rubric should be shown to the student teachers who perform in order they can know their setbacks.
- c) In term of vicarious experience, the lecturer also should motivate student teachers to adapt their peer's excellent teaching since many of them are not aware about it. Witnessing the peer's success in teaching can implicitly motivate student teachers to give the best performance as well.
- d) Due to discipline also becomes the factor influencing self efficacy, the lecturer should establish the discipline atmosphere for Practice Teaching class, for instance by giving punishment for the student teachers who come late or are absent in the day they get teaching turn.

2. For Student Teachers of Practice Teaching

- a) Regarding the events of instructional strategies which show the highest percentage of low self efficacy student teachers, the student teachers should give motivation for students, establish standard by providing feedback based on the objective, try hard in recalling prior learning, be more creative in using board or special mark and using interesting media, practice before performing and visualize success before teaching performance.
- b) Student teachers should be more discipline in coming to the class, especially when they get the turn of teaching in that day. Based on the finding, people's discipline habit influences the level of self efficacy since

they are in ready condition when they come punctually to perform a demand task.

c) Also, student teacher needs to boost their self esteem to increase the level of their self efficacy since self esteem and self efficacy are correlated each other. As stated in chapter II(see page 17), boosting the self esteem can be done by taking the responsibility for self, having the strong goal commitment, being honest for self, forgiving the self limitation, having internal based value, positively praises themselves and doing self improvement.

3. For Further Researcher

Recognizing the result and the significance of this study, the researcher suggest to further researchers who are interested to conduct the research about student teachers' self-efficacy in using instructional strategies. As this study confines the scope only on dimension of instructional strategies, the further researchers can conduct the same research in other dimension of student teachers' self-efficacy in Practice Teaching class, they are student teachers' self efficacy in establishing student engagement or student teachers' self efficacy in managing classroom management.