CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research regarding the result of data analysis and the suggestion from the researcher.

A. Conclusion

Based on the research findings presented in chapter IV, there are several points that can be concluded from each research question as follows:

- 1. The ability of student teachers in facilitating pair and group interaction within practice teaching (PPL I) was moderate. In details, their ability is elaborated below:
 - a. Student teachers' ability in facilitating pair interaction

According to the findings, there were 5 (23,8%) student teachers who implemented pair work, and they had different ability in facilitating pair interaction. There were 20% student teachers who had good ability in facilitating pair interaction, then 20% had bad ability, and 60% had moderate ability in facilitating pair interaction. However, regarding the result of mean calculation their ability was categorized as moderate. The mean score was 2,1 (52,5%). It implies that student teachers' ability in facilitating pair interaction was in the interval of scale 2 (moderate) and its achievement only achieve 52,5%. According to Rubric, this scale

means student teachers' teaching performance provides limited evidences of the ability in fulfilling the indicators of doing the aspects of facilitating pair interaction. Therefore, it can be concluded that the general ability of student teachers in facilitating pair interaction within practice teaching (PPL I) was moderate.

b. Student teachers' ability in facilitating group interaction

In line with the findings, there were 16 (76,19%) student teachers who implemented group work. They also had different ability in facilitating group interaction. There were 6,25% student teachers who had good ability, 62,5% had moderate ability, and 31,25% had bad ability in facilitating group interaction. Though, dealing with the result of mean calculation, their ability was regarded as moderate. The mean score was 1,81 (45,25%). It implies that student teachers' ability in facilitating pair interaction was in the interval of scale 2 (moderate) and its achievement only achieve 45,25%. Thus, it means, the general ability of student teachers in facilitating group interaction within PPL I was moderate.

2. In case of implementing pair and group work activities that align with the lesson objectives, the finding showed that 47,61% student teachers implemented aligned pair and group work with lesson objectives. Then, 28,57% student teachers implemented less aligned pair and group work activities, and 23,8% student teachers implemented unaligned pair and group activities with the lesson objectives. Still, their pair and group work activities

were indicated as less aligned with the lesson objectives. Since the mean score showed that their score was 2,26 (75,31%). It is included in scale 2 or less aligned level. It means the general trends of pair and group work activities implemented in PPL I by student teachers were less aligned. It was indicated by in which half of them had implemented less aligned and unaligned pair and group activities that meet the lesson objectives.

B. Suggestion

Based on the result of this study, there are several suggestions from the researcher as follows:

1. For student teachers

Considering the result of this study, student teachers had several weaknesses regarding their ability in facilitating pair and group interaction and selecting pair and group work activities that align with the lesson objectives. Due to this case, the weaknesses might become their reflection and suggestion to perform those abilities better in their teaching practice in the future. Below are highlighted in which part student teachers should improve their weaknesses in teaching practice.

a) Student teachers should implement pair or group work better in their teaching, as by selecting aligned pair or group work to meet the lesson objectives and accomplishing all the aspects of facilitating pair and group work interaction more effectively.

- b) Student teachers should not only give praises on feedback session, but they also can give supportive feedback. Besides, they should try to provide feedback on functional knowledge than declarative knowledge.
- c) Student teachers need to pay attention more on the feedback delivered by lecturers and friends about their teaching performance, so the same mistake can be avoided.
- d) In making pair, hopefully they can try another pair making model by addressing students' level and style, so that students can be paired in a more varied way.
- e) In keeping group or pair work interesting, student teachers should not only provide additional task or engaging pair or group work, but also think about its function to reach the objectives.
- f) In group or pair work, student teachers need to encourage the passive and quieter students to speak more, and not only address the dominate ones. They can allocate group-participation role for overcome this problem.
- g) While monitoring, it is expected that student teachers do not wandering all the time and interfere the students to do the task.

2. For the lecturers

The lecturer of practice teaching (PPL I) are expected to acknowledge student teachers' weaknesses, so the lecturers can help student teachers in improving their weaknesses. The lecturers need to be more consistence in giving feedback addressed on the ability in facilitating pair and group

interaction and selecting pair or group activity to meet the lesson objectives within PPL I. For this significance, there will be no longer weaknesses or faults that make student teachers unable to facilitate pair and group interaction and select unaligned pair or group activity to meet the lesson objectives.

3. For future researcher

Knowing the result of this study, the researcher suggests to further researchers who are interested to conduct the research about facilitating pair and group interaction. Since this study limits the scope only on facilitating pair and group interaction within practice teaching (PPL I), the further researchers can deeply research about the reason why student teachers had their weaknesses in which they cannot or do not implement the aspects of facilitating pair and group interaction. Besides, they can do the same research in more natural setting as internship program (PPL II) and real classroom teaching. In addition, the further researchers can do the research in other dimension of student teachers' ability in facilitating pair and group interaction; it is their ability in facilitating whole class interaction.