

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the results of the research and discussion that have been described in the previous chapters, the researchers concluded several things, including:

1. At the end of this process of analysis, the researcher ended up fourteen issues grouped into four topics from the student teachers' written reflections. The four topics are: i) Focus on Planning and Delivering ESL Lessons, ii) Classroom Management, iii) Focus on Learning, iv) School Environment. These topics then divided into fourteen issues. (i) Focus on planning and delivering ESL lesson: planning the action, teaching aids and materials, language content; vocabulary and grammar, stages in teaching, worksheet and technological and teaching problems. (ii) Focus on classroom management: Discipline, time and classroom management, giving clear instruction. (iii) Focus on learning: students' participation and behavior, students' language learning abilities, students' language learning difficulties and students' motivation and interest. (iv) school environment: school atmosphere.
2. In analyzing pre-service English teachers' perception, the researcher has found three main topics which divided into eight themes. The first topic is Pre-service English teachers' understanding about reflection, there are three themes of this topic, namely Good Understanding of "Reflection", the importance of reflection, Identifying Strength, weakness, and suggesting Improving in Teaching (SWIS), and the last one reflection as a writing activity. The second topic is the reason writing which divided into one theme, it is writing reflection as part of assessment. Last topic support in writing reflection with two themes.

3. The constructed framework consists of four features which has specific roles on writing reflective diaries. The features are describing events, feeling, evaluating and problem solving. These features describe the elements in the reflective process that pre-service teachers engaged with as they reflected on their teaching experiences during the practicum. The features helped to visualize 'reflection' in ways that were a revelation and which could have real applications to the training of reflective writing skills both in Indonesia and beyond. The framework was constructed based on findings of the research and some framework from the previous research.

5.2 Suggestions

This research covers several recommendations for further researcher and institution. In this regard, the researcher believes the recommendation will potentially be discussed in the future. In this regard, the following is an explanation:

1. For further Researchers

This research was conducted with preservice teachers during practicum which showed their perceptions and involvement in 'reflection' during teacher training. A follow-up study could further investigate whether student teachers continue to engage in reflective activities, for example writing a journal once they are at school. This investigation can tell us whether priorities for reflecting on their practice have changed among in-service teachers as they have gained experience in teaching. As experienced teachers, will they stick to writing teaching-centered reflections or will their discussions expand to include other issues? What factors will influence the outcome of this 'reflection' among practicing teachers? More importantly, this investigation can shed light on whether weekly reflective writing practices during teaching practice are successful in developing effective critical teachers, as suggested by many authors in the previous studies.

2. For institution and Stakeholders

This research produces a new constructed framework that can be developed by institutions and can help to improve students' reflective writing skills. These two things can be used for the advancement of the institution and the ability of the students themselves when they have practicum teaching. Furthermore, it is suggested to those who will use this especially in the institution, this framework can be used in two sections. Where in section one, the lecturer of microteaching (practicum 1) introduces this framework to the students teaches, and then when in PLP the preservice teachers are common to write the reflective diary based on the constructed framework.

3. For Preservice Teacher

The pre-service teacher's written reflection is one of the elements assessed during the practicum. Therefore, they are 'forced' to write reflections to fulfill course requirements. In doing this, the researcher argue that these reflections become 'superficial' because pre-service teachers wrote these reflections 'according to the lecturer's wishes' or "institution wishes" rather than 'sincerely' reflecting on teaching issues that are relevant for them to improve their teaching. If pre-service teachers' written reflection is to reach a certain 'critical' level that goes 'beyond teaching' which includes exploration of other dimensions such as moral, social, cultural, ethical, economic and political, the researcher suggests that reflection training be written by following the constructed framework which offered. Besides, reflection should include discussion of these other dimensions and make the reflective writing process more flexible. This will enable student teachers to gain a better understanding of their teaching experiences and develop more effective reflective writing skills.