

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions drawn from this study. The conclusions here will answer the three minor problems from the Statement of the Problem in Chapter 1. The suggestions are summarized to be used as input for the department for a better implementation of Teaching Practice in the future.

5.1 Conclusions

As has been said in Chapter 1, the purpose of this study is to survey about the effectiveness of Teaching Practice in giving the real experience of being an English teachers in the schools; and thus, it can increase their motivation to become English teachers. There are a total number of 66 respondents consisting of the alumni and students of the English Department ranged from the year of 2005 to 2009 who took part in this study. A questionnaire was distributed online to survey students' motivation to become teachers before and after they conducted the Teaching Practice.

The data obtained from the questionnaire were analyzed based on the theories of motivation discussed in Chapter 2 and developed also with the ideas of the writer. The result of the data analysis shows that more respondents were actually not interested in becoming English teachers in the beginning (54.55%) compared with those who wanted to be English teachers since the beginning of their study (45.45%). After they finished their Teaching Practice, the number of respondents who are motivated to become English teachers increases to 55.55 % of 63 respondents, and the number of respondents who are still not motivated to become English teachers decreases to 44.45 % of 63 respondents. The results also suggest that the Teaching Practice has actually succeeded in making respondents love teaching, especially in the areas of teaching-learning process in the classroom covering Classroom Management, Teaching Techniques, and Content Delivery. These three areas which offer interaction between teacher and students in the classroom have really attracted them to enter the teaching profession. On the other hand, the Teaching Practice also makes respondents realize more about the existence of other responsibilities that they must do outside the classroom which is still a necessary part of the teaching profession that makes them bored and reluctant to do so – namely administration and assessment stuffs.

From the reasons stated, the tendency of respondents who have the interest in English language teaching profession are mostly of intrinsic motivation. This is a good result for the intrinsic motivation can make a person more able to withstand the difficult situation than extrinsic motivation. From the total of 66 respondents, 93.94% of them said that the Teaching Practice is important and necessary, and the effectiveness rate of Teaching Practice in making them love teaching is 2.59 out of 4 scale.

As was discussed in the summary in Chapter 4, there is an interesting thing that can be seen here, which is the tendency of respondents not to think much about their physiological needs and other basic things. Very few respondents are concerned about the salary and the needs of their own lives. It does not mean that they do not care about earning money, but the respondents prefer to work with a sense of peace and not burdened rather than if they have to work with high salary but they are not really into it. Moreover, the Indonesian Government Regulation No. 15 year 2012 on the granting of salary increases and various fringe benefits to civil servants, including teachers, is also very useful in supporting the teaching profession. Although they do not think much about their own basic needs, but of course with this government policy, the teaching profession has become an increasingly promising profession in the future.

When linked with Maslow's theory of Human Motivation, the writer can broadly group three types of respondents obtained from the results of this study. The first is those who love to teach, but see the boring administration stuffs as a burden, and in the end they choose to take another job as their choice. The second is those who love to teach, and see the boring administration stuffs as part of their job and not as a burden. And the last, which is the third, basically do not like teaching, both before and even after they have finished their Teaching Practice. They still would not choose to become an English teacher unless they have no other choice. The first and second types realize what motivates them, either to be an English teacher or not. With their awareness of this, of course they will choose the best way to decide what steps they will take in the future. And thus, they will be easier to excel in their respective fields and achieve a higher level in Maslow's hierarchy of needs quickly. As for the third type, which from the beginning have realized that they are not interested in becoming an English teacher and the Teaching Practice also has not been able to get them to be interested in, they will try to find a job outside as what they are motivated into. If they are forced by the condition to work as an English teacher, of course it will make them not be able to excel in the teaching profession quickly. It would be difficult for them to reach a higher level of Maslow's

hierarchy of needs when they have to work by condition but not by their own motivation.

5.2 Suggestions

The writer will provide two kinds of suggestions. The first are the suggestions for the future implementation of the Teaching Practice. These suggestions are obtained from the results of Question No. 10 in the questionnaire. The second are the suggestions for further study.

5.2.1 Suggestions for the Future Implementation of the Teaching Practice

Through Question No. 10 in the questionnaire, the suggestions from the respondents regarding the better development of Teaching Practice in the future have been obtained. The writer will try to broadly classify their feedback as below (to see the complete suggestions, see Appendix 5).

- ✓ Students nowadays tend to make fun of PPL teachers since they know that they are “not real teachers”. The respondents feel that the support by giving the techniques about how to deal with it is really necessary. This can be intensively given and emphasized more when they were having their teaching-related courses in the campus.

- ✓ The respondents felt that the department should give clearer explanation about what to do during their Teaching Practice. Some of them felt that during the briefing, this was not really explained clearly and made them confused about what to do when they were having their Teaching Practice at school.
- ✓ Some of the respondents felt that the unclear information about the schedule of Teaching Practice report submission made them confused. It would be much better if the department could issue the exact date of it from the very beginning of the Teaching Practice and make it clear to the students.
- ✓ The intensive guidance from the advisor lecturer is expected. Some of the respondents said that their advisors were not really helpful during the Teaching Practice.
- ✓ The respondents expect the department to give suggestions about a list of schools that will welcome them. There were some cases that the school did not appreciate their presence and were not really welcoming them as novice teachers.
- ✓ More cooperation with international or national plus school is expected. Besides letting the PPL teachers to get the opportunity to have wider experiences, this of course would

be very helpful if they could eventually work there after they finish their Teaching Practice.

The things above are the outlines of the suggestions put forward by the respondents. It is really expected if these suggestions can be accepted as building input for the department to implement the better Teaching Practice in the future. The writer also hopes that the results of this study can be useful and help to provide meaningful perspectives for the continuation of the implementation of learning in the English Department of Widya Mandala Catholic University Surabaya.

5.2.2 Suggestions for Further Research

There are two things that become suggestions from the writer for further research. First, the next study should include principals, mentor teachers, and students at the school where the Teaching Practice is implemented to see the implementation of the Teaching Practice from different perspectives. By looking at the Teaching Practice from different points of view, other than the students who do it, of course the results are going to be more interesting to be studied furthermore. Second, the next study can possibly be a Longitudinal Study in which it analyzes how the respondents of the study take their first jobs, change jobs, get different opinions about some certain jobs they experience, and end up with a

particular job they finally have motivated into. The Longitudinal study will analyze their experiences in one, three, five, ten, and probably several years after they have graduated from the English Department to see a long-term effect of the Teaching Practice.

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