

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of this study about the students' perception on Micro Teaching Course which derives from the discussions of the previous chapter.

5.1 Conclusion

This study aims to reveal the students' perceptions on Micro Teaching course at WMCUS. In this research there were 33 students of English Department of WMCUS in academic year 2012/2013 who already passed the Micro Teaching course. To collect the data and found out their perceptions which was about their perceptions on Micro Teaching course, the students were requested to fill the questionnaires, which were consisted of some statements of some aspects of Micro Teaching course. After the data from the questionnaire were collected, the semi-structured interview was carried out to five students who were chosen by seeing their Micro Teaching course score. There were two students who had high score in Micro Teaching course, two students who had medium score, and two students who had low score of Micro Teaching course. In addition to strengthen the data of this study, the writer made a short interview with some of students who had very different perception just than the other students in their questionnaire responses.

The findings show that 87% students of English Department of WMCUS of academic year 2102/2013 have positive perception on Micro Teaching course at WMCUS. In addition, the teaching experiences in Micro Teaching supports them to develop their teaching skill as a teacher to-be,

for by joining Micro Teaching course the teaching skill of the students grows better, for they had enough practices in the teaching experiences in Micro Teaching course. In addition by joining Micro Teaching course, the teaching confidence of the students enhances as well. In the real fact that is exist in the teaching learning activities, Micro Teaching gives the students a chance to practice some teaching skills and to have an experiences of teaching performances in front of their own friends who become their peers observer when they have their Micro Teaching simulation in a Micro Teaching class. All those things are aimed to generate the students' confidence in teaching, even when they will have their real teaching with real students as well in the future. From those result, the writer knew that Micro Teaching has an important effect and role in developing the students' experience in teaching as a teacher to-be, thus they can reach their success in becoming a real and professional teacher in the future.

5.2 Suggestions

The suggestions are addressed to three parties in Widya Mandala University. For the first is for the English Department of Widya Mandala Chatolic University Surabaya (WMCUS),the lecturer and also for the future investigator who is interested in conducting a study about an aspect of Micro Teaching course as well.

1. For the English Department

Based on the data that the writer got from this study, the students

argued that the credit course of Micro Teaching should be added into 3 credit courses, thus the students will have more than one

meeting in a week. If students have more meeting in a week, they will have more knowledges as well in teaching experiences before they face their real teaching experience in the future as a real teacher. If Micro Teaching course have more credit course rather than 2 credit course only, maybe the lecturer can use the first meeting to show several videos of teaching practices to the students and let them do the discussion about those videos with their friends.

After that, the students can analyze which one of those videos is the best one, moreover the lecturer can ask the students to explain their opinion about their choice. Thus, that one meeting will be a discussion meeting between the students, their friends and also their lecturer. So, when the students have their next meeting to do their teaching simulation, they can do their best for they have a discussion and sharing time in the previous meeting.

2. For the lecturer of Micro Teaching

In a teaching experiences in Micro Teaching course, the lecturer has to guide and coach the students in implementing some teaching skills used in teaching deeper. The lecturer can give the students some videos of teaching, then the lecturer can give some examples of doing some teaching skills in a proper way in front of the students directly. The lecturer can talk and discuss deeper about the videos that has been seen by the students. That activity is aimed to make the students more immerse and aware in implementing the teaching skill which will leads them to face their teaching simulation even their real teaching in the future.

3. For the future investigation

The suggestion for the next writer is expected to investigate more details aspects of Micro Teaching course at Widya Mandala Chatolic University which not yet touched by the previous writer. The more detail information from the next writer can be a new input for the English department, the lecturer, and even the other parties of English Department of Widya Mandala Chatolic Univeristy, especially about the pre- requisities subject which should be passed before taking Micro Teaching course. Whether those subjects are proper enough or not. If in thie study the subject were 33 students of Micro Teaching class in academic year 2012/2013, the next writer can add the other subject. They can choose the Micro Teaching Lecturer as well as their subject, so the perception not only from the students but also from the lecturer as well. They will see if there are some things that should be more improved and maintained, thus it will help them to develop this Micro Teaching Course become a better compulsory subject in the next semester.

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