

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the research findings and discussions, it can be concluded that learning activities the students engage in the preparation of presentation were represented in the instructions from the study guide (SPTLA) and elaborated more through lecturers' oral instructions. In the course planning, it is stated that students are expected to perform their understanding through presentations and portfolio. However, this study only focus on students' performance in the presentations. Learning activities the students engage in the preparation can be interpreted from lecturer's instructions and the result is vary depending on each objectives that they are going to achieve.

In the presentations, students demonstrated certain level of thinking. In reviewing English knowledge as well as performing classroom mangement skills, it can be concluded that the level of thinking demonstrated are in the area of remembering, understanding, and applying the knowledge from the materials. However, in presenting classroom observation result, the level of thinking demanded are in the area of remembering, understanding, and applying, analyzing, and evaluating. In performing modified scholar's lesson plan, students' level of thinking demonstrated are in the area of remembering, understanding, applying, analyzing, and evaluating. Finally, in individual teaching activity, all levels of students' level of thinking are stimulated before arriving at the level of

composing the learning scenario which lies in the level of *creating*. Therefore, it can be concluded that each learning activity in ELTM 2 course is designed referring to the level of thinking as proposed by Revised Bloom's Taxonomy. However, based on the analysis of students' performance, there are some students who do not meet the expectation of the learning outcomes. These results implied that although the description of learning activities are clearly noted in the SPTLA, students need the lecturers' elaboration of what they are expected to do through direct instructions. To sum up, in designing learning activities, students' level of thinking need to be considered since they are expected to be reflective English teacher in the future.

5.2 Suggestion

Based on the data found, a number of suggestions need to be addressed to improve the quality of learning activity especially in the presentations. First, for the lecturers in every subject especially in ELTM 2 course, in order to prepare the professional English teachers, the course guideline should be well-planned. Although the course guideline (SPTLA) have given a clear description of the learning activities, students need the lecturers' elaboration of what they are expected to do through direct instructions. The instructions should be brief and clear, delivered more than once, and ask the students to restate the instructions in their own words to check their understanding. Second, the compulsory subject before taking ELTM 2 course should focus on the materials which can develop their competence as a future English teacher. In ELTM 1, students should be

given the pedagogical knowledge about classroom management techniques and also the classroom language so that they can perform well in the microteaching. Furthermore, the opportunity for students to practice skills of teaching, classroom management, and carry out microteaching is really important because they are prepared to be a qualified English teacher, especially after taking this course they will be sent to teach in the school (PKM program). Third, for the ELESP developer, it will provide an insight of how the teaching and learning activities conducted so the parties will maintain the accountability of pedagogical study program to produce the qualified graduates as the future English teacher.