CHAPTER V
CONCLUSION AND SUGGESTION

After reviewing the findings and discussion from the previous chapter, the researcher will provide a conclusion in this chapter. The decision will address the problems of blended learning peer mentoring in micro-teaching classes and the pre-service English teachers' process. Additionally, it offered advice on how to enhance peer mentoring in a blended learning micro-teaching course, leading to the conclusion and recommendation as follows:

5.1 Conclusion

Based on the results, the researcher can know the process and challenges of pre-service English teachers of Nahdlatul Ulama Sunan Giri University after finishing this research titled "An Analysis of Blended Learning Peer Mentoring in Micro-Teaching Classes". The researcher writes the conclusion as shown bellows:

1. The process of blended learning peer mentoring in micro-teaching classes is transitioning between online mode using Microsoft Teams on their mobile phone or laptop and offline mode via face-to-face in the classroom, following the participants' statements above. Pre-service English teachers also take random group divisions for performing, execute to take turns playing the roles of mentors or teachers, and evaluation sessions to give feedback for evaluation in the end.

2. The challenges of blended learning peer mentoring in micro-teaching classes such as nervousness and confidence to perform or describe the material in front of peers, challenging to manage their time effectively, and there are many measures that must take.

Peer mentoring in micro-teaching class as teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, especially pre-service English teacher in order to get constructive feedback

from peers about what was worked and what improvements can be made to their teaching technique in English Learning and Teaching (ELT).

5.2 Suggestion

After learning the results of this research, the researcher makes several recommendations that might be addressed for pre-service English teachers, lecturers, and future researchers.

5.2.1 Pre-service English Teachers

Based on the finding, it is advised that all pre-service English teachers become ready by becoming knowledgeable about peer mentoring through blended learning, which combines online and offline modes of instruction. Due to the widespread use of technology in recent years, pre-service English teachers should develop more creative thinking abilities and knowledge through peer mentoring before beginning teaching in the classroom. Therefore, pre-service English teachers were required to do so without difficulty if a new teaching and learning tool appeared overnight.

5.2.2 Lecturer

According to this research, micro-teaching sessions for pre-service English teachers can be successfully implemented using peer mentoring by blended learning. The results showed that while doing peer mentoring in blended learning micro-teaching, the pre-service English teachers faced several difficulties and a beneficial process. Although they also anticipate that peer mentoring will be carried out more effectively offline. In this way, pre-service English teachers can experience the entire teaching process from beginning to end, enhancing their teaching skills.

5.2.3 Future researcher

Future researchers can conduct comparable studies on peer mentoring in blended learning, emphasizing pre-service English teachers experiences with peer mentoring practice. In particular, the failure to track down pre-service English teachers comments on peer mentoring practice in blended learning microteaching classes, analyze peer mentoring evaluation results, and many other things. Current

research may cover different subjects, but the goal is the same, and peer mentoring in blended learning settings is discussed in the micro-teaching course. The prospective researcher may include other tools, such as observational techniques, reflective journals, etc. Because the participant in the current research had already completed the microteaching course, thoughtful journal implementation could not collect data.