CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, after knowing the finding and discussion on the previous chapter, the researcher will give a conclusion. The conclusion will be answers two research questions namely, Pre-service English teachers' experiences and challenges on teaching practice in online microteaching class. Moreover, it suggested recommendation that was able to help improve the teaching practice in online microteaching course, thus the conclusion and suggestion as follows:

5.1   Conclussion

5.1.1   Pre-Service English Teachers' Experiences on Teaching Practice in Online Microteaching Class

Based on the findings, pre-service English teachers' experiences on teaching practice in online microteaching have negative experiences. The negative experiences raise because the pre-service English teachers of Nahdlatul Ulama Sunan Giri have thought about the process of take a video teaching practice by grouping during Covid-19 was not effective and less efficient. Another reasons are the process is complicated, some of the students difficult to mastering the teaching practice process, there are a shortage and obstacle that faced in teaching practice, and last students have feeling offline is better than online microteaching. Thus condition was done because students not feeling real teaching, they just feeling the parts that they gotten not all parts of teaching start from opening until closing. Moreover many pre-service English teachers thought that teaching practice less efficient because they spend many times in editing process. Both of lecturer and English students don't have preparation to conduct microteaching class, because previously microteaching class was done offline mode by face-to-face.

Even thought pre-service English teacher have negative experiences, they have find out benefits during teaching practice on online microteaching. The main benefits are online teaching practice make them learn new technologies, then it can save their times and money, next they can conduct teaching practice anywhere. The last benefits are teaching practice can overcome their nervousness

and pre-service English teachers have enough times to checking their teaching performance before submitted into lecturer and upload in YouTube channel.

5.1.2 Pre-Service English Teachers' Challenges on Teaching Practice in Online Microteaching Class

Pre-service English teachers also faced several challenges when conduct teaching practice. Based on the result of the research, the challenges about internet connection, internet quota pricy, editing video, the member of group place are far each other and so on. They feel challenged in internet connection because in doing online microteaching class needed good signals, bad or slow signals make them cannot join in class conferences and spend much time to upload video practice into YouTube. Pre-service English teachers was grumble in editing teaching video, because it was spent times and many participants don't have good editing skills. In addition, online teaching practice make the pre-service English teachers have two sides feeling, in one sides feeling happy about the benefits and the other sides feeling sad because the procedure was complicated.

5.2 Suggestion

After knowing the finding of this research, the researcher recommends several suggestions that can be addressed for pre-service teacher, lecturer and future researcher.

1. Pre-service teachers

   Based on the finding, it is suggested for all the pre-service teachers to prepare themselves knowing well about technology. Because in recent years everything use digital, pre-service English teachers should improve their skills more creative and knowledge as well in teaching practice experiences before do real teaching at school later. So if suddenly there are a new implement of teaching and learning process, pre-service teacher had already to do that without obstacle that faced.

2. Lecturer

   This research indicated that the use video tape-recording of teaching practice by grouping less effective to implement in online microteaching class during pandemic Covid-19. The finding indicated

that the pre-service English teachers have negative experiences and several challenges during conduct teaching practice in online microteaching. They also expect teaching practice better done by offline or maybe students can record their teaching practice task individuals, so students can feel the teaching process start from opening until closing with aims it can improve and adding their teaching skills.

3. Future researcher

For the future researcher, they can conduct similar research in online microteaching subject with focusing analyze pre-service English teachers' experiences on online teaching practice. Particularly, the do not to identify the students' experiences on teaching practice by take a video, they can identify a different topic such; analyze the assessment on online teaching practice, the feedback of online teaching practice in online microteaching class and many more. The topics maybe different with current research but purpose is same, where it is similar discussing about online teaching practice. The future researcher could adding the instrument to support their research such as do the observation, reflective journal and others. While this current research not use reflective journal because the participant was finished the microteaching class, so it cannot implement reflective journal to gain the data.