

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter contains two parts. The first part presents the conclusion of the results of data analysis dealing with the proposed research questions; the teachers' perception and the practice of doing pedagogical reflective practice. Finally, the second part presents some suggestions derived from the drawn conclusions.

A. Conclusion

The present study investigates the two selected teachers' perception and the practice they employ in conducting reflective teaching. Based on the results of data analysis, it is concluded that

1. The two teachers as the Subjects of the study had positive perception on reflective teaching. They viewed that reflective practice was important to do for it was contributive to enhance students' learning. They showed their insights about reflective teaching, in defining reflective teaching, determining the time to conduct reflective teaching, exploring the relation between reflective teaching with teaching activity, explaining the philosophy behind reflective teaching, and elaborating the contribution of reflective teaching.

2. In conducting pedagogical reflective activities, the Subjects of the study conducted two procedures:
 - a. identifying the problems (using three tools: inviting students' feedback, making journal of teaching, and asking their colleagues to observe their teaching). The use of the three tools were intended to get sufficient information about their teaching activities to do a comprehensive reflective practice.
 - b. determining solution of the problems (using eight components of pedagogical reflective practice proposed by Larrivee (2008): (a) They sought ways to connect new concepts to students' prior knowledge, (b) They analyze the impact of task structures: grouping students, (c) They recognized the classroom complexity, (d) They searched ways or strategies to deepen students' understanding, (e) They identified alternative ways of representing ideas and concepts to students, (f) They acknowledged the gap between what is being accomplished and what needs to be accomplished, (g) They adjusted methods and strategies based on students' performance, and (h) They strived to enhance learning for all students.

The practice of reflective teaching done by the subjects of the study showed that the teachers had high expectation on students' success.

Their positive perception on reflective teaching directed them to do selves-exploration in teaching to improve their quality of teaching.

B. Suggestions

Based on the drawn conclusion above, some suggestions are addressed to other English teachers and the future researchers.

For the other English teachers, conducting self-exploration in teaching is important to improve the quality of teaching. Reflective teaching is a part of the series of teaching that is contributive to enhance students' learning. That is why reflective practice is suggested to do regularly to facilitate students to achieve the predetermined competencies.

Meanwhile for the future researchers, the presents study focuses on teachers' perception and the practice of conducting reflective teaching. It is suggested for the future researchers to conduct further study to investigate how the students can learn better as the results of reflective teaching done by the teachers.