**CHAPTER VI**

**CONCLUSION AND SUGGESTION**

This chapter covers conclusion of the research and suggestion from the researcher based on the results of the study.

1. **Conclusion**

On the basis of the research question, it was found that there were two findings in relation to how the pre-service English teachers reflected their teaching experience in Thailand. The first was theoretical findings and the second was empirical findings.

1. **Theoretical Findings**
2. **Self-Reflection was a Process of Solving a Problem**

In theoretical findings, it was found that how the pre-service English teachers reflected their teaching experience was mainly propelled by the practical problems creating feeling of disquiet and confusion which then required them to find and determine the solution to solve the problems. At this concern, how the pre-service English teachers reflected their teaching experience fit to and strengthened the theory of self-reflection proposed by Dewey in which self-reflection was seen as a process of solving a problem.

1. **The Role of Self-reflection was to Improve Teachers’ Expertise**

Besides, in theoretical findings, it was found that how the pre-service English teachers reflected their teaching experience resulted in better understanding of the teaching practice so that the pre-service English teachers could know how to be better English teacher in the future. In this case, how the pre-service English teachers reflected their teaching experience strengthened the theory of the role of self-reflection which it was functioned to improve teachers’ expertise and professionalism.

1. **TEFL Methods were Served Based on The Nature of Language and Language Learning**

Moreover, in theoretical findings, it was found that how the pre-service English teachers reflected their teaching experience resulted in the use of some teaching methods including Direct Method, Audiolingual Method, Oral Approach and Situational Language Teaching, Total Physical Response, and Grammar Translation Method. In this regard, how the pre-service English teachers reflected their teaching experience strengthened the theory of TEFL methods in which the teaching methods were used based on the nature of language and language learning.

1. **Empirical Findings**
2. **Self-reflection Consisted of Two Processes**

Based on the data, in empirical findings, it was found that how the pre-service English teachers reflected their teaching experience involved two processes those were 1) the process of recognizing the problem in which the pre-service English teachers recognized the factors which caused the teaching problems and 2) the process of determining the solution in which the pre-service English teachers determined the appropriate way to teach the students.

1. **TEFL Methods were Employed Incompletely**

Based on the data, in empirical findings, it was found that how the pre-service English teachers reflected their teaching experience resulted in the incompletely use of TEFL methods including Direct Method, Audiolingual Method, Oral Approach and Situational Language Teaching, Total Physical Response, and Grammar Translation Method. In practice, the pre-service English teachers solely used the methods to vary the teaching and learning atmosphere without using completely procedures of the methods.

1. **Suggestion**

In relation to the significance of the study, the researcher proposed some suggestions as follows:

1. **The Candidates of English Teachers in General**

It is suggested to all of candidates of English teachers to read and review the literatures concerning TEFL methods and the practice such as teaching journal, PPL’s report, thesis, ELT journal, or the others to equip them with the theory of teaching which they need when they conduct a teaching practice. Besides, the candidates of English teachers can join any teaching practice program held by the English Education Department or by the English Student Association in their colleges to equip them with teaching experiences thereby they will be better prepared to be a real English teacher in the future. Moreover, when the candidates of English teachers join the teaching practice program, it was suggested to them to always review their teaching performance whether they get teaching problems or not through a systematic self-reflection based on the approaches of reflective practice.

1. **The Next Generations of the Pre-service English Teachers**

It is suggested to the next generations of the pre-service English teachers to review the PPL’s reports and to conduct discussion with the previous generations so that they can recognize the weaknesses and the strengths of the previous teaching practice. Thereby, the next generations of the pre-service English teachers are expected to be able to teach better than the previous generations by employing the appropriate TEFL methods and procedures. Besides, by reviewing the reports of the previous teaching practice it will give them an understanding of the school environments in Thailand so that they will not get culture shock as the previous generations wherever they are going to be assigned as the next pre-service English teacher in Thailand.

1. **The English Education Department of IAIN Tulungagung**

According to the teaching problems encountered by the pre-service English teachers in their teaching practice, the researcher suggests to the English Education Department of IAIN Tulungagung to give better preparations for the next generations of the pre-service English teachers concerning the knowledge of teaching practice so that they will be well prepared and completely ready to teach abroad, especially to teach English in Thailand.

1. **Other Researchers**

At the theory concern of self-reflection, the researcher suggests to other researchers to investigate how self-reflection is utilized by professional English teachers to better understand and make a sense of their teaching practice. Therefore, it can be more ascertained not only the systematic processes and steps of the self-reflection but also the effectiveness roles of the self-reflection to improve the teachers’ expertise and professionalism.

1. **The Researcher**

In this respect, it is better for the researcher to expose the results of this research 1) to the next generations of the pre-service English teachers so that they can learn from the previous teaching experience to be better prepared as the next pre-service English teachers and 2) to the English Education Department of IAIN Tulungagung as a consideration in order to well prepare the next generations of the pre-service English teachers who are going to teach English in Thailand.

1. **English Teachers in General**

Self-reflection is approved its usefulness to help teachers to better understand their teaching performance, their students, and their school environment to improve their teaching expertise and professionalism. In such away, self-reflection will become more meaningful if it is done as a daily routine by the English teachers. Whether the problem is occured or not, it is completely suggested to the English teachers to always reflect what they have done in the teaching and learning process to get better in the next teachings.