Chapter five

Conclusion and Recommendation

This is the last chapter of this research. This chapter elaborates the conclusions and the recommendations of this research. The conclusion explains about the summary of the research while the recommendation explains about the suggestion for the others.

Conclusion

This study is intended to explore about the importance of feedback as a tool for reflective practice, the implementation of feedback as tool for reflective practice and student teachers' feeling towards the supervisor's feedback. In addition, the types and topics of feedback from supervisor also elaborated. The data gathered by conducting an interview with four participants and the data coded later to find the findings.

The first purpose is to identify the importance of feedback as a tool for reflective practice. The results show that based on student-teacher perception, it can improve the teaching skill, learn about the students' characteristic and level of understanding, then also know more about the class condition. Three out of four participants stated that receiving feedback from supervisor can help them in improving the teaching skill. In the other hand, two student teachers said that it also can help student teacher in learn more about the students' characteristics and level of

understanding. Then, other student teacher said that it can help to understand more the class condition.

The second research question is about the implementation of the feedback as a tool for reflective practice. The finding is also elaborated the types of feedback that give from the supervisor and then the student teachers follow up actions from the supervisor's feedback. Based on student teachers' perception, there are some ways to implement the reflective practice based on supervisor's feedback. They are student teachers check and analyze the feedback, record the feedback and highlight the important point, discuss with peers, also recalls the memory of teaching.

The next finding is about the student teachers' feeling about receiving feedback and do the reflection. The participants feel helped when receiving feedback and do the reflection because it can improve and make their teaching better. In other hand, student teachers also feel confused the student teachers already fulfill supervisor's suggestion, but it turns out still lacking. Student teachers also feels challenged when receiving feedback from the supervisor because student teachers needs to improve something that have not tried before.

The conclusion is that the student teachers find that feedback or reflective practices are important. There are many importance of feedback that mentioned by participants. Then, student teacher also feel helped when receiving feedback from supervisor and it shows that student teacher gives positive attitude towards feedback as the tool for conduct the reflective practice. By help from supervisor's feedback, the

student teachers can learn from their mistakes and improve their teaching better. Feedback from the supervisor also can help student teachers reflection because it makes student-teacher get perspective from other and student teachers can get new information that they do not find when they do the reflection by on their own.

Recommendation

Beside the conclusions that are already elaborated previously, this chapter also presents recommendations for those who probably think this research is important. There are student teachers, secondary school teacher, also the other researcher.

Student teachers. This research may be important for student teachers since they are relatively new in term of teaching, they still need some improvement in term of teaching. Thus, by understanding the benefit of feedback as a tool for reflective practice, student teachers can use the feedback as the alternative for help them to conduct reflective practice. By understand the implementation of feedback as the tool for reflective practice, student teachers also can try to use that too.

Secondary school teacher. Reflective practice also can be important for the teachers. Besides to make the student-teacher develop the teaching skill, the secondary school teacher also can develop their professional development too. The reason is that when observing the student teachers doing their teaching the teacher also can take a lesson and learn from the student teachers, whether it is something that needs to do or not to do.

Further researcher. The other researcher needs to do a further study on this topic since the topic of reflective practice is a wide topic. The other researcher may conduct the research around the topic of reflective practice or feedback but in more detail explanation. For example to find out the students' feedback as tool for student teachers' or school teachers' reflective practice.