

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the quantitative and qualitative findings presented in the previous chapters, it can be concluded that EESP students at Artha Wacana Christian University the findings suggest that students held generally favorable perceptions of the contribution of micro-teaching practices; however, these perceptions were moderate overall, indicating that while students recognized the benefits of micro-teaching, they also acknowledged its limitations.

Furthermore, the findings reveal that micro-teaching significantly contributes to the enhancement of students' pedagogical knowledge. Through teaching simulations, peer discussions, and lecturer feedback, students were able to identify their strengths and weaknesses, improve classroom management skills, and increase their self-confidence as prospective teachers. Although some challenges such as nervousness and limited teaching experience were identified, these were gradually reduced through repeated practice and reflection. Therefore, micro-teaching can be considered an effective platform for fostering professional growth and pedagogical development among EESP students.

5.2 Suggestions

Based on the findings and conclusions, several pedagogical, institutional, and research suggestions can be drawn.

5.2.1 Suggestions for Students

Micro-teaching provides a safe and supportive environment for pre-service teachers to practice and internalize pedagogical principles. Therefore, students are encouraged to:

1. Engage actively in reflective practice by maintaining journals, analyzing teaching videos, and applying feedback for improvement.
2. Embrace creativity and experimentation in using various teaching methods and media to meet different learner needs.

3. Develop technological competence by integrating digital tools, multimedia, and online resources into teaching simulations. Such practices will help strengthen not only technical teaching skills but also professional attitudes and critical self-awareness.

5.2.2 Suggestions for Lecturers

Lecturers play a pivotal role in the success of micro-teaching implementation. They are encouraged to:

1. Provide comprehensive and constructive feedback, balancing appreciation with suggestions for improvement.
2. Incorporate video-assisted reflection, where students review their recorded teaching performances to foster deeper learning.
3. Simulate more authentic classroom dynamics, such as unexpected student behaviors or time management challenges, to prepare students for real-world teaching situations.

Through these methods, lecturers can transform micro-teaching into a dynamic, interactive, and reflective learning laboratory.

5.2.3 Suggestions for the English Education Study Program (EESP) AWCU

At the institutional level, the EESP program should:

1. Increase the frequency and duration of micro-teaching sessions to allow more practice opportunities.
2. Develop collaborative partnerships with local schools, providing pre-service teachers with authentic teaching exposure and direct classroom experience.
3. Establish a digital teaching portfolio system, enabling students to systematically document their progress and showcase pedagogical growth across semesters. Such initiatives would enhance the program's overall quality and better prepare graduates for professional teaching environments.

5.2.4 Suggestions for Future Researchers

Future studies may explore broader and more specific aspects of micro-teaching implementation by:

1. Employing larger and more diverse samples from different institutions for comparative analysis.
 2. Conducting longitudinal studies to assess the long-term effects of micro-teaching on teaching performance during internships or early career stages.
 3. Investigating technology-based or blended micro-teaching models that utilize online platforms, digital portfolios, or virtual simulations.
- These directions would contribute to a deeper understanding of how micro-teaching evolves in response to changing educational paradigms in the 21st century.

5.3 Relation to Research Problems

In reference to the two research problems, the study confirms the following:

1. Regarding the first research problem, students of EESP perceive micro-teaching positively as a vital pedagogical process that enhances their understanding of lesson planning, classroom management, teaching strategies, and reflective practice.
2. Regarding the second research problem, micro-teaching effectively enhances students' pedagogical knowledge by combining theoretical understanding with experiential learning, thus fostering confidence, adaptability, and professional growth.

Consequently, micro-teaching emerges as an indispensable component of English teacher education, equipping future educators with the competence, reflective awareness, and adaptability required to teach effectively in the 21st-century educational context.

5.4 Final Reflection

In conclusion, micro-teaching is more than a simulation exercise—it is a transformative pedagogical experience that prepares pre-service teachers for the realities of classroom instruction. By engaging in repeated cycles of planning, teaching, reflecting, and improving, students learn not only *how to teach* but also *how to learn from teaching*.

Through this process, they develop the essential qualities of reflective practitioners—teachers who are thoughtful, adaptive, and committed to continuous professional development. Therefore, strengthening and innovating micro-teaching practices should remain a strategic priority for the English Education Study Program at Artha Wacana Christian University