

CHAPTER V

CLOSURE

This chapter presents conclusion of the study and suggestions for the people involved in this study and other researchers for further study that may be conducted in similar field. First of all, the researcher would provide the conclusion derived from the discussion which has been elaborated in the previous chapter. Next, the researcher would take findings, discussion, and conclusion into consideration to come up with suggestions dealing with CTs' feedback on EFL PSTs.

A. Conclusion

According to the discussion of the findings, there are some conclusions as follows:

1. This study discovers the extent of CTs' feedback meeting EFL PSTs' pedagogical competence during field teaching practice. The resulting data revealed that CTs' feedback is impactful on EFL PSTs' pedagogical competence with the fact that there are seven of twelve pedagogical competences in the present study received the most levels of agreement which confirms their high degree of satisfaction with the feedback provided by CTs.
2. This study discovers the expectations of the EFL PSTs on the CTs that they should improve in giving feedback during field teaching practice. The result showed that CTs' personal attributes in non-standard mentoring practices and inconsistent approaches to giving feedback in terms of: (1) frequency, (2) attitude, and (3) consistency of desired feedback become the expectations of EFL PSTs during the process of giving feedback.

B. Suggestion

1. The EFL Pre-service Teachers

The result of this research shows that EFL PSTs' development of pedagogical competence can be helped with CTs' feedback. But, the EFL PSTs seem got limited feedback given by their own CTs during field teaching practice. From here, the researcher suggests the EFL PSTs to build a commitment of giving feedback and a good relationship with the CTs in order to shape the EFL PSTs' pedagogical competence and meet their expectations.

2. The Cooperating Teachers

Most of the EFL PSTs participated in this research revealed that giving feedback done by the CTs is rare so the feedback does not fully meet the EFL PSTs' pedagogical competence during field teaching practice. In consequence, the researcher suggests that CTs is expected to be not ignorant of the importance of giving feedback to EFL PST for developing their teaching performances in the real situation, especially for their pedagogical competence. For instance, the CTs should do good personal attributes in the process of giving feedback so that they can cover what EFL PSTs expect. Additionally, the CT should improve the five pedagogical competences discussed.

3. Other Researchers

Regarding CTs' feedback, there are still many aspects that have to be found out in every pedagogical competence of EFL PSTs and many expectations of them on CTs that also have to be found out in the context of the process of giving feedback done by them. So, the researcher suggests other researchers to follow up

this research with a large number of participants from different institutions by using new approaches to this topic in order to modify theory or emerge new theory. Besides, it is suggested to investigate CTs' feedback on one of the other three teacher competences; personal, professional, and social competences.