

## **CHAPTER V**

### **CLOSURE**

From the findings of this research, there are several points can be concluded about The Implementation of Microteaching program in Faculty of Tarbiyah and Teacher Training. Some conclusions are dawn as following:

#### **A. Conclusion**

Having described the data in the previous chapter about The Implementation of Microteaching Program In The Faculty of Tarbiyah and Teacher Training the writer can concluded that:

1. The implementation of micro teaching program of Tarbiyah and Teachers Training Faculty are most of the program had been done successfully, but it also needs to be improved so that the goals are achieved and successful as a program that produces professional prospective educators.
2. The problems that faced by micro teaching in implementing the program are the constraints in the microteaching program, namely the lack of learning facilities during practice and the lack of classroom conditions used during microteaching practices which have been described by the microteaching program organizers.

#### **B. Suggestion**

Based on The Implementation of Microteaching Program in the Faculty of Tarbiyah and Teacher Training, the researchers provide suggestions. The suggestions that the researchers provide are as follows:

1. The microteaching program is a program designed by the Faculty of Tarbiyah and Teacher Training prepare students to be ready to become teachers and Programs that provide students with teaching techniques. Therefore, microteaching program organizers must be more maximal in providing programs and training. Providing maximum implementation and training will determine the success of the program. The PPL guidebook mentions microteaching has a systematic activity structure, starting with refresher and debriefing theory, limited guided teaching skills training, introduction field, and independent application of skills, as well as practical exams (p.7). Previously, the researcher had participated in a microteaching program PPL 1 and 2. Which is that the researcher feels less than optimal in terms of guidance, namely students take turns in front of the class and deliver the material they want to explain to practical participants. Students advance directly without being told first by the lecturer / supervisor, how to open lessons, explain, give quizzes, even how to close the lesson. But, only given a paper evaluation. Therefore, it is necessary to improve the provision of 8 basic teaching skills to practicum students, to the organizers and supervisory lecturers to pay attention to this. Because the influence is enormous and it is expected that supervisory

lecturers to better explain and practice to students before practice, in order to achieve the objectives of the program.

2. And also microteaching program organizers must also pay attention to the difficulties when organizing the program, and also about facilities and infrastructure both practice rooms, facilities in practice rooms, and also guidance when students practice. Regular evaluation also really needs to be improved, in order to achieve program objectives.