

CHAPTER V

CLOSURE

A. Conclusion

This study found that pre-service teachers conducted comprehensive evaluations of their teaching practice using Gibbs reflection, encompassing both positive and negative aspects of their teaching experiences. The positive aspects identified included effective use of learning facilities and media such as projectors and Kahoot, appropriate teaching methods and materials that focused on basic English concepts with clear explanations and interactive activities, and positive student responses and engagement. The negative aspects identified included time management issues where too much time was spent explaining concepts, technical problems such as malfunctioning projectors and unplayable media files that disrupted lesson flow, and limited student interaction that resulted in low engagement and decreased motivation. The feelings experienced by pre-service teachers significantly shaped their evaluations, as initial feelings of nervousness, anxiety, and confusion led to more critical evaluations, while improved feelings over time resulted in more balanced and confident assessments. Persistent challenges including

frustration and panic highlighted the need for better preparation and contingency planning.

This study found that pre-service teachers formulated concrete action plans for future teaching based on their reflection experiences, including improving lesson design and pedagogical approaches, reducing dependence on technology and artificial intelligence, developing contingency plans and backup strategies, and enhancing classroom management and personal well-being. Pre-service teachers planned to prioritize student practice and interaction, seek feedback from peers and supervisors, prepare concise and clear instructions, reduce reliance on AI tools, prepare backup materials and alternative activities for unexpected situations, and maintain physical and mental well-being through workload management and self-care. The feelings experienced by pre-service teachers informed their action plans, as anxiety and frustration motivated them to address negative emotions through contingency planning and improved classroom management, while positive feelings of relief and confidence reinforced effective strategies such as continuing to use interactive and engaging activities and integrating technology in teaching.

B. Suggestions

Based on the findings and conclusions of this study, the following suggestions are offered for pre-service teachers and future researchers.

1. Suggestions for Pre-service Teachers

Pre-service teachers should engage in systematic reflection practice using structured frameworks such as the Gibbs Reflection Model to move beyond simple descriptions to critical evaluation and concrete planning for improvement. They should acknowledge and address their emotional experiences during teaching practice, recognizing that initial feelings of nervousness, anxiety, and confusion are common and part of the learning process. Seeking support from peers, mentors, and supervisors can help pre-service teachers navigate their emotional journey. Pre-service teachers should conduct comprehensive self-evaluations of their teaching practice, examining both positive and negative aspects, and formulate concrete action plans based on these evaluations. They should also develop contingency plans and backup strategies for unexpected situations, actively seek feedback from peers and supervisors, and maintain their physical and mental well-being through workload management and self-care, as these factors directly impact their ability to teach effectively.

2. Suggestions for English Education Department

The English Education Department should integrate structured reflection frameworks such as the Gibbs Reflection Model into the teaching practice curriculum and provide training on how to use reflection models effectively. The department should also provide emotional support for pre-service teachers during their teaching practice by creating opportunities to discuss emotional experiences, offering mentorship programs, and providing workshops on managing teaching anxiety and building confidence. Additionally, the department should incorporate training on developing contingency plans and backup strategies to help pre-service teachers handle unexpected challenges, and emphasize action-oriented reflection by encouraging pre-service teachers to translate reflection insights into concrete, measurable plans for future improvement.

3. Suggestions for Future Researchers

Future researchers should examine pre-service teachers' reflection across all six stages of Gibbs' Reflection Model to gain a more comprehensive understanding of the reflection process. Longitudinal studies are recommended to track how reflection abilities develop over multiple teaching practice experiences, and comparative studies could examine differences in reflection between pre-service and in-service

teachers, different teacher education programs, or different cultural contexts. Researchers should also explore the impact of reflection practice on actual teaching performance and student learning outcomes, investigate the role of technology in supporting reflection practice, examine the effectiveness of different reflection models, and explore the relationship between reflection practice and teacher identity development. Studies investigating the role of peer and mentor support, research in different contexts, and the development of interventions to enhance reflection practice are also strongly recommended.