

CHAPTER V

Conclusion and Suggestion

1.1. Conclusion

The effectiveness of Virtual Micro Teaching Class for 6th-semester students of English Education Department Jenderal Soedirman University academic year 2020/2021 is 71% which means the Virtual Micro Teaching is effective. The respondent this research consists of 13 Females (61%) and 8 Males (38%). There are 5 variables that influence such as Enthusiasm, Learning Media, Learning Material, Task, Teacher Performance. Virtual Micro Teaching Class effectiveness. However, only the Enthusiasm variable with $P=0.046$ and Learning Media with $P=0.020$ are significant. At the same time, other variables such as Learning material with $P=0.213$, Task variable $P=0.166$, and Lecturer Performance $P=0.166$ are not significant.

The use of Google Classroom for Virtual Micro Teaching Class has some disadvantages such as lack of video meeting feature that most students need and late notification caused by Internet signal problems. On the other hand, it has advantages like being easy to use and saving large data but taking a low internet quota. As solutions to solve the problem of using Google Classroom for Virtual Micro Teaching are, lecturers are needed to explore the feature of Google Classroom. Alternatively, the

lecturer are encourage to use a better learning platform with a built-in virtual meeting and discussion feature that can save large data and be downloaded any time.

1.2. Suggestions.

Suggestion for Lecturer is they should learn the learning platform better or use other platforms that cover all of the students need in one platform, such as Microsoft Teams or other applications with a built-in virtual meeting feature and communicative discussion forum.

Suggestion for other researchers is that further research is needed. The questionnaire item needs to be more appropriate to assure high product validity. Therefore in the future research with similar topic, the researcher will have more accurate and representative result.

