

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the study. The conclusions are drawn from the findings and discussions, and afterward, the researcher provides suggestions that are aligned with the results.

5.1 Conclusions

Based on the research conducted on students' internship at the English Education Study Program, Faculty of Humanities, Jenderal Soedirman University in the academic year 2025/2026, several conclusions can be drawn. The findings show that students generally perceive the Microteaching course as helpful in improving their teaching skills and preparing them for real classroom experiences during the internship. The course also contributes to their professional growth by strengthening key teaching competencies and building confidence. In light of these conclusions, several practical suggestions are proposed to improve the implementation of Microteaching and to support future research on this topic.

5.1.1 Students' Internship in Relation to Perceptions of the Microteaching Course in Enhancing Teaching Skills

Based on the findings, the Microteaching course was perceived very positively by students during their internship experience. The questionnaire results showed an average agreement score of 93%,

which falls into the Very High category, indicating that most students considered Microteaching to be a valuable platform for strengthening teaching readiness. The students perceived that the Microteaching course contributed significantly to the development of essential teaching skills, including lesson planning aligned with learning objectives, the selection and use of appropriate teaching media, classroom management, and instructional delivery. In addition, the course was regarded as beneficial in enhancing communication skills, increasing confidence in teaching in front of a class, and fostering reflective practice through feedback from lecturers and peers. These findings suggest that Microteaching plays an important role in preparing prospective teachers before engaging in real classroom practice.

5.1.2 Contributions of Microteaching to Teaching Skills Gained through Students' Internship

Microteaching made a significant contribution to the professional growth gained through students' internship by providing systematic opportunities to practice and refine teaching skills. It helped students master lesson structuring (opening, delivering, and closing), reduce nervousness, and build confidence to handle teaching situations. The course also strengthened their ability to design lesson plans and adapt them to classroom realities, experiment with diverse teaching strategies, and improve classroom as well as time management.

Feedback and reflection were particularly impactful in guiding students to recognize strengths, address weaknesses, and make targeted improvements. Moreover, the safe practice environment of Microteaching allowed them to experiment without the pressure of real classrooms, while its practical application during internships confirmed its role in bridging theory and practice. These contributions highlight Microteaching as an important part of equipping students with teaching skills for their future careers.

5.2 Suggestions

Based on the findings and conclusions of this research, several suggestions are proposed for lecturers, students, and future researchers:

1. For lecturers

Lecturers are encouraged to continuously improve the design and implementation of the Microteaching course. Providing varied teaching simulations, integrating modern teaching media, and giving constructive feedback are essential to maximize the benefits of the course. By doing so, lecturers can create a supportive environment where students feel more confident to practice and refine their teaching skills.

2. For students

Students should take Microteaching seriously as a preparation for their internship and future teaching career. They are advised to actively engage in classroom simulations, apply feedback from lecturers and peers, and reflect

on their performance to make consistent improvements. By fully utilizing the opportunities in Microteaching, students can strengthen their teaching confidence, classroom management, and communication skills.

3. For future researchers

This study focused on students' internship conducted within one academic year. Future researchers may expand the scope by involving different cohorts, institutions, or contexts. They may also explore other dimensions such as lecturers' perspectives, the long-term impact of Microteaching on teaching careers, or comparative studies with other teaching preparation programs. Such research would enrich the understanding of Microteaching's role in developing teaching skills.

Through conducting this research, the researcher has gained valuable insights not only into students' professional development but also into the process of educational inquiry itself. The study has highlighted the importance of reflective practice, feedback, and continuous improvement, which are essential not only for student teachers but also for researchers and educators in general.

In conclusion, joining Microteaching course serves as a critical bridge between theory and practice, equipping students with the skills, confidence, and reflective mindset necessary for effective teaching. Its continued development and implementation will significantly benefit future generations of educators.