

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER V CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion based on the data analysis about the implementation of reflective teaching in the process of teaching and learning English at an Islamic school in Pekanbaru. In addition to the conclusion, this chapter also reveals the weaknesses of this study. The final section of this chapter contains recommendations for teachers, stakeholders, and future researchers interested in implementing reflective teaching in the process of teaching and learning English or in a similar context.

A. Conclusion

This research aims to explore the implementation of reflective teaching in the process of teaching and learning English at Islamic school in Pekanbaru. Based on the findings and discussions, there are several conclusions relate to the implementation of reflective teaching which carried out by English teachers and the factors influenced reflective teaching implementation; 1) the teachers reflect their teaching based on the previous material relate to the strategy use or suitable material with consider the students' interest, 2) the interesting material can attract the students' understanding to the material and get the students' feedback, 3) the teachers can adjust the learning situation based on length of the time to achieve the learning objectives, 4) the teachers have self-evaluation in which reflect their own teaching that being their personal motivation, 5) the teachers have lack of time in implementing reflective teaching due to several activities besides teaching.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

First, the teachers carried out the previous meeting as reference to the next meeting, the teacher evaluated some components that relate to their teaching activities; such as the media or strategy use and selecting suitable material. The teachers used various media while teaching in one semester to make the students could enjoy the class and adjust the suitable material that could be achieved by the students.

Second, the interesting material could be a source to create fun learning. It could attract the students' understand toward the material. Besides, it would create better interaction among them. Finally, the students gave their feedback to the teachers that would be motivation to evaluate their teaching.

Third, the teachers had prepared the sequence of activities before starting the class. It aimed to make sure the length of time was suitable to the teaching and learning process. While in different condition, the teachers adjusted the learning situation in changing the activities; such the exercise become homework. Sometimes, it was because of limited time. However, the learning objective should be achieved by the students. Therefore, the teachers could manage the condition well.

Fourth, in reflecting their own teaching, the teachers used self-assessment to evaluate their teaching progress. Usually, the teachers asked the students' understanding directly toward their teaching or based on the students' feedback. This activity became the teachers' self-motivation which they wanted to evaluate their teaching to improve their professionalism as teacher.

Fifth, reflective teaching was an activity beside teaching and learning which needed extra time. In fact, the teachers had other activities besides teaching that were obligation. Therefore, the teachers had lack of time to evaluate their teaching.

Furthermore, it can be concluded in general that the teachers had implemented reflective teaching well in the process of teaching and learning English at the Islamic school in Pekanbaru. The majority of reflective teaching features were implemented by teachers during the teaching and learning process. The results reveal that the teachers always tried to evaluate their teaching so that the students could encourage the learning objectives. Indirectly, this becomes the reason to help the teachers evaluate their teaching at the following meeting. The participants and time constraints were the study's weaknesses. The participants included teachers and students, and in collecting information from students, the researcher had difficulties getting in-depth information; the students answered based on their friends' statement. Besides, time was the second weakness. While conducting the research, the time was limited due to the examination preparation. As a result, there was divided time with the homeroom teacher.

B. Recommendation

This study was conducted within an academic term, which had limited time to promote reflective teaching among teachers. Thus, this study was carried out to analyze the development process toward the implementation of reflective teaching. This would provide in-depth insight into reflection and its development

process in terms of implementation for further stages. In this study, the implementation of reflective teaching was analyzed based on the teachers' self-evaluation. With further study on individual teacher development, the teachers could implement peer assessment. It will be a huge help to educational teachers in evaluating their teaching progress, which they could not do on their own. Finally, this study is as recommendation to some elements. For the teachers, it could be practiced in evaluating their teaching and improving their professionalism. For schools, stakeholders could offer a short course to teachers on reflective teaching, which aims to solve problems encountered during the teaching and learning process. And the last is for the future researchers: this study could be a reference for further study on a similar topic and conducted more teachers as participants.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.