

CHAPTER V

CONCLUSION, SUGGESTIONS AND LIMITATIONS OF THE STUDY

In this chapter, there are three main parts presented, several findings of the research are explained together in the conclusion. The suggestions of the research are also presented briefly which is intended for the teachers, further researchers, and readers. Moreover, the limitations of the study present the further information about the research.

5.1 Conclusion

The research was focused on classroom management challenges for the preservice teacher in teaching English speaking. The research was intended to investigate how does the pre-service teacher manages the classroom in the teaching English speaking.

The result of the research provided that classroom management has been an important area in education. It represents a significant aspect of the teacher's pedagogical knowledge. As a preservice teacher, may need to reach a minimum level of competency in management skills before they are able to develop in other areas of instruction. From the result of the research it was discovered that preservice teacher struggled with classroom management in teaching English speaking. Firstly, the challenges faced by preservice teacher in managing classroom in teaching English speaking relate to the students' low participation, students' speaking English skill, students' disrespectful attitude, the limited amount of time, students' motivation, and teacher's expectation and motivation itself.

The above-mentioned challenges was affecting the way preservice manage the classroom in teaching English speaking. The preservice teacher often times use some strategies to make group activities to improve students' participation.

Besides, the preservice teacher also makes fun activities such as, sing a song, role play or simulation, and drilling. The preservice teacher also giving rewards for the good behavior and punishment for the wrong deeds. Examples of rewards given by preservice teacher were extra points. He develops a friendly climate in which all students feel recognized and valued in encouraging both students and teacher motivation.

5.2 Suggestions

From the findings, there are a few things that can be suggested to the preservice teacher to improve the skill in managing classroom in teaching English speaking and for future research. Firstly, preservice teacher should must be well competent in the content subject because that's what a teacher should be, and student teacher must have a positive personality. Secondly, preservice teacher needs to find effective ways or strategies to help teachers create conducive setting for an unswerving teaching and learning process. As Burden (2003, in Sueb, 2013) stated that "teacher acts to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation". Thus, being a teacher means also the need to be wise, not only in the context of content subject, but also in managing the classroom (Sueb, 2013).

For future research, might look into exploration of other challenges that faced by preservice teachers during training or teacher preparation program from a wider scope research. Besides that a study on exploration of other challenges that faced by preservice teachers in implement classroom management would also be beneficial to be studied.

5.3 Limitation of the study

The research has reached its aim, there were some limitations. This research only focused on how the preservice teacher manages the classroom in teaching English speaking. This includes the challenges in classroom management

faced by the preservice teacher during the process of teaching English speaking. Moreover, this research was conducted only on small participant and, size, only one preservice teacher in one school. However, this research expected to be a contribution for English teachers, especially the preservice English teacher and can be an inspiration for them on how to manage the classroom for helping them, especially in teaching English speaking.