

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is presented as a summary of the research which includes conclusions and recommendations. Presented in two sections, first, this chapter provides conclusions derived from the findings and discussions on the data analysis. Whereas the recommendations are drawn to give some inputs for the readers in conducting further research in this field.

5.1 Conclusion

Firstly, the findings revealed four categories as the anxieties that student teachers encountered during teaching practicum, namely; classroom related anxiety, students' related anxiety, supervisor related anxiety, and teaching related anxiety.

Future student teachers will be benefited from this study as they should be more aware of possible challenges they may cause anxiety during the teaching practicum. It is hoped that the discovery of the sources of anxiety will allow teaching practicum supervisors and coordinators give better support to student teachers in preparing for the teaching practicum.

Secondly, the anxieties that student teachers encountered during the teaching practicum can be reduced by four strategies of coping anxiety; personal, professional, social and institutional coping strategies by Murray-Harvey (1999). The student teachers can utilize more than one strategy in one situation. For instance in overcoming students' related anxiety; the student teachers utilized positive thinking, which belongs to personal strategies, developing a good relationship with the students, which belongs to social strategies, and preparation, which belongs to professional strategies.

There are four strategies employed in this study to reduce anxiety during the teaching practicum, the future student teachers can use their own strategies to reduce the anxiety. Anxiety can motivate the student teachers to fight new tasks and help them become active in predicting problems and planning solutions to deal with the future situations (Merç, 2004). By studying the possible causes of

anxiety prior to the teaching practicum, is hoped that the student teachers can prepare effective anxiety management strategies to cope with such anxiety later in the teaching practicum.

5.2 Recommendation

Relevant to the findings, discussion, and the conclusion of this research, there are several points of suggestions for a better contribution and significance of future research in the same field of study. The suggestions are presented below.

First, the study aims to explore what anxieties the student teachers encountered during teaching practicum by look at the sources that contribute to their anxiety as well as the strategies to overcome their anxiety. If the future research still shows interest in studying the similar field to the current research, it can look at student teachers' anxiety in specific areas such as in teaching language skills (listening, speaking, reading and writing).

Second, it is suggested that the further researcher take more various participants. It can look at how the student teachers who are low achievers and the student teachers who are high achievers handle their anxiety during teaching practicum.

Third, it is important for the student teachers to make connections between theoretical and methodological issues before entering teaching practicum. As the findings described that student teachers experience anxiety when what they face in real classrooms do not correspond to or deviate from what they learn in their courses. So, it is suggested that student teachers are enriched with language teaching methodologies, several teaching and classroom techniques. As Halbach (2000) stated that it was vital to find an appropriate teaching methodology in teacher education courses as models for their own teaching.