

CHAPTER V

CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

This chapter reports a thorough conclusion based on the array of findings and discussions elaborated, a compiled limitation the current study sparked, and general recommendations for further studies and for individuals and institutions interrelated with the present studies.

5.1 Conclusion

From the analysis of the data, it was discovered that student teachers struggled with preparing lessons, creating well-managed classrooms, and establishing good communication. Pre-service teachers found it difficult to evaluate materials difficulty based on students' level of English competence. Besides, they also needed to cope with misbehavior and poor class time justification in nearly all lessons. In addition to the problems revolving around designing and running a lesson, student teachers encountered problems in communicating their needs and discussing their teaching practice with their mentor teachers. Additionally, miscommunication with school staff was experienced by a student teacher.

The above-mentioned challenges were the results of numerous parties' acts. The issues might be inflicted from pre-service teachers' inability to adopt learners needs into teaching materials, learners' low motivation to learn English, one class, poor personal communications in which cohesiveness among students was an ongoing problem, institution's decision-making in terms of placement of the students –covering the significant difference of students English competence in a class, student teachers' anxiety in which they found psychological aspects, to some extent, impeded them in the making decision in the practicum, and inadequate English competence of student teachers.

Digging deeper into the causality, it was found that teacher preparation programs might have not fully equipped the pre-service teachers with strong theoretical frameworks on designing and evaluating materials and with solid experience on dealing with classroom management problems. In addition, difficulties encountered in establishing communication with placement schools might be aroused owing to the fact that little, if any, formal communication was conducted between teacher preparation program and placement schools.

Even though they had to face a number of challenges in field practicum, pre-service teachers employed significant tactics to overcome the crisis faced. Some student teachers were able to build good teacher-student relationships. In addition, at times they could manage to design engaging teaching sessions, using numerous teaching techniques and methods in the instruction. Student teachers in the study consult the problems with their colleagues in order to gain more insights on how to solve the problems they encountered in the practicum. Besides, pre-service teachers recognized the importance to build individual quality –on using loud and clear voices, using appropriate body languages and building poise in the instructions.

5.2 Limitations

One major limitation in the current study is an issue found in choosing the samples. The participant-selection was influenced by the close liaison the researcher built with the participants. On one hand, this is practical as the researcher did not need to spend more time in building a good rapport with the participant. On the other hand, this may influence the results of the study. The researcher, however, composed reflexive journals in the form of post-interview comment after gathering the data in order to discover the possible bias in the study. In addition, to support the accuracy of the data gathered, the researcher handed each participant the transcription of his/her interview and asked for the clarification of statements in the transcriptions.

Another issue contained within the study is regarding the instrument to collect the data. That is, the current study employed sole in-depth interviews as the technique for gathering the data, which is the common sole technique used in phenomenological research. This suggests the study might be vulnerable to critics in terms of validity of the research. The researcher, however, employed several strategies to improve the robustness of the data by means of triangulating numerous participants and conducting member checking.

5.3 Recommendations

Since the study is qualitative in nature, meaning that the results of the study purely reflect the phenomena involving six participants in a particular teacher education program, the findings of the study thus may not be generalized. It is important to note, however, that the study may be considered as a base in conducting further studies and in resolving problems in teacher preparation programs.

The findings of the present study call for improvement in the teacher preparation programs in the following aspects: material evaluation, classroom management, language competence and self-confidence, communication with placement schools. Indicated in the study, pre-service teachers found difficulties in selecting and evaluating appropriate materials, inclusively based on students' needs, for teaching sessions. It is thus suggested that university-based coursework can provide practical experience and theoretical frameworks in judging materials to utilize in the classroom. Moreover, it is worth mentioning that most student teachers found major problem in managing a class. It is therefore endorsed that the coursework in teacher training programs can provide more clinical experience for pre-service teachers in terms of classroom management. In addition, it is indicated that several student teachers had language barriers which impeded them to conduct a good instruction. It is therefore recommended that teacher preparation programs improve student teachers' language competence. Besides,

the preparation programs need to build student teachers' confidence in teaching as student teachers, by some means, needed to deal with lack of confidence in the practicum. ESL/EFL teacher education programs are also endorsed to build good communication with placement schools. That is, teacher training programs are recommended to inform the schools as to roles and responsibilities of both mentor teachers and school staff in the practicum.

As previously identified in Chapter 3 Section 3.2 that the study focuses on exploring the in-depth, general pre-service teachers' experience in field practicum, it is encouraged that emphasis on discovering more specific implication of field practicum is undertaken. That is, specific approaches might show different perspectives in the similar field of study. It is therefore recommended that further studies can scrutinize each aspects found in the study deeper using numerous techniques for gaining more in-depth description and the causality of the themes emerged in the present study.