

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

This chapter reflects the conclusion, implication, and recommendation of the present study. The first part deliberates the major findings of the study. The second one presents the implication and the recommendation for the further study.

5.1 CONCLUSION

This present study serves as an attempt to investigate the preservice English teachers' belief in empowerment, to dig out the dimensions of empowerment and, to explore the nature of the preservice English teacher empowerment. The major points examined in this study were (1) the preservice English teachers' belief in empowerment, (2) the dimensions of preservice English teacher Empowerment, and (3) the nature of preservice English teacher Empowerment toward the learning and teaching English practices.

The preservice English teachers' belief in empowerment is completely dynamic and multifaceted. Although most participants have shown moderate level of empowerment, still few participants have shown excluded level of empowerment. These happen for some reasons such as lack confident, poor understanding of teacher knowledge, less participation and contribution to the learning community, and disability to build communication and collaboration with others. The result of the study also indicates that preservice English teacher empowerment is closely influenced by the dimensions of empowerment including knowledge, learning, competence, personal growth, and communal classroom.

On the bases of evidence in the results of the study, it can be inferred that participants have multifarious perspective in the dimension of PETE. First, most participants have good understanding on the technology knowledge, English content knowledge, and pedagogy knowledge. In addition, not all participants have good experiential knowledge in teaching English. Second, the diverse perspective on the learning dimension of PETE becomes the critical point to overview. Although most participants have shown better in interest rather than motivation,

habit, and commitment in learning and teaching English during the program. Third, most participants have indicated to have good competence in critical thinking and collaboration, but they have moderate competence in communication and creativity. These happened for some reasons including the new environment, new rule, new people (students and teachers), and new roles, which become the communication barrier. However, some participants have shown their desire in developing creativity and innovation in the form of English teaching materials. Fourth, most participants have shown good personal growth in term of self-awareness, flexibility & adaptability, initiative & self-direction, leadership & responsibility, productivity & accountability. However, they have shown moderate self-efficacy. It happens for some reasons such as low confident feeling, limited access, and limited experience in teaching English. Fifth, most participants have shown to have good engagement in the communal classroom and able to maintain the connectedness, cohesion, and build the trust among the member of the community during the teaching practice program.

Finally, the process of preservice teacher empowerment needs support the five dimensions including knowledge, learning, competence, personal growth, and communal classroom both inside and outside the classroom. Afterwards the preservice teachers is expected to construct comprehensive knowledge, have a good learning conception, germinate personal growth well, have good competence, and build up the community as the learning community to empower themselves and others (see the following figure).

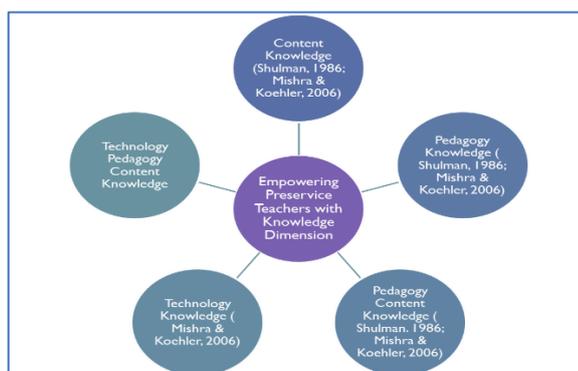


Figure 20. The Preservice English Teacher Empowerment Model

5.2 IMPLICATION AND RECOMMENDATION

This research is a case study of preservice teachers' belief in empowerment and its dimensions, and exploration of the nature of preservice English teacher Empowerment at EFL context with one certain group of preservice English teachers and certain mentor teachers, and teacher educators. To the extent that the study involved only one type of program, one group of PLP, one group of mentor teachers and one group of teacher educators, this research has limitations. One obvious limitation is inherent to the nature of preservice English teacher empowerment itself, which is necessarily context specific. As such the knowledge that we learn from this study might have limited usability. To make the knowledge usable to a broader context, similar studies need to be conducted which focus on different content knowledge such as maths, sciences, and other literacy tasks as they occurred in other classes taught by other teachers and involve different preservice teachers and students. These additional studies would provide useful insights to confirm or disconfirm the findings of the present research. Synthesized together, a more refined body of the case knowledge and the case practical solution of the empowerment problem may result.

Meanwhile, this study has its unique contribution to the field of the teacher education which needs the data-based of preservice English teacher empowerment model, finely grained descriptions of integrated-curriculum enactment that could cover the dimensions of preservice teacher empowerment, and other similar studies need to be conducted to enable construction of more refined and solid body of case knowledge on the curriculum enactment of English teaching education to support the empowerment for sustainability in higher education. These findings of this research also propose recommendations to consider the five essential dimensions of empowerment to create the solid support system to empower the teacher education. These are including the all-inclusive and experiential knowledge, the all fired-up learning conception, the transversal competence, the personal life growth, and the supportive communal classroom.

MAISA, 2022

*PRESERVICE ENGLISH TEACHERS' BELIEF IN EMPOWERMENT WITH FIVE DIMENSIONS IN THE
TEACHING LANGUAGE EDUCATION PROGRAM*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu