CHAPTER V

CONCLUSION, LIMITATION, PEDAGOGICAL IMPLICATION, AND RECOMMENDATION FOR FURTHER STUDIES

As finale, this chapter presented the point of the research. It discussed some items in particular consisting of the conclusion, limitations and pedagogical implications of the study, as well as recommendation for further studies.

5.1 Conclusion

According to the research finding on EFL pre-service teacher's engagement on teaching English during the pandemic, the researcher could conclude numerous things as the essence of this study. This could be proven through the description of the core themes that emerged in the research findings in interpreting the results of data analysis.

The first theme was Designing and Organizing refers to the involvement of the teacher in planning teaching and learning activities in the classroom; such as ideas for student activities, either individually, in pairs, or in groups; and managing the exercises of each class activity by time limitation and also equipped with supporting teaching and learning media that has been prepared. It was included (1) Teacher Contriving Classroom Activities, (2) Teacher Devising Instructional Media, and (3) Teacher Evaluating Recent Teaching. Teacher Contriving Classroom Activities reflect what and how the teacher contriving activities and exercises for students in the English class. Hence, Teacher Devising

Instructional Media shows several teacher's activities, specifically how the tools or media selected by the pre-service teacher and devised as instructional media that support teaching and student exercises. In addition, Teacher Evaluating Recent Teaching shows evaluation activities undertaken by pre-service teacher after performing out teaching at the end of each meeting.

The second theme was Instructing refers to the teacher's activity in giving instructions to students to facilitate students' exercises, in order to make students understand what they will do in the activities that have been designed by the teacher in the English class. It was included Teacher Providing Exercise with Directive that reflected the teacher's activity or involvement in how the teacher provides exercises for students completed by directions.

The third theme was Monitoring, which refers to the teacher's involvement in monitoring learning activities that take place in English classes, and how students respond to activities that have been previously designed by teachers. It is included: (1) Teacher Rewiewing Teaching Outcomes, and (2) Teacher Observing Students' Behaviours. Teacher reviewing Teaching Outcomes reflect the teacher's involvement in making observations in the classroom, the teacher specifically pays attention to how students understand the material by carrying out learning activities that have been previously designed by the teacher. While Teacher Observing Students' Behaviours showed the teacher's involvement in conducting observations in the classroom related to how students carry out learning activities designed and equipped with instructions by the teacher.

The fourth theme was Facilitating discourse, which refers to teacher involvement in how teacher facilitates students in expressing their opinions either to the teacher or to their classmates during teaching activities conducted by EFL pre-service teacher. It was included: (1) Teacher Promoting Students to Write, and (2) Teacher Encouraging Students to Speak. Teacher Promoting Students to Write showed the activities of pre-service teachers in facilitating discourse for students to adduce their thoughts, opinions, and ideas by writing. However, Teacher Encouraging Students to Speak presented pre-service teacher activities in terms of helping students to produce their ideas, thoughts, or opinions through speaking activities.

The last theme was Motivating, which refers to the teacher's involvement or teacher's acts in motivating and encouraging students to learn English courses, such as giving advice or reminding students to keep learning, or giving small prizes to students for their achievements. It was included: (1) Teacher Advocating Students to Reinforce to Learn, and (2) Teacher Appreciating Students. Teacher Advocating Students to Reinforce to Learn showed how teachers motivate students to learn in the form of giving suggestions, advice, and so on. In contrast, Teacher Appreciating Students presented how teacher motivate students to keep learning English in the form of giving appreciation, such as giving gifts, and so on.

5.2 Limitation

There were research limitations that needed to be acknowledged. Firstly, this study involved an EFL pre-service teacher to explore her engagement as an

English teacherespecially in face-to-face class duringthe Covid-19 pandemic. It means, this research was conducted during a pandemic, however the situation was not specifically carried out by the subject.The researcher only collected data from an EFL pre-service teacher reflection during a field teaching practice program. Therefore the data gained was subjective. Moreover, this study did not explore what the EFL pre-service teacher achieve from the program. However, the participant also had a contribution to providing the required information in the present study, especially information about her engagement and specific activities in teaching English during the program. Hence, the participant required information does not meet the needs of the theme to be explored in this research, because the data do not support the nurturing theme and incomplete data for facilitating discourse and motivating themes as the core of teacher's engagement.

5.3 Recommendation

The findings in this study indicated that the EFL pre-service teacher has some engagement activities on teaching English. Despite this, there is still some teacher's engagement aspect that is not explored well in this study, because the supporting data exist is limited. On top of that, the researcher recommends a deeper exploration of the other teacher's engagement, such as nurturing, motivating, and facilitating discourse that is not explored well in the present study.

However, the researcher highlights two main limitations of the study that should be addressed in future research. First, future researchers are advised to strengthen the findings of this study, since some subthemes in the finding section

still have deficient supported data, and some has not have specific data. Second, due to the limited participant in this study, therefore the researcher suggested researching the number of participants. Also, future research can be conducted with a great number of participants at a different levels, pre-service teachers, novice teachers, or expert teachers. Collaborative autoethnography can be become one of the consideration for the future research. Furthermore, it can be considered to explore not only the teacher's engagement, but further research requires to explore the students' engagement in English class during a pandemic or in online learning.

5.4 Pedagogical Implication

First of all, this study emphasizes several aspects of the lack of teacher's engagement as the main topic of this study and is closely related to the involvement of pre-service teachers as teachers in the field of study in the field teaching practice program, such as the application of teacher engagement in nurturing, facilitating discourse for students, to providing motivation. Therefore, this research really hopes that there will be further discussion about teacher engagement and its impact on educational devices, such as teachers, students, schools, or institutions.

The present study implies that the nature, types, and examples of teacher activities related to teacher engagement should be introduced and discussed with the institution, expert teachers, and teachers educators on how to develop various kinds of teacher engagement, how to apply it in the teaching field, to what the

benefits a teacher offers and students, even for the long-term impact to the teacher, students, or an institution. Thus, future pre-service teachers can apply knowledge about this and know how to overcome obstacles or obstacles faced by a teacher both in teaching activities in the classroom or outside the classroom. So, pre-service teachers or experience teachers can maximize teaching activities, starting with planning, teaching, and evaluating. Finally, in the end, teachers or pre-service teachers can achieve the ideal learning objectives. Furthermore, by involving students and teachers in learning, automatically the existing education system in an institutional will develop well and be pushed forward.