

## **CHAPTER V**

### **CONCLUSION**

As a finale, this chapter presents 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 recommendations for further studies.

#### **5.1 Conclusion**

The purpose of this study is to find out how EFL novice teachers construct their teachers' identities through their emotional experiences. This study showed that all participants felt negative and positive emotions before they and after they become novice teachers, and they could manage all of their feelings in constructing their identity to be better teachers in their own ways. This could be proven by describing through the description of the core themes that emerged in the research findings in interpreting the results of data analysis.

The first theme was the teachers' emotions during being Pre-service teachers or before being novice teachers. Two participants felt negative emotions, namely afraid, anxiety, skittishness, and peevishness. From the negative feelings experienced by participants, they have ways to manage their emotions, such as brainstorming, preparing games, ice breaking, preparing interesting reading materials, and preparing the materials well. Even though they had different ways, they had similar thoughts. They should fight and control their negative feelings and thinking. They define themselves as the person who can guide their students.

Furthermore, two of three participants felt positive emotions, namely enthusiasm, pride, happiness, excitement, and hope. From the positive emotions they felt, they provide several ways to maintain the positive feelings they feel about being a good teacher, to be an interesting teacher, to be a motivating teacher, and to be a fun teacher for their students. They tried to maintain their positive feelings in several ways, such as by playing games and giving motivation to students. They tried to improve their teaching methods by playing games and giving motivation to students because they believed it would reach their aims by doing some funny activity.

The second theme was the teachers' emotions after being novice teachers. Two participants felt negative feelings, namely skittishness, peevishness, and loss of enthusiasm. After they are novice teachers, they can still manage their emotions by preparing the materials well and giving games and songs. Through preparing the materials well, the participant felt confident that she classified herself as a good teacher because she could master the materials well. The other participant felt a loss of enthusiasm when she saw her students seem unenthusiasm to learn, so she tried to play some games and songs to make the class fun, and she said she wanted to be a professional teacher, who was not affected by the mood of the students. However, the emotional experiences felt by novice teachers almost showed more positive emotions than negative emotions.

The last theme was the contrast before and after they were novice teachers. Two participants experienced emotional differences during pre-service and after being novice teachers. They both experience the fear of failing and not being able to perfect. However, after becoming a novice educator, and going through the

teaching process from time to time, they are not afraid anymore. They have a new definition as a teacher, that one does not have to be perfect, and one does not have to be right all the time and one does not have to be very smart to be a teacher. The result of the data showed that the teacher identities of the two participants were different, which means that teacher identities are dynamic based on the feelings that teachers feel.

## 5.2 Limitation

This study focused on emotional experiences in the teacher identity construction of novice teachers during Pre-service teachers and after becoming novice teachers. However, the emotions that arise, both negative emotions and also positive emotions, only come from the students and teachers themselves. In other words, there are no other factors, such as the other teachers at school, the school environment, the school's rules, the salary, etc. This study also only targets three participants who qualify as EFL novice teachers. At first, the researcher wanted to increase the number of participants, but several other participants were busy so this hindered the data collection process.

## 5.3 Pedagogical Implication

This research had more critical rules that should be approved, especially for the college students (Pre-service teachers), the new teachers/novice teachers, and the university. Based on this study, some suggestions presented related to the emotional experiences in teacher identity construction of EFL novice teachers. Some recommendations for this research are as follows: For teacher educators,

this study should raise the college students' (pre-service teachers') awareness of their emotions in teacher identity construction before the new teachers enter the actual teaching practice as future teachers, because the emotional experience is a crucial factor to develop teacher identity. For new teachers/novice teachers and college students/pre-service teachers, this study is expected to raise their awareness of teacher identity construction and how emotion is intertwined with identity construction. The novice teachers also can apply the strategies that participants did in this research when they tried to handle their negative emotions. For the university, as the place of students teachers being teachers, the university has to prepare the materials and also provide a curriculum related to how it can give awareness to students teacher about their teacher identity and also the importance of emotions in teaching, such as how to manage or control the emotions while teaching in the real class.

#### **5.4 Recommendation for Further Studies**

This study showed the emotional experiences that all participants felt just from themselves and their students. It means that further studies can explore the emotions that novice teachers felt about the facility of school, the salary, the environment of the school, etc. Furthermore, this research can be used as a reference to support some of the necessary sources for other researchers. In addition, the researcher suggests further researchers conduct research with a different focus or research approaches, such as how novice teachers build their teacher identity through emotion, not only limited to interactions between teachers and students. Further research can improve the number of participants to get more

data about how to manage emotions in constructing teacher identity. Further research also can explore the emotional experiences by seeing the gender difference to get the other point of view to manage the emotions or to construct the teacher identity, because this study just explores female novice teachers.

