

CHAPTER V

CONCLUSION

As the last part of the study, this chapter presents the points related to this study. It discussed several points, including the conclusion, limitations of the study, pedagogical implications, and recommendations for further studies.

5.1 Conclusion

This study describes the challenges faced by six EFL pre-service teachers in designing tasks during their field teaching practice. In the process of designing these tasks, student teachers face various challenges. Based on the parameters used, namely contextual relevance and cognitive difficulty, the researcher obtained information that EFL pre-service teachers encountered challenges in choosing materials for students' tasks, using learning media for tasks, selecting types of tasks, and adapting tasks designed to students' abilities.

The challenge in choosing material for tasks is illustrated when the EFL pre-service teachers have to design tasks using different materials from each teaching. Then, the EFL pre-service teachers face challenges in using media. They must use engaging media to attract students to do the tasks well. Furthermore, selecting the type of task is also a challenge for EFL pre-service teachers. It is illustrated when EFL pre-service teachers design tasks for students with different abilities. Last, the challenge faced by EFL pre-service teachers is to adapt tasks designed to students' abilities.

From the various challenges EFL pre-service teachers encounter, the researcher concluded that overall, EFL pre-service teachers face challenges in choosing suitable materials for students' tasks and adapting them to students' abilities. Based on the findings of this study, the researcher suggested that EFL pre-service teachers do a need analysis before designing tasks.

5.2 Limitation of the Study

This study only focused on challenges encountered by EFL pre-service teachers in designing tasks during teaching practice. The reflection from participants focuses on challenges from students' factors. In other words, there are no challenges that come from other factors such as factors from teachers at school, school environment, school regulations, school curriculum, and others. In addition, the challenges that arise from participants data are also limited due to the relatively small number of participants.

The target participants of this study were 13 people. However, before recruiting these EFL pre-service teachers as participants, the researcher reconfirmed whether these participants designed their teaching tasks/activities. It turned out that there were only six people who designed their teaching tasks during teaching practice. So, the researcher only recruited and took data from these six participants according to the needs of the study. Furthermore, the researcher also needed helping references in writing this research because the number of studies examining the challenges in designing tasks still needs to be increased, so the researcher needs a long time to complete this research.

5.3 Pedagogical Implication

This research had more significant rules that should be approved, especially for the student teachers, the teachers, and the university. Based on the research findings described above, some suggestions the researcher presented related to the challenges in designing tasks faced by EFL pre-service teachers during teaching practice. Some suggestions for this research are as follows:

For student teachers through this research, the researcher suggests student teachers learn how to design tasks well. It also can help student teachers discover the challenges in designing tasks and how to overcome them so that they can prepare and improve their teaching skills, especially in designing tasks before teaching practice in a real teaching situation.

For teachers through this research, the researcher suggests that teachers must know the challenges in designing tasks so that when designing tasks for students, they can find out what things need to consider before designing them. This research also presents solutions to the challenges of designing tasks that can help teachers overcome them.

For the university, this research can be a reference for the lecturers to provide the material on how to design tasks effectively in teaching as preparation for a better education program in the future.

5.4 Recommendation for Further Studies

This study shows that things related to students can affect the design of tasks, so it can be a challenge for participants (EFL pre-service teachers) to design tasks in their teaching during teaching practice. For further researchers, this research can be an inspiration and reference to prove whether student factors can affect the design of tasks for teachers while teaching in the classroom. This research can also be a reference for other researchers to support some of their necessary sources.

Besides, the researcher suggests that the future researcher conduct research with different designs, aspects, contexts, and approaches to the study, also for further researchers who want to conduct similar research to increase the period used so that they can obtain better and more accurate results. Furthermore, the research can be conducted in other departments or faculties to compare the results. Therefore, the researcher recommended adding new instruments to get more data for further research because this research is limited to reflection only.

