

## CHAPTER V

### CONCLUSION

#### 5.1. Conclusion

This present study is aiming to discover the experience encountered by Female EFL pre-service teachers during their field teaching practice at a Technical Vocational School. The data were collected through reflection. Based on the focus of this research, it is concluded that there are many kinds of experiences faced by female pre-service teachers. Both from the response of the female PSTs 'when they were first assigned to teach at school, the experience of the obstacles experienced by female PSTs' during the teaching practice process, the interaction problems experienced by female pre-service teachers with male students at the school, to the experience of female pre-service teachers in develop strategies in overcoming existing interaction problems.

Regarding female PSTs' experiences when teaching, they are often faced with things that have never been thought of before. Such as obstacles, problems or challenges during the learning process. This requires female PSTs' to be more alert and also how they can get through it all. Teaching experience encountered female PSTs' is one of the important factors in shaping them to be even better as prospective teacher students in the future. With the experiences they felt, they can further improve the quality of their teaching again. They knew the conditions of schooling, be more accustomed to teaching in real classes and can overcome problems that might occur during the learning process.

To be a professional English teacher, experience in teaching is very important. Experience in teaching can shape the character of prospective teachers who are even more prepared to face the classroom in the learning process.

## **5.2. Pedagogical Implication**

The research finding shows that there are many things that have become the experience of female PSTs' during her teaching practice at school. Teaching practice is one of the supports for prospective teacher students in improving teaching professionals. The core of education lies in the teaching and learning process and the quality of education is largely determined by the teaching and learning process. The quality of the learning process depends on three elements: (1) The level of participation and the types of learning activities that students experience, (2) The role of the teacher in the teaching and learning process, and (3) The atmosphere of the learning process. Student participation in teaching and learning activities is high in the quality of the learning process (Soedijarto, 1993). With the study of female PSTs' during teaching practice at school, it allows for the improvement of the teaching quality of these prospective teacher students and the application of their experiences in certain schools or communities.

## **5.3. Recommendation**

Based on the research results and conclusions above, there are things that are necessary suggestions. First, female PSTs' should be trained more during pre-teaching lessons to anticipate what unexpected thing that probably happen

during the teaching practice such as the to controlling over the classroom, how to interact with learners, etc. Female PSTs' make the experiences they have passed as lessons to improve the quality of their teaching in the future. Second, female PSTs' make careful preparations before carrying out the teaching process so that the teaching process becomes more effective. Like preparing all tools and materials or teaching media. Third, female PSTs' is even more creative in designing teaching materials to increase students' enthusiasm for learning. The last, for future research, we need to know first the characteristics of students in technical vocational school

#### **5.4. Limitation**

There are several limitations in this study. Among them: first, this research only focuses on the experience of female pre-service teachers only and especially in technical vocational school as well. Furthermore, the number of participants is limited, including only 9 participants. Then, there were several obstacles that occurred during the research process. Among these obstacles, the first was the obstacle in contacting the participants. This is because this research was conducted online. Some of the participants were difficult to contact because of the lack of networking in their villages. Second, some of the results obtained from participants did not explain in detail the questions given. There is also research data collection that is often constrained because the research process is carried out online due to the corona virus pandemic. The collection is carried out for some time because the time that the participants use to collect is not simultaneously.