

CHAPTER V

CONCLUSION, LIMITATION, RECOMMENDATION, AND PEDAGOGICAL IMPLICATIONS

This chapter is aimed to provide the point of this study including the conclusion, limitation of the study, recommendation, and pedagogical implication for further studies

5.1 Conclusion

Based on the data and discussion of this research, it can be concluded that student-teacher anxiety in carrying out teaching activities has four aspects, the first is their own performance as teachers in preparing materials, methods and materials, class management and their relationship with students. The result show Based on the questionnaire analysis data showed that high anxiety came from their own performance as a teacher in preparing materials, lesson plans, class management and their relationship with students. Teacher students feel anxious when teaching English, especially in writing and grammar. Some teacher students also feel anxious in choosing the right content. Then, the teacher students also feel anxious about the class that is dominated by male students. In addition, they are also worried about possible problems that occur from students to students and from students to teachers in the classroom.

The reflection results show the reasons why student teachers feel anxious when they get their teaching practice in a vocational school which is dominated by male students. They found a new class with the atmosphere and atmosphere of the class filled by male students. Male students in vocational school are identical to students who are naughty, and cannot be controlled. It is similar to the results of research conducted by (Guillaume and Rudney 1993) which showed that the underlying reason for teachers' concern for students was that they were influenced by various factors that shape their classroom experience, and that personal characteristics such as gender

and cognitive structure strongly interacted with students' development of this concern. Furthermore, (Kiggundu and Nayimuli 2009) show that, despite thorough preparation, pre-service teachers find it difficult to teach, because students are unresponsive students do not do assignments, are noisy and are not active in class activities.

5.2 Limitation

In this study there is a limitation that needs to be acknowledged. In this research only focused on EFL pre-service teacher anxiety during field teaching practice at technical vocational school. The researcher did not explore more information related to anxiety in depth.

5.3 Recommendation

This study had more important rules that should be approving especially for the pre-service and other researcher. Based on the result of the study, some suggestions were presented in an effort of the EFL pre-service teacher reflection.

At the first recommendation, the researcher suggests that the EFL teacher students that the more practice the better the results we get. Lack of interpersonal skills can cause anxiety while teaching. Therefore, before carrying out teaching activities, it is very important for teachers to understand the material so as not to make mistakes and support our confidence during teaching activities. Increase the practice of speaking in front of a mirror and in front of other people so that when there is no anxiety when dealing with students which can cause the teaching process to be not optimal.

Furthermore, for further research, the researcher suggested that the other researcher should deeply explore about some information that still has any lack in this study such as the explanation about anxiety more deeply.

5.4 Pedagogical Implication

The research findings showed that EFL pre-service teachers anxiety showed that high anxiety came from their own performance as a teacher in preparing materials, lesson plans, class management and their relationship with students. During field teaching practice at technical vocational school EFL pre-service teacher expected to recognize and accept this common source of anxiety. EFL teachers are expected to accept and live that they are anxious in the face of the teaching practice process. However, this is a stage that they must go through to become an experience and a solution on how to accept, reduce or even eliminate the anxiety they will face in the next opportunity.

