# CHAPTER V

# CONCLUTION

After conducting the research, doing the analysis, and presenting the results, the conclusion, limitation, recommendation, and pedagogical implications of this research will be present in this last chapter.

## 5.1 Conclusion

This study investigates the metaphor used by student teachers before the end of teaching practicum, especially in the sixth semester of English students in class A in the 2021/2022 academic year. The research data was collect through reflection journals. Based on the data and discussion of this research, it can be concluded that the metaphors used by student teachers before carrying out teaching practice have four types of metaphors, the first being animals, feelings, objects, and natural phenomena. For example, the animal metaphor, namely Lion is ready to throw Representation of Meaning Ready for teaching practicum and not feeling nervous because I already have experience in teaching in the community services held by the department and this helps me to deal with my teaching practicum. the second is feeling, discouraged Representation of Meaning Not motivated, disappointed, being afraid, the school is unreachable. Self-doubt about self-competence in teaching, poor internet access hampers students to learn and understand the material addressed, representing the institution when doing teaching practice is a heavy burden as not having enough competence in teaching, and since it is still a pandemic schools' administrators and staff might not have a warm welcome for our presence at school. third feeling is broken pen

Representation of Meaning students teacher cannot use it optimally, Even though students teacher have been exposed to educational practices at, the department but still have very limited knowledge and also still have communication and awareness issues in learning. and the last is a natural phenomenon, namely As the age of corn Representation of Meaning Do not have enough experience, Before teaching practicum, students teacher was worried if could not teach well and stood in front of the class because students teacher had never been taught formally in school, still have a nervous sensation when teaching students and would not be able to handle the class well.

Furthermore, the results of student teacher reflection revealed that there were several student teachers who had problems before teaching practice, including, namely, lack of teaching experience so that student teachers were not ready to practice teaching, lack of open schools due to the pandemic, not welcome greeted warmly by school officials, and inadequate network.

## 5.2 Limitations

In completing the results of this study, researchers found several problems during data collection. First, this research was also conducted during a pandemic so that researchers had difficulty finding participants because it was done online. Besides that, there were some participants who experienced problems filling in student reflections due to network factors.

And the last, students are confused in answering questions from reflection so they don't give correct answer based on the question. Researchers must explain how to answer the reflection first. Researchers should add interviews with

students to get more detailed information about the use of the metaphor method in describing the feelings of teacher students about their preparation before doing practicum. For future researchers, it is suggested that further researchers continue this research by applying research methods on student perceptions using metaphors after teaching practice because the researcher also still had describe yet about students' perception  after doing teaching practice.

## 5.3 Recommendation

The pin hopes that the use of metaphors can be useful for educational institutions, lecturers, teachers, or students. First, the use of metaphors is useful for lecturers or teachers in helping improve students' abilities in analyzing a situation or situation in the form of abstract or different ideas so as to encourage students' thinking power. Teachers or lecturers can apply the use of metaphors in learning English or other languages. Second, metaphors are able to train thinking power or stimulate students' ideas so that it makes students easy to understand and compare from one language to another. Before using metaphors, they reflect before going for teaching practicum by using language that is generally without any different comparisons that make student teachers less stimulated in their bright ideas or ideas. Metaphors are able to make students know what is difficult to know, easy to translate what is difficult to translate in two comparisons of language use. In general, the use of metaphors makes someone or students think further and more thoroughly to understand the meaning of a particular idea, thus making students' ideas more open and able to develop their ideas. As a result, they will be better at analyzing the comparison of an idea. In future research, it is

hoped that research methods can be applied to students' perceptions using metaphors after teaching practice.

## 5.4 Pedagogical Implication

The research findings showed that the use of metaphor in describing their feelings before doing teaching practicum is able to improve the ability to analyze student teachers and be able to make student teachers provide an overview of feelings by conveying different languages or contexts. Metaphor is one of a number of important tools that can use to understand partially what is impossible to understand partially full of, for example, feelings, aesthetic experiences, moral practices, and consciousness spiritual. Efforts to use imagination in no way negate rationality. This means that the utilization of metaphor requires imaginative rationality.