

CHAPTER V

CONCLUSION, LIMITATION, PEDAGOGICAL IMPLICATION, AND RECOMMENDATION FOR FURTHER STUDIES

As a finale, this chapter presented the point of the research. It discussed some items, in particular, consisting of the conclusion, limitations, pedagogical implications of the study, and recommendations for further studies.

5.1 Conclusion

Based on the results of EFL Pre-service Teachers' Experiences of Teaching English in the Community during COVID-19, researchers can conclude many things as the core of this research. Regarding the research question, this study found that EFL pre-service teachers have different views about the experience of teaching English to this community. This can be proven by elaborating on the core themes that appear in the research findings in interpreting the results of data analysis.

The first theme is Trends and Community Learning during the COVID-19 Pandemic, which refers to the process and reasons for forming an English learning community. Which refers to (a) Matching conditions with settings, (b) Matching conditions with students, and (c) Coordination in teaching English in the community. The second theme is the Emotional Feeling of Teaching English in the Community during Covid-19. The findings of this study indicate that pre-service teachers teaching English to the community evoke two different emotions (a) positive and (b) negative emotions.

Furthermore, the third theme is Major contribution to the field. This theme refers to pre-service teachers' main contribution to all activities in the field. They have the main role as the person in charge during the activity, including (a) Preparing Teaching Activities and (b) Implementing health protocols. The fourth theme is Teaching in Response to Challenges which refers to the challenges pre-service teachers face during community teaching. From this theme, three sub-themes were identified, namely (a) Readiness to teach in the community during COVID-19, (b) The limited time of teaching, and (c) The member of participants in the community.

In addition, the fourth theme is The Advantages of teaching English to the community. The research findings in this section identify two advantages that pre-service teachers feel during community teaching. That includes (a) Easily problem-solving independently, (b) the Enthusiasm of the students in the community.

5.2 Limitation

This study focuses on the experiences of four EFL pre-service teachers while teaching English to communities during the COVID-19 pandemic. From the stories of their experiences conveyed through reflection, it is known the reasons and processes for creating a learning community, their emotional feelings, the activities they do, the difficulties they face, and their weaknesses and strengths while teaching the community during a pandemic. EFL pre-service teachers themselves are still students and need a lot of encouragement and motivation to keep learning new things in teaching. Especially in this case, skills in teaching

practice are even better. On a positive note, what is important is that the participants of this study saw teaching practice as something that could not only be done in schools but could be community-based or online learning, which in turn could change the perspective of pre-service teachers that field teaching practice can be done anywhere and under any conditions.

Due to the study's limited scope, the findings reported only rely on the results of qualitative data analysis from pre-service teachers' reflections. The researcher realizes that parts of the findings need to be further verified and explored in more depth so the results add to the validation of research that discusses this topic. This refers to one of the research results that reveal the challenges or difficulties they experienced. However, the researcher needed to explore how they faced challenges and solutions to overcome their problems during community teaching. In addition, in this study, the researchers should have investigated their perspective on teaching English in the community. The researcher realizes that this research still has many shortcomings that can be improved and investigated more deeply. Thus, this is a limitation of this study that future researchers can consider.

5.3 Pedagogical Implication

This research presents some suggestions regarding EFL pre-service teachers' experiences teaching English to the community during COVID-19. Some recommendations for this research are as follows; for EFL pre-service teachers, this research will provide information that hands-on teaching practice experiences can be carried out not only in schools and online learning but can also practice

community-based teaching experiences. Furthermore, it is also beneficial for EFL pre-service teachers to have digital literacy and mental training to get problem-solving independently. This research can be a reference for teaching faculty to continue to hold teaching practice experience programs in any situation, including a critical period of the pandemic, because it is very important to train and improve EFL pre-service teachers' teaching skills. Lastly, this research can be used as a reference for anyone who wants to explore and investigate the experience of teaching English to the community as their future research.

5.4 Recommendation for further studies

The findings of this study indicate that pre-service teachers get many benefits and positive influences during their community-based teaching practice. However, it is undeniable that pre-service teachers experience various challenges. Therefore, further researchers can increase the number of participants so that they can compare and obtain stronger evidence. Furthermore, future research should explore more about teaching English in the community, then investigate further the challenges and solutions to overcome this. In the last two years (Covid-19 Pandemic), we have faced a change in learning patterns from face-to-face to online learning, affecting all educational activities, including field experience practices and internships. Where it raises many problems, the world of education needs to make innovations to make it easier for pre-service teachers to carry out the practice, so research in the field of teaching to the community is needed.