CHAPTER V

CONCLUSION

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

5.1   Conclusion

This research aims to find illustrations of the role of EFL pre-service teachers in teaching English during teaching practice, in a metaphorical form. Data obtained through reflection has been given to the participants through the google form and also used semi-structured interview. Research papers revealed that when practicing teaching in the field EFL pre-service teacher used 5 metaphoric themes: knowledge provider, nurturer, cooperative leader, challenger/agent of change, and innovator.

Of these 5 themes, there are 15 metaphors expressing the role of EFL pre-service teachers in teaching English. There are 6 in the theme of teachers as nurturer, 3 in the theme of cooperative leaders, 3 in the theme of knowledge providers, 1 in the theme of challengers/agents of change, and 2 in theme of innovator. It can be concluded that EFL pre-service teachers are more likely to persuade teachers or teach them like a nurturer who guides and directs students in the learning process. So this can be evaluated and used as a measure of the

preparedness of EFL pre- service teachers in teaching and becoming future professional teachers.

5.2   Limitation

The study only focused on EFL pre-service teacher metaphors that illustrate their role in teaching English during field teaching practice. However, the resulting metaphors, only from EFL pre-service teachers. In other words, there are no sources from other metaphors, such as students, teachers, etc. The study also looked at only fifteen participants who qualified as EFL pre-service teachers. Initially, the researcher wanted to increase the number of participants, but some other participants were busy so this hampered the data collection process, and the number of participants which is only fifteen participants, is of course still not enough to describe the real situation and this research found only a few themes from the category of metaphors. The researcher realized that this study still had many shortcomings that could be fixed by research soon.

5.3   Pedagogical Implication

This research provides a lot of useful information for universities especially the English language education department. Based on research, some suggestions are presented related to metaphors that describe the role of EFL pre-training teachers in field teaching practice. The metaphor in this research can be used as a measure of the preparedness and confidence of teaching future teachers. Some recommendations for this study are as follows: for EFL pre-service teachers, researchers suggest that they need to prepare themselves before facing classes

while teaching, as well as improve skills so that they can reflect their good role and readiness to be a teacher. For universities, this research can be used as a reference point to evaluate the teaching process of EFL practitioners at the time of teaching practice. It aims to ensure that all EFL pre-training teachers are equipped with the knowledge and skills on how to navigate their own needs and solve their own problems as well as give EFL Pre-treatment teachers great confidence in dealing with students, producing and delivering teaching materials, developing curriculum plans, choosing the right teaching techniques, and evaluating lessons according to their field.

5.4   Recommendation for Further Studies

This study illustrates the role of teaching English only through a metaphor of the EFL pre-service teacher context. This means that further studies can explore metaphors in the learning process in students, teachers, lecturers, etc. In addition, this research can be used as a reference to support some of the resources needed for other researcher. Furthermore, the researcher suggest further research with different research focus or approaches, such as how EFL pre-service teacher illustrate their roles through metaphors, not only limited to one but diverse metaphor. Further research is expected to increase the number of participants to obtain more data on how metaphores are used in illustrating roles in teaching English. Further research is expected to increase the number of participants in order to obtain more data on the range of metaphors used in describing roles in teaching English. Further studies may also explore the use of metaphors in other contexts, as this study only investigates EFL pre-service teacher.