

CHAPTER V

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

As finale, this chapter presented 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 recommendation for further studies.

5.1 Conclusion

According to the research finding on EFL Pre-service Teachers Perceptions of Teacher Autonomy during Field Teaching Practice, the researcher could conclude numerous things as the essence of this study. Most of the Pre-service Teachers tended to have a positive perception of by applying teacher autonomy through reflection data analysis. This could be proven through the description of the core themes that emerged in the research findings in interpreting the results of data analysis.

The first theme was the Teacher Professional Development refers to the process of developing a teacher's professional attitude towards their students during field teaching practice in the classroom by doing it at the beginning of learning to form a professional attitude as a teacher. It was included (a) Content Curriculum Knowledge (b) Pedagogical Creative Teaching Process and (c) Organizational Dynamic

The second theme was Freedom from Control Over their Teaching refers to identifies three dimensions of control over language learning managements, cognitive processes and learning content. The meaning of control in teacher

autonomy remains vague in literature. It was included, (a) Public Sphere (b) Pedagogical Creative Teaching Knowledge (c) Curriculum Content Knowledge and (d) Organizational dynamic.

The last theme was A capacity for Self-Directed Teaching, these was included of (a) Student's Reflection and (b) Promoting Learner Autonomy. the process of reflecting on students in learning, ask students reflect interesting and tedious class, students conclude the material. Hence, so varied and also the process of achievement as a teacher in asking students to reflect as their initial form to participate in class. such is the achievement of the teacher by providing comfortable and understanding material. In promoting the learning of student autonomy, participants also provide a lot of arguments and actions that need to be discussed.

5.2 Limitation

This study is the Pre-service Teachers declared belief that they have been limited in their attempts to become more autonomous during field teaching practice a preservice teacher, still a student himself or herself, needs a lot of encouragement to go beyond the old established ways and try out new things in his or her first encounters with a school and students in class. On a positive note, what is important is that these trainees see teacher autonomy as an attribute of a successful teacher and, as one of them said, teacher autonomy leads to development of professional competence, which in turn makes a teacher an effective practitioner in the classroom.

Due to the limited scope of the research, the reported findings only rely on the results of qualitative data analysis from student reflections. The researcher

realized that there were parts of the findings that needed to be further verified through a quantitative data measurement methodology to increase the validity of the study. It referred to one of the research results which revealed that teacher autonomy this is not the only way to change professional development as a pre-service teacher, there needs to be openness and other interests in increasing professional development. In this case, the researcher only interpreted the findings from what they said about the research question. The researcher did not conduct significant testing to prove the impact of applying teacher autonomy these findings. Thus, it became a limitation for this study that could be considered by future researchers

5.3 Recommendation

Institutions need to initiate various activities based on teachers' needs and particularities. It is important for institutions to listen to teachers' voices in policy-making (Lai, 2010). In this study, the institution made research almost the only criterion for promotion. It neither contributed to the development of productive research cultures, nor supported in an optimal manner teacher's professional development (Borg & Liu, 2013, p. 295).

Future research is recommended to examine teacher autonomy in the long term. It can be discussed later in more detail and reduce the scope of the focus, for example, will discuss the professional development of the material, namely teacher responsibility. Our understanding of the long-term development of teacher autonomy can be enhanced if research can target at other university. It is suggested that future research should contribute more to the link between teacher autonomy and teacher identities. Gender difference may be another interesting topic in future research on teacher autonomy.

5.4 Pedagogical Implication

As teacher trainers does the picture of preservice teachers as represented in this study have? First of all, the trainees' emphasis on the lack of teacher autonomy as a topic in their training program is a legitimate indication that it should be introduced and discussed together with some guidelines on how to develop it, what advantages it offers to a teacher and how to cope with the constraints and barriers a teacher faces in his or her attempt to be autonomous. Also, in the preparation for teaching practice at school, trainees should be made aware of what the scope and limitations of their autonomy as preservice teachers.

This study investigated how language teachers took control of multiple aspects of work across time and contexts. The teacher responsibilities (teaching, research, and administration) highlighted in this study are shared not only by most foreign language teachers in the Chinese tertiary education context (Bai & Hudson, 2011; Bai & Millwater, 2011; Dai, 2008; Hao, 2011; Shu, 2004; Wang & Han, 2011), but also by teachers who work in other disciplines and other sociopolitical and institutional contexts (Borg, 2007, 2009, 2010; Henkel, 2000; Marsh and Hattie, 2002). It can hope that more teachers care about autonomy and struggle for autonomy within constrained contexts. Without teacher autonomy, it is difficult for teachers to seek ongoing professional development.

The study also hopes to convince teacher educators and institutions that the long-term development of teachers is crucial to the long-term success of the programmed in which they work (Richards & Farrell, 2005, p. 1). They should help pre-service teachers gain a good understanding of teacher autonomy and sustain motivation and efforts to exercise autonomy. In other for example, as suggested by Johnson (2009, p. 25), teacher educators can strengthen teacher

collaboration by using informal social and professional networks such as teacher inquiry seminars, peer coaching, cooperative development, teacher study groups, narrative inquiry, lesson study groups, and critical friends' groups.

