CHAPTER V

CONCLUSIONS

This chapter presents conclusion, recommendation and pedagogical implications.This paper also gives conclusions and suggestions through analyzing and formulating by data collection result.

5.1 Conclusion

Detecting the challenges and difficulties experienced by preservice student teachers could lead to a feasible way to better the quality of the practicum and build positive attitudes towards teaching careers. Such practices could lead to a well-designed teaching practicum, which ensures that teacher training programs can produce high-quality teachers for society. Much research examining pre-service teachers'practicum reveals that the practicum component of a pre-service trainingprogram has a crucial impact on their future careers (Myles, et al., 2006; Rozelle& Wilson, 2012).

The results of study in pandemic era were:Challenges to EFL Students'-Teacher School-Oriented, Classroom Management Problem, Challenges on Schools-Oriented Distance, Students'-Teacher Anxienty for Starting the Field Teaching Practice. Challenges on Students's-Teacher Time Management, Participants' Helathiness, Students' Teacher lacks Blended Learning System, Unconfortable Learning Athmosphere, School Administration.

5.2 Limitation

The paper has plenty of limitations as describe below;

The research just focuses on challenges faced by EFL Students Teacher at the start of teaching practicum during pandemic era and participants from English education department at fifth semester grade,The paper did not study about during or the end of teaching practicum program. It is meaning each stage of study has challenges itself.The readers need more explanation about this research. This topic require discussed by stakeholder to understand text and context significantly.The Researcher can compare to other journal/skripsi but this research consists of writer idea. The paper may have a lot of, typo and grammar dismal because it based on researcher comprehensiveness.

5.3 Recommendation

This research only focused on finding out the factors that challenges faced by EFL Students'-Teacher at the start of the teaching practicum without giving the solution to reduce the challenges because the limitation of time. So that the next researchers who want to conduct the similar research can give the solution to reduce the students'-TeacherChallenges, and also find other factors that caused pre-Service Teacher Challenges which did not explained in this study.

The findings of this study, expected the lecture can improve the way he teaches teaching practicum in class, such as giving warming up for students or introducing them related to the material and hope the lecture can find some strategy that can help students to cover students' challenges in real teaching

practicum. Furthermore, the lectures give the material in accordance with students' ability as knowledge of teaching practicum.

For the students, the student should be more motivated and have confidence in face challenges before teaching practicum. If they have confidence, they will be brave to teach English without feeling difficult, anxious, or afraid of making mistakes.

Furthermore, they should join some organization where it can give them more opportunities to practice their teaching in English. It is very useful to improve their teaching ability and also the students might improve their motivation to make them easy to understand what the solution in teaching practicum at class, so they can reduce their challenges.

Last, the next researchers can conduct the same research with wider object of research, such as analyzing how to solve Students teacher challenges before teaching practicum. Then, the researcher can find out other instruments to getdeeper analyzing of teaching practicum. Moreover, the next researchers have to figure out other sources to support the same research

5.4 Pedagogical implication

Based on findings of this paper, the following pedagogical implication can be assumed.

The first implication is addressed to EFL Students' Teacher which is programming teaching practicum next time (further). Exactly, pre-service teacher challenges at the start of teaching practicum during pandemic or blended learning system. This reasons has proven if STs will served by challenges sometime and learnt much more from the experience as problem solving a homogeneous cases. In this case, PsT will not shocking or more confident to face it.

The second implication is purposed to EFL Students Teacher when face the problem, sometime she/he feels embarrassed, frustrated, and confused about the situation. It can brings Pre-service teacher afraid and take uncontrolled decision. So that, this research provides teacher real facts about challenges and problems conditions that support for decision making support.