

## **CHAPTER V**

### **CONCLUSION**

This chapter is aimed to provide the point of this study including the conclusion, recommendation for further study, suggestion, pedagogical implication and limitation.

#### **5.1. Conclusion**

The first class meeting is a challenging experience for EFL student-teachers who meet and teach new students. It is undeniable that the first meeting can create and increase their anxiety. Considering the answers to the research question listed above and according to the methodological design of the study, it found that EFL student-teachers feel anxious from time to time. The issue of the sources of anxiety experienced by EFL student-teachers has been examined in various studies until now. The overall finding of this research is that the practicum brings about stress-producing experiences on the part of EFL student-teachers. Those sources can be drawn that lacks in interpersonal skills become the most-provoking teaching anxiety. Malm and Löfgren's(2006)interpersonal skills included parts that can be associated with social competence. This concept has, as its consequence, the teacher's ability to communicate with the student, a positive student approach, and understanding students' learning difficulties, acknowledging the individual student, and being someone the students can trust.

Then, classroom procedures and subject knowledge and the frequency at which they occur were the same. Classroom procedures included in more general terms are called teaching skills, i.e. the ability to organize and teach in interesting and flexible ways and/or using good teaching methods. Subject knowledge component is related to the teachers' subject knowledge and their ability to plan and structure the content. Hence, this finding benefits teacher training programs not only in an institution in Kendari but elsewhere.

Furthermore, EFL student-teachers must be aware of the fact that learning how to teach is a lifetime, ongoing process and that practicum is only the first step in a long journey of professional development. Bearing these all in mind, they need to learn to fully understand that a native-like proficiency in the target language should not be their main goal when teaching or learning as non-native language teachers as they have been taught this language mostly by non-native teachers themselves. Nevertheless, it does not mean that they should stop doing their best to improve their knowledge in the target language. They should also be more aware of the language learning process as well as the teaching process and strive to transfer their theoretical knowledge regarding classroom teaching into practice as much as possible so that they are more enthusiastic about teaching.

## **5.2. Recommendation for Further Study**

This study was limited to EFL student-teachers completing their field teaching practice at one of the universities in Kendari, Faculty of Education and Teacher Training. This study is one of the first studies that focused on sources of

foreign language EFL student-teacher anxiety in an institution in Kendari, and there are several gaps to be filled within the scope of this issue. Therefore, more research needs to be done to better understand the concept of anxiety from the perspective of EFL student-teachers. Researcher gives a recommendation to investigate the difference between the anxiety levels experienced by EFL student-teachers male and female. Whether it is different the emergence of teaching anxiety in vocational school, junior high school or even in primary school specifically.

Moreover, there are many teacher education programs all over Kendari city. Further studies should focus on investigating student teachers' anxiety in one or more of these institutions. Conducting other studies with other student teachers and comparing the results of these studies with this study would provide much better understanding of the concept. Further studies also should be conducted to explore the dynamics of the microteaching experiences to better understand its role on EFL student-teachers anxiety. Whether the anxiety of teaching a foreign language, it changed, from the beginning of the teaching practice to the end of the microteaching experience, and from then to the end of the practicum process.

This study only tries to explore the sources of teaching anxiety experienced by EFL student-teachers. It did not address specific variables such as gender, academic achievement, types of school they did teaching practicum, etc. Further studies, can be carried out to document the variables that influence foreign language EFL student-teachers' anxiety. This study consisted of EFL student-teachers from an institution in Kendari, which provided face-to-face teacher

education to its practitioners. This research can be replicated by student teachers who were trained through the distance teacher training models, e.g. online teaching and the findings can be compared with the findings of this study.

Researcher also gives recommendation for the further study to seek factors or efforts of EFL student-teachers to alleviate anxiety during teaching practicum. Because of this study shows that EFL student-teachers were experiencing problems related to a number of factors. Each factor should be taken as a variable and investigated in detail by conducting further research.

### **5.3. Suggestion**

The researcher may suggest to the EFL student-teachers that the more practice the better result students get. Lack in interpersonal skills could cause anxiety when teaching. Therefore, before carrying out teaching activities, it is imperative for teachers to understand the material so as not to make mistakes and support our self-confidence during teaching activities.

Besides, student teachers can reduce their worries regarding their teaching through effective preparation. As is well known, there are two main parts of teaching that make it effective: one is good preparation, and the other is good practice. EFL student-teachers need to be advised to prepare effectively before their lesson considering every detail so as not to cause problems in the pace of their lessons. In this way, they can reduce the possibility of problematic situations arising in the lesson, which can directly reduce the amount of worry they have.

In addition, each supervisor is also advised to apply a questionnaire or reflection sheet in the first or second week of practicum about the sources of concern for their EFL student-teachers' to take appropriate actions. Based on the results of the reflection sheets on which part of the practicum is the most worrying, the supervisor can determine where to focus. Another possible suggestion is related to student teachers' concerns about communication with supervisors. They are expected to carry out good communication regarding teaching in the classroom. This might help them to relieve their anxiety during teaching practicum.

Otherwise, never feel that all types of anxiety are harmful; a certain level of anxiety can help you become more responsible and energized. Also, feel free to use English in your teaching even if you make mistakes or your students seem confused; this is an exercise for you and an exposure for your students. It might help you to be supportive of yourself and your students. Reflecting on your own experiences by keeping a diary documenting your teaching experiences as a reflection will make you more mature both as an individual and as a future teacher.

#### **5.4. Pedagogical Implication**

The pedagogical implications of this research will be beneficial to the field of language teacher development as teacher trainers or supervisor can familiarize EFL student-teachers with specific anxiety-related issues. According to the findings revealed, it found three types of teacher competence are still lacking in

doing field teaching practice. It was based on reference (Malm & Löfgren, 2006) they are: 1) Interpersonal Skills, 2) Classroom Procedures, and 3) Subject Knowledge. EFL student-teachers are expected to be aware of and accept the common sources of this anxiety. EFL student-teachers are expected to be able to accept and undergo that they are anxious in the face of the teaching practice process. However, this is a stage that they must go through to become experience and have solutions for how to accept, reduce or even eliminate the anxiety they will face in the next opportunity.

EFL student-teachers are expected before undertaking teaching practicum to study the possible sources of anxiety that will affect their performance. It would be the best practice for them to prepare for effective anxiety management to deal with such anxiety beforehand. The positive impact of anxiety also helps EFL student-teachers become active in predicting problems and planning solutions to deal with future situations. After dealing with anxiety, EFL student-teachers will be self-aware enough to recognize the causes of their anxiety. Finally, they can actually get hands-on experience to develop their long-term profession.

Also, the findings indicate the need for mentors and supervisors to become fully aware of the anxieties felt by EFL student-teachers. They should review their role in preventing unnecessary problems occurring in the process of the teaching practicum and help student teachers go through the process smoothly by providing necessary feedback. By understanding the causes of anxiety will help mentors and supervisors to understand the obvious issues regarding possible causes of anxiety that impair pre-service teacher confidence at the first meeting of the teaching

practicum. Due to individual anxiety, it will be an explicit signal to warn teacher coaches to know when to provide moral support, encouragement, and support to pre-service teachers. In addition, teacher trainers should train pre-service teachers not only how to deal with problems but also how to deal with anxiety effectively.

Bearing these all in mind, Merç (2010) also has suggested that “supervisors and mentors should build up a non-threatening and considerate atmosphere for teaching practice, especially by avoiding unnecessary negative remarks during feedback sessions. They should not compare student teachers with one another since a competitive atmosphere might be destructive for the teacher candidates at the early stages of teaching; instead, they’d better encourage teamwork, peer-teaching, and sharing of ideas for a better practicum experience” (p. 53).

### **5.5. Limitation**

This study is far from perfect. There is a limitation of this study when collecting the data. Researcher should use a one-to-one interview as the instrument to get more detailed information. It could be that the participants fill in the reflections that are not serious and detailed due to abandoning their obligation to collect the results of their reflections to the researcher. Regarding to (Sandelowski, 2002) purports that one-to-one interviews are the most commonly used data collection tools in qualitative research. It is best to use one-to-one interview to gather information about participants’ experiences, beliefs and views.