

CHAPTER V

CONCLUSION, LIMITATION, RECOMMENDATION, AND PEDAGOGICAL IMPLICATION

This chapter will provide the conclusion that has been displayed in the result and discussion of the study, limitation of the study that still appear in this study, the recommendation that might be useful for further research, and the pedagogical implication that might be applied in the teaching field relate to the result of this present study.

5.1 Conclusion

Based on the findings and discussions in this study, the experiences of EFL novice teachers' in teaching English in the context of the COVID-19 pandemic. The study was conducted on EFL novice teacher who have experienced teaching English in several schools in Southeast Sulawesi, Indonesia. All participants are graduates of the Kendari State Islamic Institute, Faculty of Education, Department of English.

Based on research questions, what are the experiences of EFL novice teachers in teaching English during the COVID-19 pandemic? Where, researchers get the results of this study which depends on the scope of research. The results of this study indicate that most of the EFL novice teachers who have experienced actual English teaching in several schools in Kendari, in addition, the new teachers who teach are still lacking in preparation or experience when teaching during the pandemic. And the school where they teach is still constrained by a

poor network and students are less able to understand the instructions given in using teaching applications.

5.2 Limitation

The researcher found several problems when collecting data. First, the researcher only chose one instrument as a reflection. Researchers should choose two or three instruments to collect data in order to get clear data.

Second, the researcher found several problems of creating the questions in Google form to make waste time to get the data. It should be better if the researcher has more skill in creating the questions.

5.3 Recommendation

Based on the results of this study, it is known that changing teaching patterns for novice EFL teachers is a real problem faced when teaching English during the COVID-19 pandemic.

First, researchers can focus on using some teaching references based on online learning, because based on the results above novice teachers have some problems with preparation and lack of experience when teaching online. For example, novice teachers have limitations using online teaching applications or pages such as Zoom, Google Classroom, Online Platform, and others.

Second, researchers can focus more on the challenges of changing research settings and participants. For example, in another study, researchers could place participants in EFL pre-service teachers and settings in several schools in Kendari.

5.4 Pedagogical Implication

Although this study was conducted with several participants who were EFL novice teachers in a short period of time, these findings provide some information that prospective teachers can use to improve the quality of teaching English that EFL novice teachers have when they become teachers in critical times, who are faced with not being able to learn effectively face to face. The experience of novice EFL teachers has positive value for them as motivation because it will make novice EFL teachers alert and encourage harder efforts to overcome unfavorable experiences.

Through the results of research on the experience of teaching English created by EFL novice teachers when teaching English during the COVID-19 pandemic, prospective teachers and researchers are expected to be able to think of ways to overcome these unfavorable experiences by using various strategies/methods in designing appropriate and effective teaching materials, which in turn can reduce and overcome the challenges of novice EFL teachers when they become real teachers in their respective schools where they teach.