

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents conclusion and recommendation based on the analysis of research findings that have been widely explained in previous chapter.

5.1. Conclusion

The conclusion in this study is based on the research finding and discussion on students' perception about stress as they experienced during school-based teaching practicum. From the result of study, it is found that causes of stress experienced by pre-service English teachers during teaching practicum are categorized into four factors such as **first teaching experience-related stress**, **classroom management-related stress**, **stressed of being observed**, and **English language teaching-related stress**. The most factor that could generate stress among pre-service English teachers is classroom management-related stress, while the less stress-generating factor is concerning stressed of being observed. Findings about each factor will be elaborated briefly within some points as follow:

1. First Teaching Experience-related Stress

When two participants are asked and observed how did they feel at the first meeting of teaching practicum, both of them asked that they were very nervous. It is indicated that stress at the first teaching practicum may not be avoided by most of pre-service teachers. Two fundamental things become a reason why pre-service teachers felt nervous or stress on the first meeting of teaching practicum, namely lack of teaching experience and unfamiliarity with the students and class situation.

2. Classroom Management-related Stress

A common concern that leads most of pre-service teachers into stress during teaching practicum is classroom management. Specifically, regarding classroom management, pre-service teachers feel stress during teaching practicum because they feel unappreciated as

a real teacher. This is illustrated by perception of pre-service teachers, their account in their report of practicum, and their field observation, that most of students often make a noisy and underestimate at pre-service teachers. Further, some disruptive students become a reason why pre-service teachers feel stress. These disruptive students include noisy students, students who like to laugh at something, students who play their mobile phone, and students who do not pay attention to pre-service teachers. In addition, concerns about managing time that disturbed by technical issues and limited time also make pre-service teachers anxious during teaching practicum.

3. Stressed of Being Observed

Another factor-generating stress as experienced by pre-service teachers during teaching practicum is being observed. In this study, it is found that being observed by supervising teacher mostly makes pre-service teacher very nervous during their teaching even it can disturb their concentration. Particularly, in this case, terrify supervising teacher may trigger stress on teaching practicum. Further, supervising teacher assessment also influences pre-service teachers' teaching performance. In other words, pre-service teachers are afraid of getting bad assessment from supervising teacher. Thus, the coming of supervising teacher in the class really causes stress for pre-service teachers.

4. English Language Teaching-related Stress

In relation to English language teaching, pre-service teachers feel that they are also getting anxious on teaching practicum. It may be a little bit different from another subject; pre-service English teachers particularly face high level of stress in teaching English as foreign language. It is because most of pre-service teachers did not feel confident to use English in the class. Although they have learnt a lot of English lessons over the past years at university, they are still doubtful about their English competence. They are worried that students become more confused and do not understand the lesson when they speak or

deliver it in English. Moreover, for pre-service teachers, lack of vocabulary and grammar also brings about stress during teaching practicum. Regarding this, pre-service teachers tend to be afraid of making some mistakes in terms of vocabulary and grammar so that students do not appreciate them anymore. As consequence, most of pre-service English teachers prefer to use their first language rather than use English in the class.

Based on the statements above, it is mentioned that there are four causes of stress as experienced by pre-service English teachers during teaching practicum. In addition, some emergent findings related to strategies for coping with teaching practicum stress are also found in this study. Those coping strategies consist of setting positive thinking, developing confidence, and creating an orderly classroom.

5.2. Recommendation

In line with research findings, this study can be concluded with the recommendations that are beneficial for some parties so that a successful teaching practicum can be achieved afterwards.

First, in terms of pre-service teachers, they should think about possible causes of stress before going to the field of teaching practicum. It is also necessary to prepare effective coping strategies toward stress during teaching so that some concerns that suddenly emerged in the class can be managed properly. In addition, pre-service teachers need to create classroom activities that are fun and interesting so that the students will be not bored easily and more interested to learn English.

Second, in order to extend the research area, future researcher should focus on investigating coping strategies toward stress during teaching practicum, particularly in context of English language teaching. Although a lot of studies have discussed about coping strategies, only a few of them that investigate English language teaching context. Therefore, future

research about coping strategies will be beneficial for pre-service English teachers in general in order to alleviate their stress during practicum.