

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

It is within this chapter that the conclusion and suggestions be displayed. The conclusion section shall succinctly summarise, reflect upon, and display the minutiae of this research. To be certain, the arrangement of the conclusion section will be based upon the research questions and objectives of this research. It is supplemented with some explications pertaining to theoretical and practical contributions. Afterwards, the suggestions section shall provide sound advice on the exemplification in the conclusion section for the sake of enhancement of the current study and ideas for further investigations. Most importantly, it will provide constructive feedback upon theoretical and practical significances.

5.1 Conclusions

Employing narrative inquiry, this qualitative research endeavoured to explore pre-service English teachers' experiences and perceptions of their teaching praxis to D3 students. A series of in-depth interviews were conducted to excavate their experiences and perceptions of the participants. Document collection was employed whose results functioned to corroborate the findings stemming from the interview. It was through thematic analysis that the data be analysed, yielding a number of themes that reasonably serve as the answers to the formulated research questions.

The pre-service English practitioners in this research manifested their pedagogical knowledge in the three dimensions: (1) Planning for teaching practice, (2) Conducting teaching practice, and (3) Conducting assessment of learning. It is rational to conclude that the participants are pedagogically knowledgeable in a

qualitative manner despite having undergone unsystematic learning of pedagogical knowledge within their programme of study. It is so, since the pedagogical knowledge dimensions emerged from this research are in accordance with the previous studies which employed the theory of pedagogical competence (Wardani et al., 2021; Ghufron et al., 2022; Jakfar & Jakfar, 2022), implying that the dimensions of both theories are overlapping. The studies by Konig et al., (2011); Konig, (2013); Trinidad-Velasco and Reyes-Cardenas, (2020); Dittrich, (2020); and, Malva et al., (2021) are also in line with the findings of this current research. Be that as it may, the extent to which these pre-service practitioners are pedagogically knowledgeable remains an open question. This research adds some emergent discovery, particularly regarding the dimension of lesson planning: teachers also need to plan a course, not only a lesson.

To liberate the voices of the participants who underwent peculiar phenomena during their study, one ought to hear and discern their perceptions. It was identified that that they possessed some perceptions upon their pedagogical knowledge. Such perceptions encompass Perceived difficulties of PK and Perceived sources of PK. It is a bitter truth that they admitted that they encountered some events or barriers when they were attempting to acquire pedagogical knowledge. Such barriers may have been the bane of their difficulties when conducting the teaching practice in D3 Livestock Farming. That being said, they managed to survive the teaching; hypothetically speaking, it was due to their sources of PK. Theoretically, these discoveries shall contribute to the body of literature regarding the impediments and key pedagogical knowledge that pre-service teachers face, acquire, and made use

of within and beyond teacher education. Practically, such perceptions could be the baseline to amend or enhance policies in the teacher education programme.

In the end of the teaching programme, the participants professed that they felt some changes, particularly development, in terms of their pedagogical knowledge. The impacts of the teaching praxis include Development of pedagogical knowledge. Development of teaching and pedagogy of academic communities is owing to different contextual aspects (Myllykoski-Laine, Postareff, Murtonen & Vilppu, 2023). In this research, the development of teaching-related skills and pedagogical knowledge is conjecturally on account of their experience of teaching within one semester in D3 Livestock Farming. Theoretically, these discoveries shall contribute to the body of knowledge discussion about the impacts of teaching upon teachers; pedagogical knowledge.

5.2 Suggestions

In response to having undertaken the research, I shall hereby present some pieces of sound advice and suggestions. These will cover conceptual and practical aspects of the topic researched in this study. Theoretical suggestions shall add to the body of literature. Whereas, practical suggestions shall be made use of by the intended parties for the sake of amelioration. It shall be born in mind that the suggestions are addressed to the pre-service English teachers, teacher education programme, prospective researchers, as well as other parties who deem this topic compelling.

Having figured out that the participants of this study are pedagogically knowledgeable in a qualitative manner. I should proudly suggest that they keep enriching their conceptual and practical pedagogical knowledge through manifold teaching practices. That is to say, it is commendable to have practical experiences, which are real teaching experiences. Having so will greatly help them with the teaching practice within which they are incorporated. Be that as it may, conceptual knowledge of pedagogy is no less than imperative; and I am perfectly aware of such a lack of conceptual knowledge provided by the teacher education programme. Whence, I strongly advise that they keep enriching their conceptual knowledge about pedagogy, namely through reading scholarly publications, educational books, and attending research seminars upon pedagogy. To be specific, the subjects of this study commented that they perceived that their teacher education programme has yet to provide sufficient conceptual and practical knowledge about pedagogy. Thus, I humbly suggest that teacher education evaluate their curriculum in a way that it promotes and provides the prospective teachers with more opportunity to acquire conceptual and practical pedagogical knowledge. To be precise, teacher education' curricula could be enhanced so as to recognise the connectedness of GPK, in this case, pedagogical knowledge (Malva et al., 2021). It is so for the domains of GPK is acknowledged to be overlapping at some points.

What is more, teacher education shall evaluate the implementation of any MBKM programme. I humbly recommended that the programmes which prospective teachers wish to join be in accordance with their subject matters. It is true that MBKM programme promotes the notion 'liberation pedagogy' by Paulo

Freire in the translated version by Ramos. Liberation is deemed as a painful childbirth, yielding a new person who is no longer the oppressor or the oppressed (Ramos, 2005). To my understanding, the MBKM programmes are consciously enacted so as to promote the notion of liberating pedagogy through which learners are given the freedom to walk their preferred paths. Freire further declared that the liberation shall be viewed in a way that the oppression is not perceived as something closed wherein no exist is existent but as a limitation which they are able to transform. This implies that it is commendable to give freedom of learning to pre-service English teachers by letting them opt their paths, yet the paths shall be limited to the extent that their primary aim (to become English teachers) is not deviated due to such liberation. Hence, the implementation of MBKM in teacher education ought to be further evaluated, bearing in mind that such liberation caused the subjects of this study acquire less knowledge of pedagogy. The dimensions of GPK, in this case PK, are deemed undoubtedly relevant in terms of the group targets of prospective teachers. It is acceptable to regard teacher education as effective provided that their prospective teachers have acquired general pedagogical knowledge in the last year of their teaching (Konig, 2013).

Limitations of this research ought to be addressed. The utilisation of narrative inquiry employing in-depth interview may not represent the very actual truth of reality, owing to its paradigm. The paradigm of narrative inquiry, belonging to the qualitative method, is social-constructivism (Creswell, 2009). Such a school of thought believes that reality is socially constructed, thus the truth of this research is multifaceted. The findings of this research are primarily based upon the

participants' voices which were constructed in a collaborative manner with me (the researcher). Since the extent to which they are pedagogically competent is questionable, I strongly recommend the future researchers interested in this topic that they take a quantitative approach to investigate the matter thereof, particularly employing an experimental design. To ascertain the extent to which they are pedagogically knowledgeable, I should like to suggest using the instrument by König and Kramer (2016). Such an instrument will enable prospective researchers to examine pre-service teachers' pedagogical knowledge quantitatively for it employs a test. Hence, it is feasible to measure or to find out the findings that have more truth value due to the paradigm of quantitative research (positivism) to which Creswell (2009) refers to postpositivist whose knowledge is mustered through careful observation of the reality that is existent on the outside. Furthermore, it is clearly noted that the syllabus (RPS) which was utilised during the programme was seen to be way too general by the participants of this research. The contents of the syllabus primarily deal with basic conceptual and skills of English. The misbehaviour and challenges that the participants were faced may have something to do with their interestedness and relevance of the subject being taught. Having that in mind, I arguably suggest that needs analysis research be conducted in such a study programme so that their needs could be more accurately satisfied by the teaching programme.