

CHAPTER V

CLOSURE

A. Conclusion

Based on the findings and discussion in the previous chapter, this research concludes two things or points as follows:

1. Pre-service Teachers Emotional Experiences during Teaching Practice

Pre-service teachers emotions during practical teaching experiences varied. In the first stage, most students feel confused, unprepared, and afraid because this is a real teaching activity in the field with many students at school, and most pre-service teachers do not have direct teaching experience. However, as pre-service teachers progress to the next stage, they increasingly enjoy teaching practice with all the activities at their respective schools. There are also those who still felt negative emotions because not all pre-service teachers have the same vibes, conditions or experiences. In activities outside of teaching, some pre-service teachers still have positive emotions such as being happy and feeling happy, there are also those who felt burdened and tired so they have negative emotions. In the final stage, all pre-service teachers felt grateful and relieved, and stated that the emotions they felt were positive emotions.

2. Difficulties Pre-service Teachers in Teaching Practice

In Teaching Practice activities at every level of education in the teaching department, this activity is a mandatory part. During this activity, there were several difficulties encountered, such as difficulty determining learning plans and methods, students attitude about lack of respect, not confident, noisy class, passive student during teaching. Of all these difficulties, the difficulties in determining learning plans and methods are the ones most experienced by most pre-service teachers.

B. Suggestions

It is important to provide advice to educators and future researchers by considering the findings.

Pre-service teachers are expected to be better able to manage their emotions during teaching practice, and always maintain positive emotions in teaching and learning activities. The positive emotions possessed by pre-service teachers will influence students' emotions and can increase their achievement. Each stage in teaching practice definitely has experiences that can be felt both positively and negatively, as well as its own challenges. Therefore, this research suggests that Facing this reality, this research suggests that other researchers conduct further research.

It is hoped that this further research can identify more effective strategies and solutions to overcome various challenges faced by pre-service teachers during teaching practice. In this way, the quality of education and the readiness of pre-

service teachers in managing classes can be improved, creating a better learning environment and supporting optimal student development. Further research could also provide valuable insights for educational institutions in designing more comprehensive and supportive training programs, ensuring that pre-service teachers are better prepared to meet challenges in the class room.