

CHAPTER V

CLOSURE

A. Conclusion

From the findings and discussions carried out, the researcher summarizes the conclusions of the research based on the research questions.

1. There were three factors that influence the self-confidence of pre-service English teachers in teaching English found in the research, they are second language acquisition, understanding of student diversity and language anxiety. These three points were used as initial benchmarks based on previous researchers' theories, but after asking their personal opinions about the factors that influence their self-confidence, they also interpreted similar factors. So, second language acquisition, understanding of student diversity and also language anxiety have been proven in research to be the most influential factors influencing the self-confidence of pre-service English teachers.
2. The researcher found two strategies that are recognized as successful to increase confidence for teaching English by pre-service English teachers, namely linguistically responsive teacher education and field training. These two strategies are intended to

hone the abilities and skills of pre-service English teachers so as to make them competent and professional teachers

B. Suggestions

Judging from the research results regarding the lack of self-confidence of pre-service teachers in teaching English, the researcher wrote several suggestions for related parties regarding this research.

3. Faculty of Tarbiyah and Teacher Training

There are many complaints about language learning at school based only on textbooks. It is hoped that Faculty Tarbiyah and Teacher Training will provide more opportunities for pre-service teachers to carry out field practice so that they are able to apply more of the theories they learn.

2. English Education Department

From the research conducted, many pre-service English teachers are not ready to teach because they lack English language skills, especially for limited vocabulary and English speaking skills. It is hoped that the English Education Department will add a curriculum where pre-service English teachers are given special attention regarding their English language skills. Adding rules to

use English at certain times when communicating is also not a bad idea to get them used to using English as a daily language.

3. Pre-service English Teachers

Expanding knowledge that doesn't just depend on educational forums is a step worth trying. In this global era, there are many ways to hone English language skills and teach in class efficiently on the internet. Entering certain educational and social-based organizations is also good for gaining experience in dealing with diversity in students and society. It is hoped that with early experience and honing skills for pre-service English teachers, they will be better prepared to teach in the future.