

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher gives conclusions and suggestions from her investigation. Conclusions are based on research questions and the results of student writing collected as research data, whereas suggestions are ideas addressed to a variety of parties, including English lecturers, particularly in teaching skills, aimed at students as pre-service English teachers and future researchers.

5.1 Conclusion

The purpose of this study is to assess pre-service English teachers' self-efficacy and determine what factors influence it. The study's findings revealed a high level of self-efficacy among pre-service English teachers. Because numerous elements influence these characteristics, they are classified into three categories: personal factors, behavioral factors, and environmental factors.

Based on the experiences and statements of the pre-service English instructors listed above. The level of self-efficacy among pre-service English teachers is strong. Because of their strong self-efficacy, pre-service English teachers are successful in carrying out all of their responsibilities in the *Kampus Mengajar* program optimally. This is due to some reasons, the first of which is personal factors. Personal factors influencing pre-service English teachers' self-efficacy include sentiments of joy, responsibility, initiative, and also problem-solving skills. The second component is a behavioral aspect, which can be linked to pre-service English instructors' attributes such as English proficiency, mastery of classroom learning methods, and mastery of strategies that stimulate students' interest in learning. These are the behavioral traits of pre-service English teachers. The third component is an environmental factor, which can be created by circumstances such as less enthusiastic classes, less appropriate courses, and a significant number of students who do not understand the material.

5.2 Suggestion

Based on the results of this research, the researcher provides several suggestions for teachers or lecturers, students, and future researchers, and the researcher hopes these suggestions can be taken into consideration in the future. The suggestions are as follows:

1. For Lectures

It is recommended that lecturers make provisions for pre-service English teachers to run programs such as *Kampus Mengajar*, specifically by providing knowledge in the form of teaching methods such as learning methods, English language materials that are aligned with the curriculum, teaching strategies, and classroom conditioning methods, so that pre-service English teachers can run programs such as *Kampus Mengajar* or teaching practice well and optimally.

2. For Students as Pre-service English teachers

This is a recommendation for students participating in a campus teaching program or teaching practicum. As a student enrolled in a teaching program, do not be easily satisfied with your teaching achievements; instead, continue to learn new things such as methods, strategies, materials, and many more so that students' self-efficacy grows and their teaching methods improve.

3. For Researcher

Suggestions for further researchers to develop this research by expanding the research object by adding participants and expanding the scope of research not only focusing on a few students, expanding the scope of research by adding how pre-service English teachers can improve their self-efficacy, this research also using qualitative research methods, perhaps in the future it can use a mixed method so that further researchers can develop it by using better research methods.