CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The findings of this study suggested that PMM participants face several difficulties while learning English. Three distinct themes emerged based on the data gathered: early adjustment and adaptation, language and communication, and academic challenges. According to the interviews, the most frequently mentioned issues were adjustment to a new environment and language style.

Furthermore, it was revealed that participants used some strategies to deal with or overcome the challenges at their host university. In total, two distinct themes, managing academic support and coping strategies and self-care, are addressed, and each theme refers to several sub-themes, including peer support and collaboration, which refers to collaborative problem-solving, shared experiences, and mutual assistance among peers from the home university and elsewhere. Academic strategies are defined as how participants used academic strategies such as self-study and independent learning to take control of their learning progress; time management is defined as how to coordinate schedules to make an effective schedule; using technology is defined as how to use online learning applications to access diverse materials, and participation in program activities is defined as participating in modules during the program.

5.2 Suggestions

Based on the mentioned conclusions, there are some suggestions that I, as the writer and the researcher, would like to propose to several parties. First of all, for the university, it is advisable to announce and introduce this program during student

orientation. This is crucial due to the limited availability of information about the upcoming program and the need for more promotion of MB-KM to students. By disseminating this information through these channels, we aim to enhance awareness and understanding among students, ensuring they have access to comprehensive details about the program. To enhance their self-perception, students can engage in self-evaluation and reflective practices, allowing them to identify their strengths and weaknesses. This proactive approach enables students to make improvements and ultimately enhances their performance in the learning process. By encouraging students to take responsibility for their development, the university can contribute to the overall effectiveness of the education experience.

The second point emphasizes the need for MB-KM partners to anticipate and address challenges faced by students during the PMM program, mainly related to adapting to a new environment and social integration. To facilitate this, it is recommended that MB-KM partners establish a support program or mentorship initiative at the beginning of the program. This can significantly assist students in adapting to their new surroundings, adjusting to student-focused teaching methods such as group discussions, and ensuring that instructors serve as facilitators and motivators for students. For example, instructors can assist students facing difficulties and provide constructive feedback when errors occur. Furthermore, universities organizing student exchange programs should provide infrastructure support to aid students.

Finally, for future researchers, this study serves as a valuable and practical reference for conducting research within the same subject area. While the benefits and insights gained from this research are significant, it is essential to note that the qualitative

research methodology employed limits the generalizability of the findings to a broader audience. It is advised that the researcher gain more about the potential strategies for Potential implementation strategies to overcome problems with new environment adjustment that PMM program participants may face.