

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two sections. The first section describes the research conclusion. The second section describe the research suggestions.

5.1 Conclusion

Based on the findings of this study, it is possible to draw the conclusion that the participants in the Kampus Mengajar program encountered a number of obstacles and, as a result, utilized strategies that will be discussed in the following paragraphs.

There are several challenges that participants face while participating in the program, which include challenges from both the school and the student teachers themselves. Additionally, the researcher identified several strategies employed by the English Department student teachers to overcome these challenges. These strategies were primarily aimed at fulfilling the learning outcomes of the TEYL course. The strategies used include building self-management strategies, coping with student behaviour, and varying teaching strategy.

Although there was no specific guidance provided by the department for the TEYL project before the Kampus Mengajar program, the student teachers have employed various teaching strategy, such as audio-lingual, memorization, visual, visual-auditory, TPR, and game-based learning. This demonstrates that experiential learning among students enhances their initiative to seek ideas and carry out diverse activities related to TEYL, regardless of the effectiveness of the methods they used.

Therefore, based on the data found, it is important to highlight that students still require guidance from lecturers to ensure that the programs they implement align with the expectations of the study program.

Kampus Mengajar teaches students many valuable lessons, especially when student teachers connect the challenges they face with the strategies they develop to overcome them. Through these strategies, essential soft skills emerge, such as critical thinking, creativity, and the ability to persevere. These skills not only help in solving immediate teaching challenges but also play a significant role in personal growth, preparing student teachers for future challenges in their professional lives.

5.2 Suggestion

Based on the finding in this research, the suggestions through this study are as followed:

1. For the next Kampus Mengajar students

Before joining the Kampus Mengajar program, student teachers need to prepare thoroughly to face the challenges that awaited them during the program. They also had to develop strategies to ensure the learning process ran smoothly. This included conducting pre-tests and post-tests to measure students' progress, enhancing their pedagogical skills through teaching practice, and preparing themselves mentally while adapting to school environments that often differed from their expectations.

2. For Lectures and study program

According to the participant, there has been no specific preparation from the study program regarding teaching English, particularly to young learners. Therefore, the student teachers hope to receive additional training and guidance from lecturers and the study program, which is a continuation of the TESOL course from the previous semester, before and while participating in the Kampus Mengajar program.

3. For future research

For future researchers interested in studying English Department student teachers during the Kampus Mengajar program can focus on participants from upcoming batches, such as Batch 8. They could also explore different subjects, such as Teaching English for Specific Purposes, with a focus on teenage learners placed in junior and senior high schools.