

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This qualitative descriptive study aimed to explore Indonesian PSETs' challenges and strategies during the “teaching in classroom” stage of SEA-Teacher Project 2023 in PRMSU Laboratory Junior High School, the Philippines. This study revealed that the PSETs experienced 8 challenges and applied 11 strategies to overcome the challenges. Some findings of this study are in line with other related studies (Kabilan et al., 2020; Khusniyah et al., 2023; Ratih et al., 2021; Setyaningsih et al., 2023). Thus, the other findings added new insights into “PSETs challenges and strategies during ITP” field.

Despite facing challenges, it can be seen from the findings that the participants of this study learned a lot from dealing with those challenges. Being exposed to a new education culture in a foreign country, they probably could never learn some of those strategies if they only had their teaching practicum in their home country. Therefore, it is suggested that SEAMEO to keep the SEA-Teacher Project running and consider to extend the time period of the program since deficient time period during international teaching practicum can lead to lack of meaningful learning and teaching opportunities for the pre service students (Kabilan, 2013).

However, it can be seen from the findings that the PSETs of this study were not fully prepared for their ITP. They experienced several culture shocks and had little information related to education system and the current curriculum in the Philippines context where they had their ITP. The challenges caused by culture shocks experienced by the PSETs of this study (lesson plan differences, learning material differences, overcrowded classrooms, and students' behaviour) are actually

avoidable with proper preparation and orientation before starting their ITP journey. Hence, the researcher suggests teacher education institutions to prepare their PSTs with meaningful information about the education situation in the specific country that they are going to be placed in before their departure for ITP in order to avoid and minimize problems and challenges that might occur and to maximize the benefits PSTs can obtain from ITP. Also, because ITP has been proved to be highly beneficial for future teachers' development for the globalized era, there is a chance that later in the future ITP program can be more popular and increase in number. Teacher education institutions also have to consider "upgrading" their English-teaching curriculum. In agreement with Kabilan et al. (2020), there is an urgent need to introduce and integrate subjects or topics on multiculturalism into English language teacher education in this 21<sup>st</sup> century era, especially for institutions and stakeholders who promote, sponsor and provide ITP or any other forms of international field experiences. It is hoped that the future English teachers can learn more about how to be an English teacher in different context and situations. That way, our teachers can compete not only in national level, but also in international level. As Santos et al. (2022) stated:

“...more foreigners wanting to learn English, and the aggressive changes happening within each country's English language education are just a few of the many signs that we need to up our game.” (p. 50).

More related studies involving other PSETs from different backgrounds and how the differences in English language's role between countries contributed to problems happen during ITP are also suggested. A different focus on multicultural settings would offer an even greater understanding of the intricacies of the influence of different personal backgrounds on ITP experience.