

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions based on the findings and discussion of English education students' teaching challenges in the *Kampus Mengajar* Program and *Magang Kependidikan* programs in junior high schools.

5.1 Conclusion

This study explored the challenges faced by English Education students in the *Kampus Mengajar* and *Magang Kependidikan* programs while teaching in junior high schools. Based on the findings, it can be concluded that teaching English as student-teachers in student-teacher training programs like *Kampus Mengajar* and *Magang Kependidikan* indeed presents significant challenges. The challenges emerged in multiple aspects of teaching, including teaching preparation & implementation, classroom discipline & management, interaction with students, school placement, mentorship & collaboration, and program-related challenges. Moreover, the junior high school context itself contributed to certain challenges, as students at this level are often in a transitional phase both academically and emotionally, which influenced classroom dynamics and student engagement.

Participants in both programs shared several common teaching challenges, including challenges in finding the appropriate materials, delivering lessons in English, managing the classroom, engaging students, and dealing with students' different motivations and proficiency. Additionally, participants in both programs faced mentorship-related challenges, particularly limited communication with their DPL and Guru Pamong due to their busy schedules.

Distinctive challenges emerged primarily in relation to school placement and the program. Since the type of school placement between the programs is indeed different, the challenges arise differently as well. Participants in *Kampus Mengajar*, who were often placed in rural schools with limited resources, struggled with inadequate teaching materials and technological constraints. In contrast, *Magang Kependidikan* participants, placed in urban schools with better facilities, did not face such resource limitations but experienced challenges related to high expectations and noisy environment.

Using Veenman's framework, these challenges align with the common difficulties encountered by beginning teachers, particularly in areas of classroom management, student motivation, and adapting to different abilities. They also align with Situated Learning Theory (Lave & Wenger), emphasizing how the learning environment, which here, the school setting and the community shapes the student-teachers' experiences. This study provides valuable insights into the teaching challenges encountered in teacher training programs like *Kampus Mengajar* and *Magang Kependidikan*. By identifying these challenges, the study contributes to a deeper understanding of the realities faced by student teachers and emphasizes the need for improved support systems.

5.2 Suggestion

Based on the findings of this study, the following suggestions are provided for future participants, program organizers, and future researchers:

1. For Future Participants of the Programs

Before participating in the *Kampus Mengajar* or *Magang Kependidikan* programs, student teachers should prepare themselves by understanding the vision, mission, and expectations of each program. This preparation will help them navigate the teaching experience more effectively. Participants should strengthen their foundational teaching skills, including lesson planning, classroom management, and student engagement strategies. Familiarizing themselves with various teaching methods, learning media, and technology that can be adapted to different school conditions will also be beneficial.

2. For *Kampus Mengajar* and *Magang Kependidikan* Program

Both programs should provide more structured training, including practical teaching and adaptation to diverse school environments. Ensuring better communication between participants and their *Dosen Pembimbing Lapangan* (DPL) and *Guru Pamong* is crucial to offer consistent mentorship and support. Additionally, since *Kampus Mengajar* includes student teachers and DPL from different majors, not all English Education students were guided by DPL who understood English teaching. Thus, the program could give extra support for English student teachers, such as providing a chance to consult with English lecturers.

3. For Future Researchers

Future researchers could explore a broader scope by examining the overall experiences of student teachers in teaching practicum programs, not limited to *Kampus Mengajar* and *Magang Kependidikan*. Studies could also investigate similar programs in different educational contexts or levels to provide comparative insights. By expanding the scope and focus of future studies, researchers can contribute to a more comprehensive understanding of the effectiveness and challenges of teaching practicum programs, offering valuable insights for improving teacher education and training.