

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

Based on the findings and discussions presented in the previous chapter, the researcher draws several key conclusions and suggestions that address the core objective of this study, There are:

#### **5.1 Conclusion**

1. Before going through the teaching practicum, English Education Study Program students are prepared academically through a systematic and comprehensive curriculum that aims to provide students with the required knowledge and skills for teaching. The program includes a broad scope of subject matter of courses on key areas of teaching practice such as classroom management, language assessment, TESOL method, TESOL material design, TESOL curriculum and syllabus design, and technology enhanced language learning. The program focuses on practical exposure by providing project-based assignments that enable students to implement knowledge in real life. This combination of theory and practice helps student-teachers to learn essential pedagogical skills such as adapting teaching methods to diverse classroom contexts, managing diverse student needs, and creating engaging and successful lesson plans. In addition, the inclusion of technology enhanced language learning course ensures that student-teachers are provided with the skills necessary to integrate modern tools and resources into their pedagogy, increasingly important in the modern educational context.

2. Throughout their practicum, students experience challenges as they attempt to implement what they learned in their academic training. One of the challenges is the dominance of the mentor teachers' lesson plans. This limitation hindered their ability to fully implement their own lesson plan. As a result, many student-teachers encountered challenges in transitioning from theoretical abstraction to actual practice, since they were confined within the structure of the lesson plans provided by their mentor teacher. The other major challenge that the student-teachers encountered was the challenge of effectively applying student-centered learning approaches. Although they were instructed to actively engage students, the real-life classroom settings disrupted effective application of such methodologies, particularly in classrooms with various ability levels, where it was extremely difficult to maintain active involvement and diversity student requirements. In addition, adapting material to suit the requirements of all students required some flexibility and creativity that student-teachers did not always possess. Classroom management was a significant source of difficulty, regardless of the academic preparation student-teachers had experienced. The pace and often unpredictable nature of teaching in real classroom settings meant that the student-teachers found it difficult to apply the management skills they had acquired. Furthermore, school policy and infrastructure shortage made the implementation of skills and knowledge even more complicated. Policies at schools limited many student-teachers' participation in assessment practice, thereby inhibiting them from becoming full participants in a fundamental component of teaching, evaluating students' learning and changing teaching

accordingly. The absence of adequate technological infrastructure in certain schools was similarly a barrier to incorporating educational technology into lesson plans. Irrespective of training, student-teachers could not apply the tools and digital media they had been trained to use in order to introduce into their teaching practices, hence restricting them from being able to use technology to improve learning experiences.

3. The study revealed several significant gaps between academic preparation and its implementation . Despite being trained in using educational technology, student-teachers could not use it due to a lack of school infrastructure. Similarly, while they learned about classroom management strategies, they did not receive sufficient practical exposure to them, and thus were not equipped for real classroom dynamics. Furthermore, the lack of autonomy while implementing their own lesson plans and assessment strategies, since instructional decisions were largely controlled by mentor teachers. In addition, student-teachers struggled with adapting curricular materials to address the diverse needs of learners, even though they had been theoretically taught differentiation. However, these challenges led professional and personal development, where student-teachers learned coping mechanisms, honed reflective practices, and became more aware of their areas of strength and areas needed improvement.

## **5.2 Suggestion**

Based on the conclusions, several suggestions can be made for teacher education programs, schools, and future researchers:

### 1. For Education Programs

The researcher suggest to incorporate more practical simulations in classroom management course to better prepare student-teachers for real-life challenges. Furthermore, It is better for study program to utilize Project Based learning in all courses to better prepare student-teachers for teaching practicum

### 2. For Partner Schools and Mentor Teachers:

- Allow student-teachers greater involvement in planning and assessment, enabling them to apply their university-acquired knowledge more fully.
- Provide constructive feedback and mentorship, focusing on how student-teachers can adapt their teaching to real classroom contexts.
- Improve school infrastructure, including access to digital tools, to support innovative and interactive teaching approaches.

### 3. For Future Researchers

The researcher recommends that future researchers investigate the student-teacher relationship with mentor-teacher in minimizing the theory-practice gap. By addressing these gaps through collaborative and systemic improvements, the alignment between academic preparation and practical teaching experiences can be strengthened, ultimately leading to more competent future teachers.