

## **CHAPTER V**

### **CONCLUSSION AND SUGGESTION**

This chapter present some conclusion concerning to the result of the study discussed in the previous chapter. This chapter also gives some suggestion, which can be used to solve some problems in teaching English practicum in South Thailand.

#### **A. Conclusion**

Based on the research that have been done, the researcher can give the conclusion about the problem faced by Indonesian student-teachers in practice teaching English in Southern Thailand, and also the conclusion about the efforts that used by them to overcome the problems.

##### **1. The problems faced by Indonesian Student - teachers**

Based on the research finding and discussion in the preceding chapter, it can be seen that Indonesian student-teachers get some problems in teaching English in south Thailand. In this case, there are two kinds of problem. These are internal problems and external problems. Internal problems consist of: (1) classroom management aspect, (2) classroom situation aspect, (3) performance in the class aspect. And external problem consist of: (1) teaching method aspect, (2) teaching's tool (media) aspect, and (3) environment.

In internal problems, the first problem commonly faced by student teachers is classroom situation aspect. Student – teacher get many problems and enough problems. It is because they teach many low-motivated student and lazy students in the school where they teach.

The second problems come from classroom management aspect. Indonesian student-teachers get many problems and enough problems. It is because they get some difficulties in teaching in big classes and in applying lesson plan that they made same with lesson plan in Indonesia. It is so difficult to apply it because the quality and ability of Thai learners is different with Indonesian learners.

And the last internal problems come from performance aspect. Indonesian get many problems enough problems. It is because they get some difficulties in teaching in different language that influences their confidence and performance in the class. There are two languages that used in Thailand, they are Thai language (Siam) and Malayu language.

The next is external problem. The first external problem commonly faced by Indonesian student-teachers is teaching method aspect. They get many problems and enough problems in teaching method that they used to teach English in South Thailand. It is because they get difficulties to apply some teaching methods they want to use.

The second external problem is teaching's tools aspect. Indonesian student-teachers get many problems and enough problems. It is because

they get difficulties in teaching English with unsupported media teaching in the school, like language center, LCD projector, speaker, etc.

And the last external problem is found by interview result. That is the problem about environment. It is caused by unsupported environment to the students in learning English. And also it is caused by limited time for teaching English based on the schedule from the school and Thai government.

## **2. Student – Teacher's Effort**

From the conclusion about the problem in teaching English faced by Indonesian student-teachers, the researcher also has the conclusion about some efforts to overcome that problem. The data is found from the interview to the student-teachers.

The first effort is giving the motivation class to the student so that they can realize the importance in teaching English as a foreign language. The motivation class can be given one a week or before class begin. The student-teachers can ask a help from the English teacher in that school.

The second effort is preparing some word in their language that will be used to explain the subject in the class. The student-teachers can prepare it one day before teaching by asking the English teacher in the school about the language.

The third effort is Indonesian student - teachers must be creative. If they want to apply some method they want but the media is not supported,

they have to think more how to overcome that problem. They must draw in the board, browse some picture then print and copy some materials that they will use, or they must buy speaker by their selves to teach listening.

The next is some efforts to overcome the problem in teaching in the big class and the problem in applying the lesson plan. The student-teachers have to ask the English teacher of the school to help them in teaching English in the big class. If they teach with the English teachers from that school, the student will be conducive. The solution in applying lesson plan is step by step and conditionally. The student-teachers do not need to apply the same lesson plan with Indonesian lesson plan because Thai learners and Indonesian learners have different quality and ability.

The last effort is to overcome unsupported environment to the students in teaching English. If in the school, the students only have two times a week to study English, the student teachers can make some group English discussion out of class or give them some courses at night or evening in the boarding house. It will give more opportunity to the students in teaching English.

### **3. Suggestion**

The researcher gives some suggestion based on the problems and effort face by Indonesian student-teachers in teaching English practicum in South Thailand. This suggestion hopefully can give contribution to the



next Indonesian student-teachers who will practice teaching in South Thailand.

The researcher suggests the student-teachers should have teaching training before they go to Thailand. They should know first about the condition, environment, the situation, language, etc. The student-teachers should have to know the general statement of the problem of teaching English there. Therefore, the student-teachers can anticipate to some problems that they will faced there.

The Indonesian student-teachers should have to recognize Thai language and Malay language. They can learn it first before they go to Thailand or they can bring pocket dictionary Indo – Thai language. It can limit the problem about cross cultural language that will face there.

The next, the Indonesian student-teachers do not need to make lesson plan from Indonesia because it cannot be used there. They only need to prepare simple lesson plan such as daily conversation. The student-teachers need to ask Thai students speaking English every day because the students are not brave enough to speak. They have to improve it as well as possible.