

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

I was assigned to teach third through sixth graders in English. I was also responsible for being the coordinator for grade 3, which required me to make semester lesson plans, make exam questions, and input data and grades from grade 3 students. I gained a lot of knowledge about the teaching profession and its difficulties during my teaching assistance. I also got the chance to utilize and share the information that I have received throughout my time as a student in the English Letters Study Program at Universitas Ma Chung.

During the teaching assistance, I also faced some expected and unexpected problems. For example, the fact that some students struggle with the English language made me realize that I have not understood the extent of students' understanding of English. However, these problems may ultimately be resolved by assessing and examining students' grades to determine the depth of their comprehension of the subject matter and English, and by using Bloom's Taxonomy Theory, which I can utilize as a teacher to design a simple and efficient learning process for my students.

Overall, this teaching assistance activity provided a lot of interesting experiences and lessons for me, which was the first time I was directly involved as a teacher. The perceived deficiencies might provide valuable insights for the future. The study program, which organizes teaching assistance activities, is also able to produce the best graduates with professional skills who are prepared to go directly and contribute in the field, in addition to the many benefits this activity offers me, my friends, partner places, and the study program itself.

5.2 Suggestions

My suggestions for teaching assistance activities and the parties involved in it including future students who want to take part in teaching assistance activities, will be described as follows:

1. It is recommended that students who will take part in teaching assistance have prepared themselves both mentally and with the knowledge that will be used during teaching assistance activities. In addition, there is a lot of coordination, both with friends who follow teaching assistance and with related lecturers. Seek as much information as possible to facilitate teaching assistance activities both before, during, and after this activity takes place.
2. It is recommended for partners of teaching assistance activities not to be difficult to provide the information needed during teaching assistance activities to avoid problems that occur both internally and externally. Additionally, it's to ensure that there are no misunderstandings from students, partner places, or teaching assistance activity organizers and that the activity runs well.
3. Suggestions for the English literature study program so that it can prepare its students better so that they can be better prepared for activities that require students to go directly to the field. Additionally, in order to be able to locate and select a partner place that can effectively collaborate throughout the activity, not just at the beginning, but maybe even for future activities that will collaborate with these partners.