

CHAPTER V

CONCLUSION

5.1 Conclusion

This study aimed to explore the linguistic and pedagogical challenges experienced by English Education students in learning English within the International Program of English Education (IPEE) at Universitas Muhammadiyah Bengkulu. Based on the findings from the questionnaire and semi-structured interviews with eight participants, the following conclusions are drawn.

First, regarding linguistic challenges, the findings show that students experienced difficulties in vocabulary, grammar, listening, speaking, reading, and writing. Vocabulary difficulties mainly involved unfamiliar academic and discipline-specific terms, especially in journal articles and textbooks. Grammar difficulties were mostly related to tense usage, sentence construction, and applying grammatical rules when speaking or writing. Listening difficulties were mainly influenced by fast speech, long sentences, and unfamiliar accents. Speaking was one of the most prominent challenges because students often had ideas to express but needed time to translate and organize them into English. Reading and writing were also challenging, particularly when students worked with academic texts that contained complex sentences, formal language, and technical terms.

Second, regarding pedagogical challenges, students preferred interactive and student-centered teaching methods, such as discussions, presentations, group activities, and case-based learning. These activities helped students understand the material and apply it in a more meaningful way. The pace of instruction was an important challenge, especially when lecturers explained a large amount of material too quickly. Students preferred a moderate pace that gave them enough time to understand the material, take notes, and ask questions. In terms of instructional materials, journal articles were considered the most difficult because of their length, formal language, technical vocabulary, and dense information. Although students had sufficient opportunities to participate in classroom activities, limited confidence,

vocabulary, and grammatical uncertainty sometimes prevented them from participating actively, especially in spontaneous discussions.

Third, the findings show that linguistic and pedagogical challenges were closely related to each other. Students' difficulties with vocabulary, grammar, and speaking could reduce their confidence and participation in classroom activities. At the same time, fast-paced instruction and complex academic materials could make it more difficult for students to understand and process the English used in class. The challenges experienced by students were not only related to their English proficiency but also to the way learning was delivered and supported in the classroom.

This study concludes that students in the IPEE International Class continue to experience linguistic and pedagogical challenges despite their regular exposure to English-medium instruction. The students also made efforts to deal with these challenges through strategies such as using online dictionaries and AI-based tools, rereading academic texts, preparing ideas before speaking, and developing personal vocabulary lists. Therefore, continued support from students and lecturers is important to help students improve their English skills, participate more confidently, and cope with the demands of English-medium learning.

5.2 Suggestion

Based on the findings and conclusions presented above, the following recommendations are proposed for students, lecturers, the English Education Study Program, and future researchers.

5.2.1. For English Education Students

Students should develop more systematic independent learning strategies to overcome linguistic challenges in an English-medium learning environment. Since vocabulary mastery and speaking ability emerged as significant challenges, students are recommended to develop academic vocabulary through extensive reading activities, especially journal articles, textbooks, and course-related materials. Creating personal vocabulary notes, reviewing unfamiliar terminology, and practicing the use of new words in academic contexts may help students improve their language competence.

Students are also encouraged to increase their opportunities to use English actively outside classroom activities. Regular speaking practice through peer discussions, academic conversations, presentations, and collaborative learning activities can reduce hesitation caused by translation processes and fear of making grammatical mistakes.

5.2.2. For Lecturers

Lecturers are recommended to implement teaching strategies that consider students' linguistic readiness in an English-medium instruction environment. Although using English as the main language of instruction provides valuable exposure, students may require additional support when dealing with complex academic concepts and unfamiliar terminology.

Therefore, lecturers may provide linguistic scaffolding by introducing important vocabulary before discussing complex materials, explaining difficult concepts through examples, and giving students sufficient processing time before moving to new topics. Interactive teaching approaches, such as discussion, group activities, presentations, and case-based learning, are also recommended because they provide students with more opportunities to practice English actively.

5.2.3. For International Program of English Education (IPEE)

The program is suggested to establish continuous academic support programs specifically designed for International Class students. These programs may include academic vocabulary training, academic writing workshops, English speaking activities, and strategies for reading journal articles.

Furthermore, the program may consider developing coordination among lecturers regarding teaching pace, instructional materials, and classroom approaches. Since students learn from lecturers with different teaching styles, consistent academic support may help students experience a more balanced English-medium learning environment.

5.2.4. For Future Researchers

Future researchers are suggested to conduct studies involving a larger number of participants and different research methods. Further research may include classroom observations, lecturers' perspectives, or longitudinal studies to examine how students' linguistic and pedagogical challenges develop throughout their academic journey.

