

CHAPTER V

CLOSURE

A. Conclusion

This study aimed to explore the first-year teaching experiences of two fresh graduate English teachers. Based on the findings, several conclusions can be drawn as follows:

1. The Challenges of Fresh Graduate English Teachers Face During Their First-Year of Teaching

Both subjects experienced various challenges as new teachers. The most common difficulties included managing student behavior, handling unexpected workloads, and adjusting to school routines. They also faced moments of uncertainty, pressure, and unfamiliar responsibilities that they had not anticipated during their pre-service preparation.

2. The New Teacher Adjust to curriculum, students, and school environment

The subjects gradually learned to adapt by developing teaching strategies that suited their students, seeking help from colleagues, and observing the norms of the school environment. Their adaptation process involved trial and error, reflection on their teaching practices, and learning

from everyday experiences in the classroom. Over time, they became more confident in managing lessons and interacting with students.

3. The Most Surprising or Enjoyable Experiences for the Teachers During Their First-Year

Despite the challenges, both teachers also experienced surprising and meaningful moments. Friendly and active students, supportive coworkers, and small daily achievements gave them motivation to continue improving. These moments helped them build confidence and feel more connected to their role as teachers..

B. Suggestions

Based on the findings and discussion in the previous chapters, several suggestions are proposed to support fresh graduate English teachers during their first year. These suggestions are intended not only for the teachers themselves but also for schools, teacher education institutions, and relevant stakeholders involved in teacher development.

1. Mentorship and Guidance

It is recommended that schools provide mentorship programs where experienced teachers guide new graduates. This can help them navigate classroom challenges, adapt to school culture, and manage stress effectively. A mentor could offer practical advice, emotional support, and feedback, making the transition into professional teaching smoother.

2. Workshops and Training

Schools and teacher training institutions should organize workshops focusing on classroom management, lesson planning, and coping strategies for workload and emotional challenges. Practical training sessions can equip new teachers with strategies that are immediately applicable in the classroom, reducing the impact of reality shock.

3. Encouraging Reflective Practice

New teachers should be encouraged to reflect on their teaching experiences regularly. Keeping a teaching journal, sharing experiences with peers, or participating in reflective discussions can help them understand their strengths and weaknesses, and support professional identity development.

4. Supportive School Environment

Schools should foster a supportive environment that promotes collaboration, open communication, and understanding between new and experienced teachers. Simple actions such as regular check-ins, peer support groups, and recognition of achievements can enhance motivation and resilience.

5. Policy and Program Recommendations

Teacher education programs and educational authorities could consider integrating reality-based simulations and real classroom exposure before

graduation. This can better prepare future teachers for challenges they will face in their first year, bridging the gap between theory and practice.

Hopefully, these suggestions can support the development of fresh graduate English teachers in their first year of teaching.