

CHAPTER V

CONCLUSIONS, IMPLICATIONS, LIMITATIONS AND RECOMMENDATIONS

The final chapter of this study presents the conclusions drawn from the data analysis presented in the previous part. In this chapter, the researcher also discusses the implications and limitations that could be addressed to improve future research. Additionally, recommendations are directed toward future researchers interested in conducting further studies related to teachers' pedagogical competence in the implementation of student-centered learning.

5.1 Conclusions

The aims of this study is to identify the pedagogical competence of English teachers in the implementation of student-centered learning in writing class. Based on the findings of the study, it can be concluded that the pedagogical competence of both teachers in the implementation of student-centered learning (SCL) in the writing class showed good competence. It is supported by several factors, namely: (1) the English teachers were able to master students' characteristics, as evidenced by providing equal learning opportunities for all students such as through discussions, writing, and presentations, videos, worksheets, discussions, and question and answer sessions. In this way, students learn according to their learning styles (visual, auditory, and kinaesthetic). In addition, the teachers regularly check students' understanding through questions such as explains the material and then asks questions to ensure students' comprehension and gives reflection questions after the lesson to evaluate how well students understand the material discussed. In this way, teachers can adapt learning to students' needs and abilities; (2) the English teachers were able to master learning theories and principles because the teachers are able to implement various activities and teaching methods to motivate students in student-centered learning. For example, group discussions, writing, presentations, and question and answer. These activities and teaching methods encourage teachers to apply constructivism, behaviorism and learning principles

such as activeness and direct involvement, repetition and motivation; (3) the English teachers were able to develop the curriculum by designing lesson plans that align with the syllabus, such as question-and-answer sessions, group discussions, and presentations. Additionally, the teachers were able to develop the curriculum by connecting the material to students' environment and daily life, such as descriptive texts about pets like cats and rabbits, and describing things at home; (4) the English teachers carried out educational learning activities based on the prepared modules, such as discussions, writing, presentations, and question-and-answer sessions that encouraged students to ask questions, practice, and interact with other participants. During these activities, the teachers utilized various teaching aids to enhance student enthusiasm in achieving learning objectives such as laptop, projector, illustrated worksheets (LKPD), and engaging images, speakers and YouTube learning videos; (5) the English teachers develop students' potential by designing learning activities according to their abilities and individual learning styles such as discussion activities that combine visual, auditory, and kinaesthetic learning styles, giving them the freedom to choose activities according to their learning styles, such as watching videos, discussions, or presentations. In addition, both English teachers develop students' potential by identifying students' talents, interests, and potentials through interviews, observations, tests, and through writing progress and specific feedback. Finally, both English teachers provide learning opportunities that are appropriate to students' individual learning styles (visual, auditory, and kinaesthetic); (6) the English teachers demonstrate good communication skills with students, it evident when the teachers and students interact well during lessons. The teachers provide clear explanations, asks questions that encourage students to ask questions, and give praise and feedback. Additionally, the teachers use questions to assess students' understanding and maintain participation, such as reflective and lead questions. Lastly, the teachers give opportunities for students to ask questions, responds with clear answers, listens to questions after the material is explained, and notes students' responses; (7) the English teachers demonstrate good competence in assessment and evaluation by preparing appropriate assessment tools aligned with the learning objectives in the

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teaching modules, such as student worksheets and observation sheets, the teachers use various techniques and types of assessment, such as written tests, observations, skill assessments, and portfolios during formative assessment. and, the teachers analyse the assessment results to identify key competencies that need improvement, such as analysing the written work of each group presented in front of the class, analysing the notes of interaction, participation, and challenges faced by students during the lesson, and presentations.

5.2 Implications

This study provides significant practical implications for two key stakeholders in the educational context, namely teachers and schools, both of which play crucial roles in enhancing the quality of teaching and student learning outcomes.

The first implication relates to teachers, where this research provides guidance for the development of their pedagogical competence, particularly in the implementation of the student-centered learning (SCL). By strengthening aspects such as curriculum development, the implementation of diverse teaching methods, and assessments focused on the learning process, teachers can create a more supportive and inclusive learning environment. It will facilitate greater student engagement and help develop essential skills, such as critical thinking and creativity.

The second implication is for schools, which have an important role in providing support for the development of teachers' pedagogic competencies. Schools can provide ongoing training or workshops related to the application of student-centered learning, as well as create space for collaboration between teachers and curriculum development that is more flexible and in accordance with students' needs. With this support, the quality of teaching can be improved, which will have a positive impact on the overall learning outcomes of students.

5.3 Recommendations

Although this study provides valuable insights into the implementation of student-centered learning, there are several limitations that should be considered, which may affect the depth and breadth of the findings. Therefore, several

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recommendations can be made for future research that could expand our understanding of this topic

Data Collection Methods

This study relied on semi-structured interviews, classroom observations, and document analysis (teacher lesson plans) to collect data, which limits the ability to provide a broader picture about the implementation of student-centered learning. therefore, researchers could consider using surveys or questionnaires to collect data from a larger sample. This approach would provide a broader and more representative picture of teachers' understanding and implementation of student-centered learning.

Student Perspectives

This study focuses on the teachers' perspectives and does not explore in depth the students' views on student-centered learning. Students' perspectives are crucial for assessing the extent to which they feel engaged in the learning process and how they perceive this approach in supporting their development. Therefore, that teachers involve students in more active and creative learning processes by providing opportunities for students to collaborate and participate more in class activities.

Facilities and Resources

This study does not explore in depth how the facilities and resources available at the school support or hinder the implementation of student-centered learning. For example, classroom environments that may not support interactive learning could impact the effectiveness of this approach. Therefore, schools should ensure adequate facilities and resources, such as classrooms that support interactive learning activities, as well as learning materials that align with this approach.

Institutional Policies and Support

This study does not discuss the role of educational policy, such as the development of professional programs by the education office, in supporting student-centered learning. Therefore, further research can further explore the role

of educational policy, especially the development of professional programs for teachers, in supporting the implementation of student-centered learning.

5.4 Concluding Remarks

This chapter discusses the conclusions, implications, limitations, and recommendations of the study.