

CHAPTER V

CONCLUSION AND RECOMMENDATION

This is the last chapter of the thesis in which the conclusions of the study are drawn and some recommendations are proposed. Conclusions are built up upon the basis of research analysis and its findings. Furthermore, the recommendations are addressed to those who are involved in K-13 implementation such as principals, English teachers, institution, policy makers, and those who are interested in conducting further research.

5.1 Conclusion

This study has investigated various issues related to principals' perceptions toward the implementation of K-13, English teachers' factual knowledge about K-13, English teachers' perceptions on developing K-13, English teachers' problems in developing K-13, and also their solutions to overcome the problems. Then, the findings, as a set of conclusions, are drawn as follows:

A. From Questionnaire

Based on the data collected through questionnaires which were delivered to six principals, it was found that almost all the principals perceive their role in the implementation of K-13 positively. Although challenging, most principals regard their role as pleasing and beneficial. According to Kemendikbud (2013), there are three major roles of a principal in implementing K-13 (building the school culture, shifting the management, growing the leadership learning and supervision). From the data obtained, it is apparent that the principals are committed to do all three major roles well. This positivity, brought by the principals, is expected push all other school elements to implement K-13 successfully.

For English teachers, based on the data collected through questionnaires which were delivered to thirty teachers, it was found that most of the teachers know that K-13 is in fact as the extension of the previous curriculum, School-Based Curriculum (SBC) in several components. They understand that K-13 applies 'scientific' approach, and the coverage of scientific approach itself is observing, questioning, associating, experimenting, and communicating. Most of them are also familiar with Core Competence and Basic Competence. However, they are less knowledgeable in certain aspects such as the improved standard in K-13 (Graduate Competence Standard, Standard of Content, Standard of Process, and Standard of Assessment), and the authentic assessment models in K-13. The interview data show similar findings to this.

Related to teachers' tasks in developing K-13, all of English teachers well aware that developing lesson plan, teaching materials, teaching media, and assessment process are their responsibility. Their positive perceptions were shown by their pleasure, encouragement and enthusiasm in developing K-13. When it comes to developing lesson plan, most of English teachers recognize that lessons plan is helping them to better design their lessons, thus the whole process is something definitely worth their while. For them, lesson planning is something both exciting and constructive. However they are still having problems in adjusting and balancing their lessons within a two hours time frame.

Related to English teachers' perceptions in developing teaching materials and media, most of them feel aided by their existence. Again the respondents acknowledged that developing teaching materials and media is something rewarding and stimulating.

The last, from the participants' frequency in using authentic assessment models, contrary from their positive perceptions, it seems that they are still confused in implementing authentic assessments models (performance, portfolio, self-assessment, and peer-assessment). Although motivated and pleased, most

English teachers admitted that they still need more training in order to fully understand the whole procedure of developing authentic assessment models.

B. From Interview

To gain deeper information about English teachers' perceptions, problems and also their solutions on the implementation of K-13, the interview data were collected. Based on the interview data which were obtained from four respondents (English teachers), it was found that there are several findings which are the same as those in questionnaire data as mentioned in the previous part.

Concerning developing lesson plan, this study found three groups of participants based on their experience on developing K-13 based-lesson plan. They have different perceptions on the activity of developing lesson plan. *First*, knowledgeable teachers perceive it as important. They are also encourage and enthusiastic to develop it. *Second*, less knowledgeable but motivated teacher perceives the activity of developing lesson plan as a useful task to guide her teaching and learning process. She is passionate about lesson plan developing but still lacks the confidence to do it independently. She feels that she still needs to collaborate with her peers. *Third*, the less knowledgeable and unmotivated teacher perceives the activity as something unimportant and naturally he is neither encouraged nor enthusiastic to develop lesson plans. He prefers teaching his students without developing lesson plan.

Related to developing teaching materials and media, all respondents share the same encouragement and enthusiasm toward it. They try to combine the existing materials (text books) with other materials taken from the internet, books or even real experiences. They also use the media in their teaching activity. It seems that most of them perceive the media as an interesting tool that is able to help them attain effective teaching process. But contrary from their positive perceptions, it seems that the institutions in which they work is failed to provide

them with the much needed resources. Thus some of English teachers feel that their creativity to explore teaching materials and media is still being hampered down by the absence of the previously mentioned tools.

The last, based on developing authentic assessment process, this study has also found three groups of participants. *First*, knowledgeable teachers perceive it as an important activity. They usually apply authentic assessment models to assess their students' ability (attitude, knowledge, and skill). *Second*, the less knowledgeable but motivated teacher perceives the activity of developing authentic assessment as such an important activity to measure her students' ability. She is encouraged and enthusiastic to develop authentic assessment, but she is a little bit unconfident. She has not implemented all authentic assessment models in her teaching practice yet. However, she tries to motivate herself by her statement 'being a perfect teacher'. *Third*, the less knowledgeable and unmotivated teacher identifies this activity as confusing and he failed to provide a clear cut concept of what authentic assessment is all about.

Both questionnaire and interview data show that English teachers still have difficulties on developing lesson plans, formulating the indicators, implementing authentic assessment and teaching English within two hours time allocation in a week. However, they have done several things to somehow cope with these problems, discussing with other English teachers, reading related sources, teaching cross-interest program, and joining in K-13 training, are some of the ways mentioned by them. From the data, it seems that all English teachers' problems concerning K-13 development can be overcome through the above ways. This is due to the fact that almost all the participants are concerned about the implementation of K-13 and decided to develop it continuously.

5.2 Recommendation

Based on the conclusion presented above, there are some general items to recommend regarding the principals' and English teachers' perceptions toward the implementation of K-13. These recommendations are addressed particularly to principals, English teachers, institution, policy makers, and other researchers who are interested in this field.

Principals

Principals' leadership is a key factor for the success of a new curriculum implementation. According to Kemendikbud (2013), there are three major roles of a principal in implementing K-13. They are building the school culture, shifting the management, growing the leadership learning and supervision. The principals are expected to be able to bring a positive atmosphere to all school elements, and finally they can implement K-13 successfully in the schools.

English teachers

Knowledgeable, creative, and innovative English teachers are urgently required in developing K-13. Consequently, all English teachers are expected to keep on improving their knowledge in order to be able to play their roles as need analyst, material and media developer, high-quality assessor, curriculum developer, and curriculum implementer. This can be achieved through reading various related books or online materials, discussing with experienced teachers, attending conferences, seminars and workshops.

Institution

K-13 is a new curriculum which needs collaboration all institutions for its success. Institutions here cover schools, education department, and education ministry. Therefore, institution should provide opportunities for teachers to

develop their careers and update their professional knowledge and skills. Such opportunities can be provided through conferences, seminars, workshops, and trainings which ideally should be conducted regularly. Then, the institutions should also facilitate teachers to achieve their objectives in the implementation of K-13.

Policy Makers

Concerning the implementation of K-13, policy makers have the right to decide and legalize the use of this curriculum. Therefore, it will be better if policy makers establish a certain institution to examine the eligibility and useability of the lesson plan, teaching materials and media, and assessments before they are actually used in the classroom. They should also evaluate regularly whether K-13 is well-developed and well-implemented.

Other Researchers

This study was conducted in a short time and limitations are obviously inevitable. Pros and cons will always be present when something new is being implemented, and there are no exceptions for K-13. K-13 is implemented under the supervision of the government. It cannot be avoided that in the near future there must be an evaluation to this curriculum. It aims at investigating whether K-13 is well-implemented or not. Therefore, it is recommended for other researchers who are interested in this field to conduct the next research on the area of K-13 recurrently. It is expected that by doing the further research in the same field regularly, it will keep the trustworthiness of an issue.

