

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This last chapter of the thesis is the conclusions of the study drawn and some recommendations proposed. Conclusions are built up on the basis of research analysis and its findings. Then, the recommendations are addressed to those who involved in the 2013 curriculum implementation such as English teachers, principals, instructors or trainers of 2013 curriculum and those who are interested in conducting further research.

#### **5.1 Conclusion**

This study has investigated several issues related to teachers' perception of the basic understanding of 2013 curriculum and the characteristics of a pedagogical competence in 2013 curriculum, teachers' implementation of pedagogical competence in 2013 curriculum in the learning activities and teachers' problems in the implementation of pedagogical competence in 2013 curriculum. Then, the findings, as a set of conclusions, are drawn as follows.

##### **5.1.1 Teachers' perception of the basic understanding of 2013 curriculum and the characteristics of a pedagogical competence in 2013 curriculum**

Based on data collected through questionnaires which were delivered to two teachers from different school, it was found that teachers had less understanding about general concept of 2013 curriculum. They seemed to have a less understanding about the definition and the purpose of the 2013 curriculum. However, they were knowledgeable in certain aspects concerning the technical aspects in the 2013 curriculum such as syllabus, instrument, and assessment.

Regarding to teachers' competence in knowing the students' characteristics, both teachers could identify the students' learning characteristics in the process of learning, were certain that every students should get the same opportunities in

active learnings, knew the need to conduct the same process of learning including for disabilities students and students with different ability of learning, knew the need to cover students unsettle learning condition so that there would not be any problem in the process of learning to other students, and should be the consultor who helps students to maximize their potential and minimize their weakness. Meanwhile, it was hard for them to create a learning situation where they could pay attention in some students' weaknesses so that all students could get along in a good way.

Regarding to teachers' competence in mastering the learning theory and the learning principles, teachers understood the criteria of teaching the students to master the lesson based on their capability in learning through a set of proses of learning and various activities, being aware of the understanding level of students of the lesson and adjust the process of learning to the level of students in understanding the lesson, being able to explain the reasonal point in doing the process of learning, using various techniques and motivate students in the process of learning, conducting an intertwined activities which is related to the objective of learning, and being aware of students' understanding of the lesson and using it as evaluation for the next plan of learning activities

Regarding to teachers' competence in being capable in developing the curriculum, teachers could mention how to conduct a proper syllabus referring to the curriculum, how to conduct lesson plan based on the syllabus so that students can achieve the objective of the lesson, how to teach the class based on the composition of the lesson plan which focus to the objective of the lesson. Unfortunately, they had less understanding in conducting the material based on such criteria as accuracy, comprehency and capability to do in the class.

Regarding to teachers' competence in creating educating learning environment, teachers understood how to teach based on the lesson plan which focus to the objective of the lesson, how to teach to help students to learn not to test the

students' ability, how to inform students whether there are some new information based on the target of the lesson, how to react the students' mistake as the process of learning, how to teach based on the curriculum and relate it to daily context, how to teach various techniques in the proper time, how to set the class effectively so that every students will be in an active learning, how to be able to master the use of ICT to motivate students in gaining the target of the lesson which based on the class criteria, how to give a lot of chance for students to ask, practice and interact with others, how to conduct a systematic learning process to help students to learn, and how to use some supporting material to motivate students.

Regarding to teachers' competence in developing students' potential ability, teachers could mention in how to analyse the result of learning based on students' assessment to gain the data of students' progress, could mention in how to conduct and apply the lesson plan to encourage students to learn by their capability, could mention in how to conduct and apply the lesson plan to bring up students' creativity and critical thinking, could mention in how to actively help students in the process of learning, could mention in how to be able to identify students' ability, interest, potential and weakness in learning, and could mention in how to teach based on students' learning characteristics, and could teach in interactive way.

Regarding to teachers' competence in communicating with the students well, teachers had less understanding in the need of using question as a tool to identify students' understanding, participation and motivation in the process of learning. However, they could elaborate the importance to pay attention and listen to every question, respond of students, could elaborate the importance to respond to students' question accurately based on the objective of the lesson, could elaborate the importance to provoke students to work with other students well, could elaborate the importance to listen and give attention to all students' answer to measure students' understanding, and could elaborate the importance to respond to students' question to reduce students' confusedness.

Regarding to teachers' competence in assessing and evaluating the process of learning, teachers understood how to conduct assessment regarding to the objective of the lesson to fulfill certain competency as written in lesson plan and how to use the assessment result as a form for the next lesson plan. Meanwhile, they had less knowledge in how to do assessment in various techniques and various kinds of tests and announce the result and the feed back to students about the material understanding of what is learnt and what is going to be learnt, how to analyse the result of assessment to identify a difficult basic competence so that the the strength and the weakness of students will be able to be recognized and how to use the advise from the students as a form of evaluation to improve the quality for the next learning process and can record it through notes, learning journal, lesson plan, additional material, etc, and could

### **5.1.2 Teachers' implementation of pedagogical competence in 2013 curriculum in the learning activities**

Although they did not seem to have a good understanding about the definition and the purpose of the 2013 curriculum, they are well knowledgeable in implementing pedagogical competence in 2013 curriculum.

Regarding to teachers' competence in knowing the students' characteristics, both teachers could implement the students' learning characteristics in the process of learning, could be certain that every students will get the same apportunities in active learnings, teachers could conduct the same process of learning including for dissabilities students and students with different ability of learning, could cover students unsettle learning condition so that there will not be any problem in the process of learning to other students, could be the consultor who helps students to maximize their potential and minimize their weakness, and could pay attention in some students' weaknesses so that all students can get along in a good way.

Regarding to teachers' competence in mastering the learning theory and the learning principles, P1 found it was hard to teach the students to master the lesson

based on their capability in learning through a set of proses of learning and various activities and also to use various techniques and motivate students in the process of learning, while P2 could do it. On the other hand, they should learn more in making sure the understanding level of students of the lesson and adjusting the process of learning to the level of students in understanding the lesson. However, they were good in explaining the reasonal point in doing the process of learning, conducting an intertwined activities which is related to the objective of learning, and being aware of students' understanding of the lesson and use it as evaluation for the next plan of learning activities

Regarding to teachers' competence in being capable in developing the curriculum, teachers could conduct a proper syllabus referring to the curriculum, could conduct lesson plan based on the syllabus so that students can achieve the objective of the lesson, could teach the class based on the composition of the lesson plan which focus to the objective of the lesson, and could conduct the material which is based on the objective of the lesson, accurate and comprehend, based on students level, capable to do in the class, and based on daily context.

Regarding to teachers' competence in creating educating learning environment, teachers could teach based on the lesson plan which focus to the objective of the lesson, could teach to help students to learn not to test the students' ability, could inform students whether there are some new information based on the target of the lesson, could teach based on the curriculum and relate it to daily context, could be able to master the use of ICT to motivate students in gaining the target of the lesson which based on the class criteria, and could give a lot of chance for students to ask, practice and interact with others. However, P1 had less application in teaching various techniques in the proper time, setting the class effectively so that every students will be in an active learning, reacting the students' mistake as the process of learning, conducting a systematic learning process to help students to learn, and using some supporting material to motivate students while P2 had no problems in implementing them.

Regarding to teachers' competence in developing students' potential ability, P1 could analyse the result of learning based on students' assessment to gain the data of students' progress while P2 found in analysing it. Further, both of them could conduct and apply the lesson plan to bring up students' creativity and critical thinking, and could actively help students in the process of learning. Otherwise, P1 found difficulties in conducting and applying the lesson plan to encourage students to learn by their capability, identifying students' ability, interest, potential and weakness in learning, and teaching based on students' learning characteristics, and could teach in interactive way while P2 could deal with them.

Regarding to teachers' competence in communicating with the students well, teachers could use question as a tool to identify students' understanding, participation and motivation in the process of learning, could pay attention and listen to every question, respond of students, could respond to students' question accurately based on the objective of the lesson, could provoke students to work with other students well, could listen and give attention to all students' answer to measure students' understanding, and could respond to students' question to reduce students' confusedness.

Regarding to teachers' competence in assessing and evaluating the process of learning, teachers could conduct assessment regarding to the objective of the lesson to fulfill certain competency as written in lesson plan and could use the assessment result as a form for the next lesson plan. However, P1 found difficulties in conducting assessment in various techniques and various kinds of tests and announce the result and the feed back to students about the material understanding of what is learnt and what is going to be learnt but it was needed more improvement, and analysing the result of assessment to identify a difficult basic competence so that the the strength and the weakness of students will be able to be recognized while P2 did not have any problems with those applications. Further, in the implementation, they did not use the advise from the students as a

form of evaluation to improve the quality fo the next learning process and did not record it through notes, learning journal, lesson plan, additional material, etc.,

### **5.1.3 Teachers' problems in the implementation of pedagogical competence in 2013 curriculum**

Most problems faced by teachers in implementing pedagogical competence in 2013 curriculum were about the management time in conducting lesson plans, conducting assessments and implementing the lesson plan in the teaching learning activities since there were many criteria that should be fulfilled in making a good implementation of pedagogical competence. In addition, the rules of the requirements of *biling* students in Bandar Lampung made teachers feeling hard to accomplish the target of the lesson because of the ability range between stduents.

To conclude, based on research done about EFL teachers' pedagogical competence, both of the participants have implemented pedagogical competence well though teacher from private school has better quality than teacher from public school.

## **5.2 Recommendations**

Based on the conclusion presented above, there are several items to recommend regarding teachers' perception of the basic understanding of 2013 curriculum and the characteristics of a pedagogical competence in 2013 curiiculum, teachers' implementation of pedagogical competence in 2013 curriculum in the learning activities and teachers' problems in the implementation of pedagogical competence in 2013 curriculum. These recommendations are addressed particularly to English teachers, institution, The 2013 curriculum instructors, policy makers and other researchers who are interested in this field.

### **5.2.1 English Teachers**

Teachers are people who have the biggest role in the success of education. Therefore, having good attitude (the perception of the responsibilities to the

students and to his pedagogical outlook), being knowledgeable (in the subject, in how student learn, in the teaching process and methods, in the goal of the course and the organization), having a good ability (to plan and organize activity, to structure and present material in a subject in an appropriate way for students, to adapt teaching to the particular group of students and the situation), being able to adapt to the situation, having continuous development (continuously searching for and taking in new knowledge, learning from new experiences and developing professionally both in one's subject specialty and pedagogically) should be improved gradually. It can be done through reading a lot of sources, discussing with experienced teachers, attending seminar, conference or workshop.

### **5.2.2 Institution**

Institution should support the teacher in being better by providing opportunities in updating their professional knowledge and skills. It can be applied through conference, seminar and workshops which are conducted regularly.

### **5.2.4 The 2013 curriculum instructors**

Before doing the application of 2013 curriculum, instructors should explain the basic principles and understanding why government revise the curriculum into 2013 curriculum. That is because teachers are less knowledgeable in the basic understanding of 2013 curriculum so that it is a need for teachers to have the same perception and purpose so that a better output can be achieved.

### **5.2.4 Policy makers**

Concerning the implementation of the 2013 curriculum, policy makers have right to decide and legalize the use of this curriculum. Therefore, it will be better if policy maker notice the condition of the school and have more discussion with teachers so that the objective of 2013 curriculum can be achieved better.

### **5.2.5 Other researchers**

This study was done in short time and there are some limitations. First, the questionnaires were too many to be fulfilled by teachers. Consequently, many teachers rejected to be researched. Moreover, there were only two participants joining this research. There will be a great chance for other researcher to do more study and more participant in doing this research.