

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion based on the data presentation and analysis of previous chapter.

1.1. Conclusion

The result of the interview shows that teachers obtain new knowledge from teacher training held by teacher education institution. According to the interview, teachers did some self-development program to improve their professionalism. They conducted self-development through MGMP, workshops, and supervision. The programs facilitate teachers to gain information about the implementation of new curriculum, material development, and teaching methods. All respondents admitted that Teacher Training Program for Professional Development made some changes in their teaching behavior. T1 and T2 emphasized the use of teaching media as teaching behavior change that they felt. T1 admitted that she used various teaching methods after attending teacher training. T2 said that he seldom used teaching media before teacher training program. Two teachers considered teaching listening and speaking as the most useful topic for their teaching performance. The other teacher did not find any beneficial topic. He expected the instructors to be role models of teaching. However, he admitted that the training program encouraged him to teach by considering the pedagogical aspects. Teachers found difficulties in implementing English as instruction, teaching listening due to the lack of facility, and evaluating students' affective aspects because they had to assess their students one by one. Instructors of the training program received some criticism from the teachers. They criticized the instructors' time management for lecturing. They admitted that there were some instructors came to the class late, as the result they did not

deliver sufficient materials. In addition, teachers expected instructors to expose more materials about modern teaching method integrated with the latest technology. Moreover, teachers expected instructors to deliver the materials in various activities.

The observation result exposed teachers' teaching performance focusing on professional competence and pedagogical competence. According to professional competence, teachers lacked of the use of English as instruction language. They preferred used Indonesian language for most of the time in delivering the lesson and giving instruction. Yet, they gave examples related to the topic in English. All teachers were found giving feedback in the form of positive feedback that could encourage students' learning. T1 gave feedback through correction and assessment, T2 praised students' answer, and T3 showed his feedback through informing students that they gave correct answers. In term of the teaching and learning resources, two of the teachers relied on textbooks without referring to other resources. They also did not use teaching media during the lessons. The other teacher, on the other hand, was found using pictures and videos. Thus he attempted to give new learning experience for his students. Since the classroom observations were only conducted three time, there is possibility that teachers may be able to fulfill all the aspects of professional competence in the other teaching performance.

On the other hand, all teachers fulfilled all the aspects of pedagogical competence. All teachers opened the lesson by previewing the previous lesson. Teachers then introduced and explained the topics including the examples. Teachers checked students' understanding by asking "do you understand?" and "any questions?". After making sure that students understood about the explanation, teachers guided students to practice. They explained what the students had to do. During practice T1 and T2 monitored students' language use by listening to their speech carefully and gave correction if they made errors. T1 and T2 closed the lesson by summarizing and reviewing the key points of the lesson. Meanwhile, T3 informed the materials for the next meeting to close the lesson.

Overall, teachers were discovered conducting more than one activities. However, the sequence of their teaching was similar: introducing the topic, explaining the materials, giving examples, giving tasks, and asking students to perform.

5.2 Suggestions

Having deep understanding about teachers' perceptions of Teacher Training Program for Professional Development, several suggestions are proposed. First, according to the observation findings, the use of English of teachers was limited. Meanwhile, it is one of professional competence that should be possessed by English teachers. Thus, it is recommended that teacher education institution need to improve teachers' awareness of the use of English as instructional language. Second, teachers should maintain their professionalism after attending the program. For English teachers, it is recommended that they need to increase the use of English in their classroom. Third, government should establish an effective program that can monitor teachers' professionalism, especially for teachers' teaching performance.

However, this study only involved three English teachers. Future research should involve greater number of teacher to gain more teachers' perceptions of teacher training program. This study also only focused on teachers' teaching performance after attending the program, it is recommended for further research to investigate teachers' teaching performance before and after teacher training program. Furthermore, this research only covered professional and pedagogical competences, it is recommended for further research to investigate teachers' personal competence and social competence.