

CHAPTER FIVE:
CONCLUSIONS, RECOMMENDATIONS FOR GOVERNMENT
POLICY, AND RECOMMENDATIONS FOR FURTHER STUDY

5.1 Introduction

This study was aimed to investigate how English teachers with different achievement levels of competence reflected their competence in their teaching performance, perceived their own teaching performance and important characteristics of competent English teachers. The study also sought students' perceptions on their English teachers' teaching performance in terms of professional knowledge, skills, and attitudes and important characteristics of competent English teachers.

This chapter portrays the conclusions of the study, recommendations for government policy and future study.

5.2 Conclusions

The major conclusion of the study was that, despite some limitations, to be outlined below, English teachers with different levels of teacher competence test achievement score (T-1=73; T-2=46) could be attributed as competent English teachers as they had demonstrated their knowledge, skills, and positive attitudes towards learners and their learning and had reflected their competence in their teaching performance.

This study had used empirical findings to show that the teacher competence test scores obtained by the two English teachers under study were not reflected in their classroom teaching performance. The study also found that although their levels of competence were different, but in terms of teaching performance, both teachers could meet most of the criteria of competent teachers based on the performance standards and

performance indicators which were developed based on relevant theories on teacher competence and performance.

The findings from classroom observations revealed that, despite some differences and commonalities performed by the two English teachers under study in their classroom teaching practice, both English teachers could be considered to be competent (knowledgeable, skillful, and demonstrated positive attitudes towards learners and their learning). They could demonstrate each essential component of teacher competence: professional knowledge (of subject matter, pedagogy, and learners), professional skills (teaching clarity and instructional delivery), and professional attitudes (punctuality, caring, enthusiastic, helpful, know students' names, treat students equitably and fairly, and respect the students).

In some parts of the lessons, Teacher-2 (the low achiever) could even perform better than Teacher-1 (the higher achiever). In other words, their different levels of achievements in Teacher Competence Test were incongruence with their teaching performance. The findings were also enriched by teachers' perceptions on their own competence as reflected in their teaching performance. Teacher self-assessment shows that the two English teachers perceived that their teaching performance were very good at professional attitudes (M=41.00), followed by professional knowledge (M=39.50) and professional skills (M=39.50). On the contrary, the students perceived that their English teachers professional skills (M=37.65) were better than their teachers' professional knowledge (M=34.49) and professional attitudes (M=36.46).

In terms of teachers and students' perceptions on the characteristics of competent English teachers, both students and teachers shared the same perceptions that the most important characteristics of competent English teachers were professional attitudes and skills. The five more important characteristics of competent English teachers were, in

order of rank, is nice and cares to the students (M=383), presents clear lesson (M=139), uses a variety of learning strategies and technologies (M=130), makes the English lesson interesting (M=92), and makes the learners feel comfortable to learn English (M=52).

However, this is important to say that the findings do not reflect that professional knowledge is not important. The mean score of professional knowledge, skills and attitudes revealed that the scores were actually almost the same (PK=34.49; PS=37.65; PA=36.46). The findings showed that the students perceived that their teacher could perform the lessons using a variety of instructional strategies clearly and effectively. They also felt comfortable to learn with their teachers because their teachers could create and establish a safe physical, intellectual, and emotional learning environment and always showed positive attitudes towards the students and their learning. The students could witness that their English teachers were always punctual, enthusiastic, helpful, nice, cared for them as individuals, and treated them fairly and equitably.

This is fair to say that to assess teachers' competence using multiple measurements (e.g. classroom observations, students' survey, teacher interview, teacher self-assessment, and other measurements) will be cost highly and takes long time to conduct. However, for the purpose of gaining fairer, more accurate, comprehensive and prospective teacher competence and performance, the Government should put forward into considerations. We can learn from other countries who have implemented multiple ways of assessing teachers' competence and performance. Many countries in the world had combined teacher competence test with other kinds of measurements (e.g. States in the US). By implementing such teacher competence and performance measurements, the results could serve as the basis for teacher professional development, and competence and performance improvement.

The above results of the study, which reflected the competence of the two English teachers, were also consistent with teacher competence standards in Indonesian context where teacher is attributed to be competent if they possess pedagogical competence, personal competence, social competence, and professional competence. Performance standards and performance indicators used in the study, as has been discussed in Chapter Two, shared some commonalities with teacher competence standards in Indonesian context as stipulated by Law number 14 year 2005.

The result of the study was also valuable to portray to other English teachers, especially those who teach in junior high schools, that basically, learners would like to have English teacher who is knowledgeable, skillful, and demonstrate positive attitudes towards learners and their learning.

5.3 Recommendations for Government Policy

Teaching, indeed, is a complex work. It requires a wide range of knowledge and skills (Snowman and McCown, 2009, p. 1). This is consistent with the study that had witnessed that the job of a teacher is really complicated and multifaceted. Starting from planning the lessons (e.g. Cooper, 2006; Kyriacou, 2007; Stronge, 2012), knowing hundreds of students' names (e.g. Bain, 2004; CET, 2009; Davis, 1993; Murray, 1983, 1985a, 1985b; Ontario, 2007; Taylor, n.d.; Whitman, 1987) up to delivering report progress using assessment information to parents and others responsible for the care of students (e.g. DoET GoWA, 2004) and participating in professional learning (e.g. AITSL, 2011, 2012a, 2012b, 2013, 2014; Simonds, 1997). Therefore, assessing teachers' competence should cover all those aspects not only testing their knowledge but also

assessing how they perform their knowledge, skills and attitudes towards learners and learning.

To raise standards in teaching, there have been sorts of methods that reformers have employed from training teachers in the skills and strategies of ‘effective’ pedagogy, setting and applying professional standards of what teachers should know and be able to do, even testing teachers periodically on their basic, subject-matter knowledge (Hargreaves, 2002). The competent teacher does not stand-alone. There are many requirements and statements listed as the characteristics of a competent teacher. It is urged that the support provided by the schools and government (local/provincial and national) is really needed to improve their competence.

It is also important to note, that to tackle any educational issue regarding the improvement of teacher competence, the Government in local, provincial and national level can learn from other states/countries (Learning Point, 2007a, p. 7). In an attempt to reduce the variation and inequity in teachers’ influence on student learning, increasing the overall level of teacher competence, reducing students’ achievement gaps and enhancing learning for all students, it is very important to redesign the systems of teacher recruitment, preparation, selection, development, evaluation, and compensation (Consortium for Policy Research in Education Strategic Management of Human Capital, 2009; Curtis & Wurtzel, 2010; Hill, Stumbo, Paliokas, Hansen, & McWalters, 2010).

In Indonesian context, in fact, there have been several bodies and institutions established by the Government through the Ministry of Education and Culture aimed to improve the competence of English teachers (e.g. Council of Teachers of English, known as MGMP), and one founded by English experts (e.g. TEFLIN). To support the development of English teachers as professionals, Musthafa and Hamied (2015) postulate that English teachers should be provided with opportunities to

update their knowledge-base and improve their technical skills to improve their full potential performance. They also contend that there should be closer working linkages between Professional Association of English Teachers such as TEFLIN with English MGMP (Council of Teachers of English) and professors of English and/or Language Teaching & Research to ensure continues professional development of teachers to improve their competence.

OECD/ADB (2015, p. 125) also urges that teacher performance on the job should be regularly monitored, recorded and reported. This research findings also recommend that school principals and teacher supervisors under the supervision of the education office, should schedule routine visit to the classrooms. Transparent data on teacher performance should be followed by supported feedback and next visit to make sure that the teacher has made efforts to improve their competence (OECD/ADB, 2015, p. 129). Based on the evidence from the teacher classroom performance, schools can establish appropriate programs for teacher competence improvement.

Students are at the heart of educational goals. Education should equip students with the skills and knowledge as well as the right values and attitudes for them to survive and success in life (UNESCO, 2011, p. 2). In this case, the good and positive attitudes of the teachers toward the learners and their learning should provide learners with the good model on how to behave in the society. Thus, this is clear that learning should aim to help our young people to develop their intellectual, personal and social resources that will enable them to participate as active citizens and workers and to flourish as individuals in a diverse and changing society (Pollard, 2010).

With all these qualities required, it is expected that the country could provide competent teachers through the better preparation in teacher education, recruitment, and development. We all believe that by having

competent teachers, our country could develop itself to become one of the greatest and most respected countries in the world in which our students would take parts actively in the society.

Although the findings could not be generalized to other teachers and schools, but it was hoped that at least, they could represent the realities found in the real world about the competence of the English teachers. It was also expected fully that this study would also provide a better insights to motivate English teachers, school principals, head of Office of Education in local and provincial level and the Ministry of Education to maintain, develop and improve the English teachers' competence in order to achieve the objectives of the national education.

Borrowing the terms used by NBPTS (2002), a metaphor of teacher's competence emerges as the result of the study. Teacher's knowledge, skills and attitude can be viewed as the unity of head (*knowledge*) hands (*skills*), and hearts (*attitude*). Teachers process their knowledge in their *heads*; demonstrate their knowledge into skills using their *hands*. While practicing their skills they do them all with all their *hearts* in terms of showing good and positive attitudes towards learners and their learning.

5.4 Recommendations for Further Study

Based on the findings of this study, which may not be generalisable to other settings, it is recommended that English teachers should always develop and improve their knowledge (e.g. of content, pedagogy, learners, etc), skills (e.g. classroom management, assessment, technology, etc), and attitudes (towards learners and their learning). Further studies concerning with the actual competence and performance of English teachers in their real classroom life are extremely of importance to conduct.

In relation with *teacher professional knowledge*, the study found that the two English teachers did not provide clear learning goals for their students as has been discussed in Chapter Four Section 4.2.1.1. In terms of *teacher professional skills*, the study also found that the two English teachers under study did not always integrate technology in their teaching. This has been discussed in Chapter Four Section 4.2.2.1. For *teacher professional attitudes*, the study found that the two English teachers had no evidence of proving time for their students after the class or school. They were not available and accessible for their students to meet after the class and school were over.

Given the facts that teacher competence plays as the most significant role in improving quality of education in the country, more research on teacher competence and performance should be conducted and implemented, especially for the performance indicators that had been found to be neglected by the teachers under study.

As indicated in Chapter One, the scale of this study was therefore small and time bounded. To generate the findings on teacher competence and their teaching performance, there is need for more case studies at the local, provincial and national levels to allow further assessment of teacher competence and performance of the subjects. Exploring the aforementioned aspects as future research can facilitate the attainment of the objectives of national education in our country. All of these warrant further investigation.