

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This research was conducted to answer the addressed research questions; 1) *How does the teacher teach ESP?* and 2) *What are the problems of the teacher's performance in teaching ESP?* Regarding what have been found and discussed in the previous chapter, this chapter presents the conclusions and the recommendations for the stakeholders who are involved in the area of ESP teaching program.

#### 5.1. Conclusions

This research has investigated how the teacher teaches ESP, the problems in terms of the teacher's performance which exist in the ESP teaching and learning process, and the positive points from the teacher. Generally, the way the teacher teaches ESP has not met the expectation and the standards stipulated by the government and the ESP teaching principles. This happens because the teacher has several problems in her performance. The problems found out in this research are categorized into two aspects; those are problems in planning stage and problems in implementing stage. In planning stage, the first problem is that the lesson plans made by the teacher were not used. Moreover, the materials selection is not conducted comprehensively and thoroughly. Besides, she is lack of teaching media and relies heavily on the textbook material.

In terms of the plan implementation, the teacher tends to skip brainstorming. In addition, she is lack of ability in managing the classroom. On top of that, she rarely gives feedbacks to the students. Even if the teacher gives some feedbacks, they are insufficient to create improvement on students because they are typically not constructive. Further, the interaction between the teacher and the students during the learning process is less dynamic. In addition to the previous problems, the teacher has limitation in her technical knowledge. In other words, she is lack of information about the materials which are related to the students' majors. Another problem found during the observation is the fact that the teacher does not use rubric when evaluating the students' performance.

Furthermore, the teacher's English ability is not enough to be the model for the students. Moreover, the teacher often shows her lack of professionalism either in the teaching context or outside it. Besides, in terms of material use, the teacher tends to give materials that are less related to the students' majors. Lastly, during the observation process, there is a tendency for the teacher not to check her students' understanding about the materials.

Regarding those problems, there are several explanations why those happened to the teachers. The first reason is a heavy workload. Since the teacher has too many jobs to do, she feels that she does not have enough time to complete all the teaching administration and to improve her teaching competence. It is also her heavy workload that sometimes makes her lack of passion and spirit in teaching. Concerning her teaching and learning process, the reason why her instruction does not represent an ESP class is due to the fact that she does not have experience in learning ESP. On top of that, as a teacher who graduated from general English education program, she never gets a specific training of ESP. This fact is jeopardized by the curriculum which does not explicitly impose the ESP teaching program for SMK.

In addition to the problems mentioned above, the findings of this research also revealed several the positive points from the teacher. Firstly, based on the result of observation, the teacher is always ready to face any situation because she always has alternative plans. In addition to this, she is good at building rapport with the students. Lastly, she tends to always lead the students to become autonomous learners.

## **5.2. Recommendations**

Based on the findings, this research suggests that the teacher be aware that lesson plan is very important in teaching because with a lesson plan, the teacher will be more organized in implementing the teaching session. Moreover, in determining a material, the teacher should take into consideration some factors which can influence the teaching and learning process. The teacher has to choose the right and good materials in order to achieve the teaching objectives because without good consideration the best achievement is hard to achieve. Furthermore,

to make the students ready to follow the lesson, the teacher should try to get the students' attention through brainstorming at the beginning of the lesson and interesting media.

In terms of class management, the teacher can do some actions like considering the use of voice, body language, teacher's instruction, manner of talking, student talk and teacher talk, lesson stages, seating arrangement as well as student grouping to control the students' behavior so that the teaching and learning environment can be conducive. Further, in giving feedback to students, the teacher should prioritize the students' feeling to make them feel praised. On top of that, the teacher should provide or should create innovation and improvisation in order that the teaching and learning process can be more attractive for the students, not monotonous. In addition, she should also realize the importance of evaluation tools. Therefore, it is recommended that the teacher creates rubric using objective and clear criteria and use it to evaluate the students' performance. Consequently, the result of the evaluation can truly describe the ability of the students.

Considering the serious impact caused by the teacher's lack of English proficiency, it is recommended that the teacher realize her weaknesses in using English. Besides, the teacher should always try to improve her ability in order that the students can be given a model which represents the way the target language is used in the real context. Furthermore, to avoid the negative effects of the teacher's unprofessionalism, the teacher should be aware that she is the role model of her students and everything she does will tend to be imitated by the students. Therefore, the teacher should be professional in every condition.

In terms of material use, like it or not, the teacher should include ESP materials into the teaching and learning process so that the teacher can fulfill the students' expectation and the demand from the government. The basic competence may be in line with the curriculum which focuses on general English but the teacher should be able to adapt the topics of the materials to suit the students' major. Lastly, concerning to the importance of review session at the end of teaching hour, it is recommended that the teacher not neglect and begin to realize the importance of the review session at the end of the lesson.

This research also suggests that the higher authority in the school carefully manages the teachers' workload to maximize the teacher's performance in doing their jobs. This is also important to give them time space to develop their professionalism in many aspects so as to improve the quality of their performance. If an ESP training program is not frequently available, the school is also responsible to hold it routinely in order to broaden the teachers' horizon, especially in terms of ESP teaching knowledge and experience.

As the stakeholder who creates policies, it is suggested that the government consider enhancing the ESP program for teacher trainees. This is deemed necessary because, as can be noticed from the fact in this study, teachers frequently encounter many problems, particularly in terms of their technical knowledge and the principles of administering ESP teaching program. If this is considered difficult and insufficient, the government can boost teachers' knowledge and skills through intensive training. Through such ways, we expect that the ESP teachers' performance can be upgraded more to improve the quality of ESP teaching and learning process.

To end, this research has focused on the problems of the teacher's performance in teaching ESP. It has portrayed a phenomenon about the way an ESP teaching program was conducted in a particular context. Although this occurred only in a small part of the larger contexts of Indonesia, this research findings have contributed to the ESP teaching practices in general. However, in attempt to improve their quality, a wider picture taken from different aspects and contexts are considered necessary. Hence, it is recommended that the future studies can give broader portrayals from different contexts so that more feedbacks can be gained as the considerations of the policies made by the government to improve the ESP teaching practices in Indonesia.