Chapter V

Conclusions, Implications, Limitations, and Recommendations

The present chapter encompasses three parts of discussions. The first part draws the conclusion of the study according to the data which was discussed in the preceding chapters. The second part describes the implication in relation to the theory and preliminary studies. The third part states the limitation of the present study. The last part offer recommendation for both researchers and practitioners.

5.1 Conclusions

The conclusion of the study is outlined as follows. Due to the alteration of curriculum, from KTSP to curriculum of 2013, managing the instructional time, particularly in English classroom, might be tricky. The curriculum of 2013 has been implemented since the year 2013. At that time, the term scientific approach in teaching English was not commonly used. Due to this reason, many of the teachers have difficulties in organizing the classroom instruction.

This alteration of the curriculum gives an effect to the changes of the teaching and learning activities, mainly teacher’s instruction in the classroom. The teacher’s instruction, particularly English subject in class X, has several changes, for instance, the adjustment of the amount of teacher’s instructional time. On the KTSP, English subject was taught for four sessions per week, which means four times 45 minutes each week, whereas on the curriculum of 2013, the allocated time for English subject is only a two-hour session per week for compulsory class, which means two times 45 minutes (Kementrian Pendidikan dan Kebudayaan,
Regarding the issue of the teacher instructional time, the present study proposes two research questions. The first question concerns the teacher’s way to manage the instructional time in the English classrooms, whereas the second question is related to the challenges faced by the teacher in managing English classrooms in high school. To facilitate the data obtaining to answer the research questions, three techniques of data collection were employed, namely: classroom observation, interview, and document analysis.

From fifteen classroom observations of three English classes of tenth grades, six meetings were taken. Two meetings from each class were taken and categorized as the most effective and least effective meeting. The categorizations were made based on the utilization of allocated time for the instruction, which has been determined on the new curriculum policy; the principles of effective teaching; and observation checklist of effective instruction, which support the data from classroom observations.

With the aim to answer the first question, based on the data which were discussed in the previous chapter, it can be seen that there were several meetings that were not effectively organized. The factors that affect the ineffectiveness of these meetings can be divided into internal and external factors. The internal factors are caused by the teacher and the students, whereas external factors happen because of other reasons excluding the teacher and students.

The internal factors that arose were based on the classroom observation, mostly in form of interruptions form the teacher and students. The interruptions caused by the teacher include, for instance, coming to the classroom late because he needs to do something before teaching; preparing the slides to be shown in the classroom, which sometimes needs some amount of time; using the time that was taken from the allocated instructional time for main activity to do something that cannot be declined; or he cannot come to the classroom to deliver the instructional activity.
Further, there were several interruptions which were made by the students. As described in the observation field notes and classroom observation checklist, they came late to the classroom, worked on the assigned task slowly, or even did something out of the task and making noise by talking to each other, which could disturb other students who were on-task.

In addition, the external factors that came up during the teacher’s instructional organization, which caused the ineffectiveness of teacher instructional time management, according to the classroom observation, were waiting for the pre-service teacher of previous subject to finish the class, visitors came to the classroom to observe the teacher’s instructional delivery, National Education Day’s ceremony, and an unpredictable situation such as a power outage.

However, besides the interruptions which disrupt the teacher instructional time, there were five instructional methods, which were employed by the teacher with the purpose of carrying out the effective teacher instruction in the English classrooms in the tenth grade. The first method is direct instruction, which consists of lecturing and didactic questioning. The second is indirect instruction that encompasses concept formation and inquiry learning. Third, interactive instruction covers classroom group interaction and small group interaction. Fourth, experiential learning comprises simulation and focused imaging. The last is independent study. Those instructional methods, which used by the teacher were anchored in the teaching stages that stated in the new curriculum of the Minister of Education and Culture Regulation (Permendikbud) of Indonesian Ministry of Education and Culture (2013a). Those teaching stages are observing, questioning, experimenting, associating, and communicating.

Unfortunately, as the data found in classroom observation field notes revealed, the teacher did not always implement all of those teaching stages in one meeting as stated in the Permendikbud (Kementrian Pendidikan dan Kebudayaan, 2013a) and the teacher’s lesson plan. It is due to the time constraints, slow pace of students’ learning, or other interruptions and disruptions as described earlier. The
instructional stage which mostly used was observing stage. On the observing stage, the students observe facts or phenomenon, which encompasses listening to the explanation, reading text, and paying attention to the social function, structure of the text, grammar, and the text delivery or writing (Kementrian Pendidikan dan Kebudayaan, Direktorat Jendral Pendidikan Menengah, Direktorat PSMA, 2013d, p. 8).

Moreover, the instructional method which was the most frequently utilized by the teacher was direct instruction in form of lecturing, whereas independent study activity had the longest duration. The data from classroom observation field notes of the six meetings, which taken from 15 meetings as the total amount of classroom observations, show that the direct instruction method, in particular lecturing, occurred for 26 times, whereas the independent study was organized for about 279 minutes. These findings are in line with Fisher’s (2009) findings in his study. Within his observation, Fisher found that the students spent most of their time in the teaching and learning activities in the classrooms for listening to the teacher’s lecture.

The utilization of the direct instruction was along the line with singer, Murphy, and Hines’ explanation. By using this method, the teacher gives outlines and explanations of what the students want and need to know (2003, p. 67). The independent study was used by the teacher to facilitate the students’ learning and give them some times to work on the assigned task. It is along the lines with Saskatchewan Education’s statement that this activity is provided to promote the development of students’ initiative, self-reliance, and self-improvement (1991, p. 19).

Furthermore, with the intention to answer the second research question, the data of the challenges which had to be faced by the teacher were obtained from classroom observation and interview with the respondent. According to the acquired data from classroom observation, there are some circumstances which were challenging to the teacher, such as students’ lateness, visitors to the classroom, time constraint because of other events, and an unpredictable situation.
These interruptions may hinder the wellness of the teacher instructional delivery. Additionally, from the data of the interview session, it can be found out that there were several challenges that should be dealt with by the teacher, for instance: the classical and inclusive classroom which needed more teacher effort with the purpose of organizing the classroom and instructional management well and effectively; the implementation of the new curriculum which caused the reduction of the allocated time for English subject and the focus shifting of the teaching and learning activities in the classroom into student-centered activity; the students’ behavior that interrupting and disrupting; and the different states between the flow of the activities which has been planned on the lesson plan and the reality in the classroom.

For those challenges that arose, the teacher had solutions to overcome or prevent them. The solutions provided by the teacher are, for example: reprimands the students when they perform interrupting or disruptive behavior and try to find a fun teaching method for the student, so that they can enjoy the teaching and learning process; seeks appropriate methods to fulfill the requirement of the new curriculum that shifted the focus of the teaching and learning process from teacher-centered to student-centered activities and help the special-need students, so that they could have the same level of material comprehension with other students; and gives tasks with the purpose of strengthen students’ comprehension of the material that have not completed in the classroom.

5.2 Implications of the Study

The first purpose of the present study is to discover the way which employed by the teacher in managing his instructional time and the second purpose of this study is to investigate the challenges that happened during the instructional activities, which were carried out by the teacher. Based on the findings, this study was relevantly conducted to give an impact to the teaching and learning process, teachers’ development as well as school development, by presenting practical information base for educators in managing instructional
time, providing portrayals of the ways to manage instructional time and the challenges faced by the teacher in EFL classrooms, giving contribution to increase the teacher awareness and evaluate their instructional time as a part of classroom management.

Moreover, the preliminary studies, which described previously in Chapter II (see p. 37), mostly, only explained about the effect of the teacher’s instructional time management toward the students’ achievement and they were administered in the English speaking countries or in the countries where English spoken as the second language. In contrast to those studies, the present research was conducted in a country which considered English as a foreign language. Referring to the studies, therefore, in order to get a bigger picture regarding the teacher’s instructional time management, it is necessary to make more research on the subject of the teacher’s instructional time management in English classrooms of Indonesian high school, particularly in tenth grade.

5.3 Limitations of the Study

The results of this study should be viewed within the scope of its design, time constraint for the research, and the research scope limitations. Regarding the research design, the present study is a descriptive study and because of this reason, caution must be exercised in generalizing the findings of this study to other groups within the related study context.

Further, because of the present study was administered in the middle of the second semester, this study did not fully cover the whole semester of the teacher instructional time management. Besides that, due to this time constraints, the current study has one respondent as a tenth grader teacher who was reachable and agreed to be the subject of the study.

Additionally, this study was administered on three classes of the tenth grader classroom in a public senior high school. As the result, the information obtained may not provide various findings and be representative in detail.
Therefore, this study will give a more significant and grounded results if carried out in a bigger scope of study.

5.4 Recommendations for Further Research

Based on the above limitations, the following recommendations are set forth for the next related research. First, further research on this related study context may be organized in different research design or method, for instance, qualitative grounded theory or quantitative method. In addition, it can be also carried out from the participant’s point of view by using participant observation to facilitate the obtaining of the data.

Second, it is better if the research administered in an orderly time or even in a longer time, for instance the whole of the academic year. Other than that, having more than one participant or varied grade level may aid the gaining of various and grounded data and information.