

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter concludes this study, and it includes the overview, the conclusion, the implications, as well as the limitations of the study. is closed with the recommendations.

5.1 Overview of the Study

This study was conducted to explore the relation between teachers' language proficiency and the effectiveness of their teaching process as well as how they perceived the role of teacher language proficiency in the effectiveness of their teaching process to be. Two research questions were formulated to be answered at the end of the study as follows.

1. Is there a relation between teachers' language proficiency and the effectiveness of their teaching process?
2. How do teachers perceive the role of language proficiency in the effectiveness of their teaching process to be?

A mixed-methods sequential explanatory research design study was used to get a comprehensive and in-depth answer to these questions. The first research question was answered using the analysis of data gathered from questionnaires and interviews with the academic team analyzed using Fisher-Freeman-Halton exact test to get an understanding of the relation between TLP and TE. The second research question was answered using data collected through observations and interviews and analyzed using descriptive research to have an in-depth understanding on the perception of some these teachers on the role of language proficiency in the effectiveness of their teaching process.

Furthermore, this study was limited in the factors of TE observed; in this case, the factors were managing the classroom, understanding and communicating lesson content, and assessing students and giving feedback taken from the construct of English-for-Teaching by Freeman et al(2015). This means that other

factors, such as teacher personality characteristics and teaching methodology were not included in the study of TLP and TE. With this scope, all the instruments used to answer both research questions of the study were geared towards collecting data related to teachers' proficiency and teachers' language use in the classroom.

5.2 Conclusions of the Study

From the first stage of the study to answer the first research question, it was found there was a strong positive relation between teachers' perceived language proficiency and the results of the standardized tests they had taken. This means that most of the teachers could accurately assess their own proficiency as seen from the converted scores of these tests to the CEFR level. It was also found that there was very strong positive relation between TLP and TE 1 (managing the classroom) as well as TLP and TE 2 (understanding and communicating lesson content). On the other hand, the relation between TLP and the last TE indicator – assessing students and giving feedback – was not found, which meant that there was no relation between these two aspects.

Most of the findings of the second stage of the study supported the findings on the first stage. Firstly, it was found that there was a relation between TLP and TE 2. Teachers with higher TLP were observed to give more accurate and meaningful target language explanation, and teachers with lower TLP did not consistently show their ability in adjusting their level of English to meet the students'. The finding related to TLP and TE 3 also supported the findings in the quantitative stage, in that there was no relation between TLP and TE 3. All teachers showed some difficulties in giving appropriate corrective feedback despite their levels. However, the strong relation between TLP and TE 1 found in the first stage failed to be proven in the second stage of the study. Teachers of all levels of TLP showed similar difficulties in providing clear and concise instructions.

It can be concluded, then, the relation between TLP and TE is complex and not straightforward and that the mastery of one does not necessarily entail the

mastery of the other. This conclusion can clearly be seen from the observed lessons that teachers with higher language proficiency also encountered some difficulties in some aspects of TE similar to their lower level counterparts. Similarly, teachers with lower proficiency also showed that they could be consistent in giving the target language explanation in English, in grouping learners, and in praising and encouraging their students. However, teachers with lower language proficiency were less consistent in adjusting their level of English to meet their students' level. They tended to use lexical resources which were too challenging for their students or they missed the chance to expand their students' knowledge by limiting the scope of the lesson to that which was too easy for them.

5.3 The Implications of the Study

The implications of this study are related to its theoretical and practical application, both for the school involved in the study specifically, and at bigger scales generally.

With a limited number of studies about the relation of TLP and TE, especially in non-formal school context in Indonesia, this study can enrich the corpus on these topics.

Additionally, because of the specific nature of this study, another implication comes from the practical application of the study, in that the framework used in this study can be adapted into a framework used by the school to observe and assess the teachers' effectiveness in their teaching process, especially in understanding and communicating lesson content, as this aspect was found to be strongly related to TLP in both stages of the study.

On a larger scale, the same framework can be used by the education policy makers in Indonesia and related educational stakeholders to create a more comprehensive framework of competence for EFL teachers, and to create courses or workshops to help Indonesian teachers become better English users and

educators, and in turn help improve Indonesian students' English language competence.

5.4 Limitations of the Study

There are three main limitations of this study: two are related to the scope of the study, while the other is related to the context where this study was conducted.

As mentioned in the literature review, teaching effectiveness is a challenging concept to define, with different scholars having different definition of it. Thus, the first limitation of the study comes from the limited aspects of teaching effectiveness studied. In this study, only three aspects of TE from a framework called English-for-Teaching (Freeman et al., 2015) was used. Thus, other possible factors that can influence the effectiveness of a teacher's teaching process in the classroom, such as teachers' personality and teaching methodology were not included in the study due to the time constraint.

Similarly, another limitation related to the scope of the study comes from the type of language proficiency chosen to be measured: general language proficiency. Although general language proficiency measured using standardized tests and teachers' self assessment was not perfect to measure the more complex concept of classroom language proficiency, it was chosen for two reasons: the lack of TLP measurement framework both in Indonesia and in the language school where the study was conducted and the purpose of the study that was to find the relation of TLP and TE rather than creating a framework of TLP.

Another limitation is related to the context of the study. As the practical purpose of the study was to investigate the relation between language proficiency and the effectiveness in the teaching process of all the teachers in a specific language school, the number of participants involved was limited. Similarly, in this research site, the teachers already possessed adequate language proficiency, and the use of the English language in all stages of the lesson was made compulsory by the school. This is definitely different from what happens in a

class where teachers may not possess high level of proficiency and the use of the English language in all stages of the lesson may not be as consistent as that in a language school.

5.5 Recommendations

To answer the limitations of the study, a future research directed to the breadth and depth of this topic can be conducted.

Firstly, to expand the breadth of the topic TLP and TE, other research can be conducted to learn other aspects of teaching effectiveness, such as teaching methodology or students' engagement, can be conducted to have a clearer overview of the relation between TLP and TE. Similarly, a study more focused in the use of classroom language proficiency rather than the general one can be conducted to have a better understanding of teacher classroom language proficiency, for example by using existing classroom proficiency tests such as LPATE from Hong Kong. Additionally, a study about TLP and TE in a different context, for example in a formal school context can be conducted to see this relation from another point of view.

On the other hand, to deepen the understanding of the relation between TLP and TE, as well as to see the roles TLP play in helping teachers in the effectiveness of their teaching process, a bigger scale study can be conducted. This means involving more teachers in the study, so that the answer garnered can show a more in-depth understanding of the complex nature of relationship between TLP and TE.