

CHAPTER V

CONCLUSIONS, IMPLICATIONS, LIMITATIONS AND RECOMMENDATIONS

This is a concluding chapter. It consists of four sections. The first section concentrates on the conclusion. The second section focuses on the implication of the study. The third section highlights the limitation of the study. Finally, the fourth section provides the recommendations.

4.1 Conclusions

This study was intended to find 1) the description of English language teaching at UIN Ar-Raniry before the implementation of Gender Perspective-Based English Language Learning Model, 2) the gender awareness of pre-service English teachers about gender issues before the implementation of Gender Perspective-Based English Language Learning Model, 3) the development of Gender Perspective-Based English Language Learning Model using Problem Based Learning to promote the gender awareness of the students of English Department, 4) the perception of the pre-service English teachers perceive about Gender Perspective-Based English Language Teaching Model, 5) the strengths and the weaknesses of Gender Perspective-Based English Language Teaching Model to promote the gender awareness of the students of English Department, and finally 6) the effectiveness of the result and the process of implementing Gender Perspective-Based English Language Learning Model to promote the gender awareness of the students of English Department.

Having analyzed the data and discussed the findings, we could draw some conclusions as follows:

1. The investigation on the factual state of English Language II course at UIN Ar-Raniry revealed a number of weaknesses related to the implementation of character education in the prescribed higher education institution. The weaknesses were found in such aspects as

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the teaching learning process which was undergone, the teaching method which was used, the learning sources and media which were provided. All these did not support the implementation of character education. In addition, it was also found that the teaching learning contained traces of gender bias practices. Such practices mostly came from unintentional acts of the lecturers in treating male and female students differently, especially in the ways they paid their attention to the students, the way they arranged students' seating arrangements, and the way they dealt with students' group work.

2. The study found that the gender awareness of pre-service English teachers before the implementation of Character-based English language teaching model was poor. The overall gender awareness of the students was in a low level category. Of the three domains, students' cognitive was in the very poor state. This indicated that most of the students had no knowledge about the issue. The state of students' psychomotor and perspective was also not satisfying. The behavior and perspective are in the low level. Affective was the only domain which was in the good state. Students' behavior was in the medium level.
3. The weaknesses found in the initial assessment on the factual state of English Language II course at UIN Ar-Raniry became the basis for the development of Gender Perspective-Based English Language Teaching Model to promote the gender awareness of the students of English Department UIN Ar-Raniry. Based on a literature study and document analysis, it was found that the syntax of Problem-Based Learning (PBL) was considered to be effective to address the various weaknesses, opportunities and challenges of learning English in the higher education. Initially, the draft of Gender Perspective-Based English Language Learning Model (The Model) using PBL consisted

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of six syntaxes. However, after being validated, tested and revised, the PBL model finally became five simpler syntaxes. The revised syntaxes are 1) orienting the students to the problem; 2) organizing students to study covering; 3) directing students to do an investigation in groups; 4) developing and presenting the product/result; and 5) analyzing and evaluating the process of problem solving covering.

4. In general the students gave very positive responses about the Model. Of the 25 items provided, the majority were indicated “very good” by the students. They were very positive on such aspects as the sequence of teaching, the benefits they gained from the Model, and the teaching material provided. No wonder, most of the students in the end, recommended this Model to other English students.
5. The advantages appeared in this learning model are that: 1) the local context issues raised make the students easy to understand the problems they have to solve because they have already known them, witnessed them and may even have experienced them; 2) this learning makes it possible to use community environmental media, the ones that they have never experienced. This has made students feel challenged to cope with it and also train their interpersonal skills simultaneously; 3) this learning through doing presentations in front of the class using English not only has built their self confidence but also has developed their speaking skill; 4) the various activities offered by this Model make learning English more fun, not boring and challenging at the same time. Meanwhile the disadvantages are that 1) language skills are still the biggest obstacles especially in the early application. Students especially the weak are reluctant to speak because of language barriers; 2) this learning also makes the instructor less able to keep time efficiency; 3) a long series of

syntax; and 4) many students who are accustomed to thinking uncritically are stuck with the problems that are less appropriate.

6. Based on the result of the small scale test of the control and experiment, we found that the increase of the experimental class for cognitive, affective, psychomotor and perspective aspects was much bigger than that of the control one. The difference in the increase for all aspects as a result of learning from the implementation of the Model based on the test was significant. Furthermore, the result of multiple linear regression to see the effect of simultaneous variables (viz. Model intervention, GPA, School Origin, Sex, Father's Education, Mother's Education, Father's Occupation, Mother's Occupation, and Geography) on the gender awareness of pre-service English language teachers showed that Model intervention was the only variable that give effect to the improvement. However, when the data were inputted as a category, result showed that Model intervention and Father's Education variables have a simultaneously significant effect on the formation of gender awareness character of the pre-service English language teachers. This suggests that the Model is effective in increasing the gender awareness of prospective teachers in terms of their cognitive, affective, psychomotor and gender perspectives. This means that the main purpose of this learning model to improve knowledge, shape attitudes, behaviors and change perspectives by getting students to analyze problems and direct information works well. However, the Model was not the only variable that gave effect on the formation of gender awareness character of the pre-service English language teachers. Father's Education, to lesser extent, also gave some contribution to it.

4.2 Implications

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Based on the findings of the study, several implications can be drawn for the practices of value education in Indonesia. From the implications, suggestions are drawn and then addressed to English language teacher and teacher-training providers.

1. The results of the investigation showed that the developed model, i.e. Gender Perspective-Based English Language Learning Model using Problem-Based Learning syntax was effective to promote the gender awareness of the students of English Department. This suggests that using English language as a means to transfer value is not impossible to do by other English language teachers.
2. Despite its effectiveness, the finding also showed a number of weaknesses of the model developed using PBL syntax. This emphasizes the importance of preparation in the instruction when using this model. Therefore, more attempts to design that can minimize the weaknesses should be conducted in order that more teachers are interested in using the model in their teaching learning.

4.3 Limitations

The present study has attempted to develop Gender Perspective-Based English Language Learning Model using Problem-Based Learning syntax to promote the gender awareness of the students of English Department. Although the findings have showed the effectiveness of the Model, it is also clear that the study has a number of limitations.

1. This study only focused on the subject of this research. Responses and opinions of the lecturers or leaders of the institutions directly related to the academic activities and student affairs tended to be ignored. Ideally these parties are involved to provide opinions and responses regarding the dynamics of the students' gender awareness character and their

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development efforts, so their involvement will strengthen the results of this study.

2. This study resulted in greater variation between the two groups, especially for the experimental class. This indicates that the Model is not yet sensitive to make learning achievement of the students equally.
3. In this study, language aspect was not examined more deeply so it is difficult to know the effectiveness of PBL is in increasing students language competence in this study.

4.4 Recommendations

The results of the investigation showed that the developed model, i.e. Gender Perspective-Based English Language Learning Model using Problem Based Learning syntax was effective to promote the gender awareness of the students of English Department. Based on these results, there are several recommendations that can be formulated to promote the gender awareness of the students.

1) For lecturers

The English lecturers II, especially when dealing with the topics of gender should implement the Model to promote the gender awareness of the students as a whole. However, given language skills often become a barrier in applying this model, especially in English classes, the lecturers should do it gradually but systematically and continuously. With regard to the language, the lecturers can start it with combining the target language with Indonesian; fully English is only for specific tasks such as doing presentations. Many cases show that difficult vocabulary is much related to the extent to how hard the problems are. Therefore, the lecturers can start the lesson by raising simple gender issues, the ones that are

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easily found in the environment, making use of the various things that are available in the student environment as a source and media learning.

Gender issues are important to address in education and every lecture has an obligation to do such, not only the lectures who have such topics. Other English lecturers should also raise these issues and this is not impossible. There are a number of English courses that have a chance to raise the issues and apply this model, such as Reading, Speaking, Writing and even Listening. It needs only needs a little creativity from the lecturers when adopting the Model. They only raise the issues or provide texts about those issues, follow the PBL syntaxes and do modification here and there where necessary. Meanwhile for other courses focusing on the content like English Language Research and Course Design, it is also not impossible to raise the issues. They can integrate the values of gender awareness in every decision they make in the classroom, like sitting arrangement, giving equal attention to all students, giving a chance to female students to be appointed as a class leader, and when necessary they can raise the issues in the proper context.

2) For Educational Institution

Through gender mainstreaming policy (President Decree No. 9/2000), the government has already mandated schools not to ignore about gender issues. Therefore, it is time for educational institutions to formulate policies that are gender perspective. There is no reason to postpone it. These policies can be initiated by the top-tier units of the institution on a top-down basis by issuing policies to integrate gender awareness in all lectures. To do so, the institutions may involve existing institutions such as PSGA (Gender and Children Study Center) and PSW (Women Study Center) whose expertise is in such issues.

The existence of pro gender perspective policies is very important since it will facilitate the joint movement to build this character, from its cognitive, affective, psychomotor to its gender perspective. All components of education

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will go together habituating and giving exemplary to achieve shared goal, namely gender perspective school culture.

3) For Pre-Service English Language Teachers

It is expected that future teachers develop what they have already learned. They should also be aware that they are agents that can spark the spirit of gender awareness for their own students in the future. As future teachers, they need to realize that they must be ready to do a very important task, that is, to sow seeds of gender equality, to nurture it to their students, to maintain the value of gender awareness in order that the schools that they belong become gender perspective schools, the ones that can provide a sense of security for students to learn, free from any gender discrimination.

4) For Future Researchers

This study has several drawbacks. Therefore, for researchers who want to continue this research should pay attention to these drawbacks in order to produce a better and more comprehensive study. As previously mentioned, one of the weaknesses of this research is that it only focused on the subject of the research. Other responses and opinions of the lecturers or leaders of institutions that are directly related to academic and student activities tend to be ignored. Therefore, future investigators should fill in the gap by continuing this research by involving more subjects.

In addition, the study resulted in greater variation between the two groups, especially for the experimental class. This indicates that the model is not yet sensitive to make learning achievement of the students equally. Therefore, future researchers should make sure this will not happen again.

Furthermore, this study also does not focus on the language aspect. Consequently, we are quite sure about the effectiveness of this Model in improving students' language competence. Therefore, it is recommended for the future researchers that they also give their attention to the language learning so that students' character and language competence develop together.

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