CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter includes the conclusion of the overall results of this study. This chapter consists of several subchapters, which are the conclusion, implication of the study, and recommendation. The conclusion presented the summary of the whole findings. The implication of this study contains a brief description of the implication of the findings to the teaching practice. The recommendations contain what can the future researchers do to improve this study in terms of learning materials for the vocational classroom.

5.1 Conclusions

This study revealed that there are three types of challenges that teacher perceived in preparing online learning materials for vocational high school. Those challenged that perceived by teachers in preparing online learning materials for vocational high school are related to students' availability to access materials, teachers' internal challenges, and educational policies. Along with that, this research also identified teachers' response to solve those challenges.

The first challenge is related to students' availability to access materials. It becomes a big problem for teachers to prepare learning materials as they have to consider students' conditions and their low motivations in online learning due to being isolated from peers for a long time. Teachers also have to consider the students' economic condition as some students do not have internet data and appropriate devices for online learning. In addition, students' motivation and English skills are becoming obstacles that teachers need to consider in preparing and choosing the right learning materials for them. In order to solve the problems teachers tried to communicate with students' personally to know the reasons of the problems in online learning. They also tried to create learning materials that could use less internet usage and asked students who did not have supportive device to use facilitations that school has provided.

The second problem is related to teachers' internal problems. Lack of understanding of vocational content and skills to utilize technology become

teachers' internal challenges as they have to challenge themselves to create online learning materials that not only match the students' needs and course objectives. Teachers stated that they learned how to use ICT more frequently to overcome their problems, and asked for help from colleagues. They also tried to learn more about vocational contents.

The last challenges are related to educational policies. Not only teachers have to cope with their internal challenges, but they also have to consider the external problems that related to educational policies, namely the curriculum and the time limit of the online classroom. These challenges made teachers have to reduced the amount of the materials and they need to re-design their materials so they would match the new curriculum.

In conclusion, the challenges in preparing online learning materials could come from students' availability to access materials, teachers' internal challenges, and educational policies. All those problems could be solved by enhancing teachers' skills in utilizing technology, understanding of vocational contents, and skills in managing online classroom. Therefore, there is a need to provide workshops for teachers and proposed a standard of vocational English learning materials to solve the similar problems mentioned in this study.

5.2 Implication of the Study

Based on the result of this study, there are theoretical and practical implication of this study. Theoretically, this study has given an insight of what problems that teachers could face in preparing online learning materials. Data analysis and the findings of this study have revealed three types of challenges faced by the teacher in preparing learning materials for vocational students in the online classroom setting. The challenges found in this study are affected by some factors, for examples, internal challenges, the national education policy of the vocational high school, and the social barrier due to the restriction of face-to-face meetings.

Practically, in order to create a good material that does not only match students' needs and course's demands, a cooperation between education stakeholders, English teachers as learning materials developers, and vocational teachers is needed. Education stakeholders should be able to accommodate teachers

to prepare learning materials by revising and developing the curriculum that could accommodate vocational students to learn the language that suits their occupational environment. They could also create a standard of learning materials for each vocational major or field. Moreover, the government or Ministry of Education could provide more workshops that could enhance teachers' ESP and technology skills. In addition, teachers could also involve students in preparing materials by asking for their opinion and doing needs analysis. By doing so, the English learning in vocational high schools could be in line with ESP characteristics, like how it should be. Furthermore, it could improve the quality of English teaching-learning in Indonesia.

5.3 Recommendations

Although this study has some implications for English teaching in vocational high schools in Indonesia, this study is limited only to one research site. The limitation of this study is the short time period of the research, so there was only one research site involved in this research. Therefore, there are recommendations for its improvements on the research itself, on the materials development, and on educational policies.

Future researchers who will explore a similar issue could use more research sites to collect more objective data of challenges in preparing learning materials. It is also recommended to involve students so the research will take students' perceptions of the materials provided in English learning.

Regarding materials development, it is recommended for teachers and materials developers to create learning materials that could motivate students in learning English and make students be more aware of the importance of English. It is also recommended that teachers also need to consider the problems faced by students, for example, limited internet billing.

Regarding the educational policies, it is recommended for educational policymakers to create a standard of vocational English learning materials to prevent similar problems related to teachers' understanding of vocational content. It is also recommended for them to develop course competencies that are related to English vocational. In addition, policymakers and governments are recommended

to provide more workshops to enhance teachers' skills and knowledge to prepare learning materials related to vocational content.