CHAPTER V
CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS OF THE STUDY

Chapter IV has presented findings and discussion on the data collected. This chapter provides summary of the previous chapters and presents a conclusion to the study. Limitations of the study were also acknowledged, followed by recommendation based on the result of the study.

5.1.   Conclusion

This study presents findings and discussion on one part of a joint study on training teachers to teach PISA like reading conducted in the first year (See Emilia et al., 2022) which is to do with exploring how the program has helped the teachers to improve their ability in teaching PISA-like reading and explore the changes in teachers upon completion of the training program. This aim is reflected in the two research questions presented in Chapter I and Chapter III. The two research questions are: *1) How does the training support teachers to improve their ability in teaching PISA-like reading?; and 2) What changes can be seen in teachers teaching practices as the results of the training program?*

Regarding the first research question, the study indicate that the training program helped the teachers in the way that it provides professional development program that caters to the teachers needs and adheres to the characteristics of an effective professional development program (Darling-Hammond et al., 2017; Desimone, 2009; Desimone et al., 2002; Garet et al., 2001). It was seen that the training:

1. is **focused** on enhancing the teachers' ability in teaching PISA-like reading, which is **relevant and coherent** to the **teachers' current demand** in teaching reading, especially related to AKM.

2. **provided a range of activities**, including lectures, whole class discussion, peer teaching practice, teaching demonstration and asynchronous

3. assignments which **actively engage the teachers** during the time of training.

4. **provided coaching and expert support** which helped the teachers to gain **opportunities to collaborate with the experts** and **get feedback and a space for reflection** on their teaching practice.

5. **provided models** that helped the teachers to gain 'a vision of practice' on how to teach PISA-like reading using PISA Reading and text-based instruction knowledge obtained from the program

6. **is of sustained duration** (includes a total of 90 hours of learning)**,** which allowed an in-depth discussion on the content of the training, and a space for an observed change in the teachers' practice.

The pointers above have outlined positive characteristics identified in the training program. However, there were a few positive characteristics that were deemed to be missing from the training program. These include ensuring a space for group collaboration in doing teaching reading assignments such as lesson planning, and ensuring a follow up measure in a form of classroom observation in the teachers' real classroom context which includes monitoring the students' learning outcomes. Ensuring these two aspects might enhance the impact of the training in the teachers' professional growth and students' learning outcomes.

Moreover, regarding the question on the changes can be seen in teachers teaching practices as the results of the training program, the findings showed that the characteristics of an effective professional development program identified in the training still led to a positive impact in the teachers.

The second research question was posed to find out the changes in teachers after their participation in the training program (Desimone, 2009; Ingvarson et al., 2003, 2005). This was done by observing the teachers peer teaching session and lesson plan during the time of training, and post-training interview. The findings showed that the changes in the teachers practice were reflected in the following aspects:

1. **Improved knowledge on PISA Reading**, seen through the teachers' awareness of PISA Reading characteristics when teaching reading

2. **Improved knowledge of SFL's text-based instruction** concepts introduced in the training program, the SFL GBA and R2L, reflected in their teaching practice

3. **Improved practice**, seem through the teachers' ability to incorporate the PISA Reading and text-based instruction concepts of teaching in their practice

4. **Improved confidence** in teaching PISA-like reading as they felt an improved knowledge and practice for teaching PISA-like reading.

Based on the findings, the answers to the first research question were intertwined with the second research question. All features of effective professional development program incorporated in the training helped the teachers to have positive learning outcomes and a change in their practice. This confirmed the theory of measuring professional development impact adapted in this research. This study also considered an aspect of change in the student' learning outcomes to see how far the teachers' participation in the training program influence the students' outcome.

Through the post-training interview, a discussion on the students' outcomes was verbalized, but there was no supporting data that could be obtained to strengthen the findings. This will be further elaborated in the limitation of the study.

Nevertheless, the training program can also be considered as a breakthrough as PISA reading in EFL context has not been implemented by OECD. It is said that it is planned to be implemented in 2025.

5.2. Limitations of the study

This study was carefully prepared and organized, however, there are still unavoidable limitations which affected the result. These limitations come from the research method, the length of study, as well as access to the teachers' real life classroom context and students' outcomes.

In terms of research method, this study aimed to extend the result of the research on the training program reported in Emilia, et al. (2022). Hence, the data obtained in this study is constrained and limited to only the activities that were conducted within the context of the training program. For instance, the data on the impact of the training program were explored though peer teaching practice. Due to the length of the training program, this was only conducted twice, before and after input of the training program. This causes limitations in terms of determining what the teachers would actually do in the actual classroom setting. Having more access to the teachers' actual classroom practice would help determine the process of change better. Nonetheless, this research tried to address this limitation by exploring how the teachers would teach reading before and after the training program through the post-training interview.

Moreoever, there were little access to the student's outcomes of participating teachers in the training program. Therefore, the discussion on the students' learning outcome in this study was only based on the teachers' accounts account during the interview. The aspect of change in terms of student learning outcome in the model used in this research, then, cannot be discussed in depth. This also means that the link between teacher professional development program, teacher change, and positive students' outcome difficult to determine.

Based on these limitations along with the conclusion of the study, several recommendations were drawn. The recommendations can be seen in the following section.

5.3. Implication of the Study

The result of the study has provided insight on how the training program has supported the teachers to gain knowledge and practical experience in teaching PISA-like reading by providing a variety of activities which was identified to having characteristics of effective professional development program. By participating in the training program, the teachers made their guidance when teaching reading even clearer and changed the kind of materials they teach.

Based on the result of the study, there are two implications of the study that can be elaborated. This includes an implication on the practice of professional development program and on the research of professional development program in the EFL context.

In terms of practice of professional development program, future teacher trainings on teaching PISA-like reading could provide training activities that adheres to the characteristics of professional development program, including: content focus, active learning, uses models and modelling, providing expert support and coaching, and of sustained duration. Adhering to these characteristics could result in positive teacher change, as has been discussed in the findings of the research.

In terms of research, it is implied from the study that future research on professional development program, especially on teaching reading could follow the framework of measuring the impact of professional development program on teachers used in this study.

Adding on to this, the training program in this study could take the result of this study to develop the framework for the next stage of training and research, especially related to the enhancement of the teachers' pedagogical ability in teaching PISA-like reading.

5.4.   Recommendations

Based on the findings and discussion in Chapter IV as well as findings from previous study, there are several recommendations were suggested for future training program on training teachers to teach PISA-like reading and future researchers.

First, the previous study conducted by Emilia, et al. has outlined that the teachers' knowledge on PISA Reading and developing PISA-like reading has been established. The result of this thesis showed that the teachers has also established a certain level of knowledge on how to teach PISA-like reading. However, a training program that focuses more on improving the teachers' ability to teach PISA-like reading through the use of text-based instruction could help enhance this knowledge. This could be done by extending the training program and focuses more on an extensive training in using the R2L method for teaching reading. Focusing the training on using

R2L for teaching PISA-like reading could also allow more space for more peer teaching sessions and practical modelling on how to teach complex PISA-like reading, which was limited in the training program under this study.

Second, follow-up measures for the teachers should be ensured and teachers should be assisted when teachers are implementing text-based instruction for PISA-like reading materials in their actual classroom. This could lead to greater impact in the teachers' professional growth especially in using R2L in their classroom which could also lead to an insight on the link between teachers' involvement in a professional development program and students learning outcomes, as suggested in Damayanti (2019).

This study reviewed the training program using the framework adapted from Desimone's conceptual framework to measure impact of a professional development program (2009) and incorporate characteristics of professional development program (Darling-Hammond et al., 2017; Desimone et al., 2002; Garet et al., 2001; Kennedy, 2016; Labone & Long, 2016), and aspects of impact in teachers as a result of their learning (Ingvarson et al., 2003, 2005). This adapted framework is seen to have provided insight on exploring a professional development program in qualitative case study design. Future research using this adapted framework could enrich the discourse on exploration of impact in teachers as a result of their participation in a training program.