

CHAPTER 5

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This chapter presents the conclusions or the major findings of the study and recommendations for further study. The presentation covers three sub parts. The first part is conclusions, the second part is the limitations, and the third part is the recommendations for further study.

5.1. Conclusions

This study investigates the way three English teachers plan and implement the instruction, and the way they assess students' learning progress and achievement. Based on the analysis of data in the previous chapter, some conclusions can be drawn in terms of research questions.

In answering the first research question, how the teachers plan their instruction, it is found that all the teachers plan their instruction by making the lesson plans. They made the lesson plans by considering their students' character and competence, instructional objectives, teaching material, learning activities, teaching aids, and kinds of assessment to be administered. However, they did not make the lesson plans for each meeting and the lesson plans made are not necessarily brought to the classroom. This implies that the teachers get used to teach so that they do not need formal lesson plans anymore.

Responding to the second research question, how the teachers implement their instruction, it is found that all of the teachers implement their instructions by

conducting four aspects. The aspects are opening the instruction; delivering the material, which includes teaching strategies, languages as medium of instruction, contextual teaching, and integrative teaching; managing the classroom, which includes seating arrangement, establishing good voice and body language, rapport, and rules; and closing the instruction. It is found that the teachers show some similarities and differences regarding the four aspects.

Concerning the third research question, how the teachers assess students' learning progress and achievement, analysis of data reveals that all the teachers administer both formative or ongoing classroom assessment and summative assessment. Through the former, they assess students' learning progress throughout the instruction, namely by assigning the students daily classroom tasks, homework, and quiz, and by marking students' works; check students' comprehension by administering questioning for comprehension checking (QCC) and monitor students' engagement by conducting classroom observation; and provide feedback for the students by giving rewards, doing error correction, and administering remedial activity. Through the latter, the teachers assess students' achievement by administering posttest at the end of a unit of lesson. It might be suggested that the posttests administered are consistent with the material delivered and the way the students' are taught.

It is found that in assessing students' learning progress and achievement, the three teachers conduct both formative and summative assessment, but with different emphasis and portion. Both T1 and T2 have a preference to conduct classroom assessment rather than the summative one (test) and focus on developing students'

speaking skill. On the other hand, T3 has a tendency to conduct and rely on the summative assessment and put big emphasis on writing skill.

Despite distinct tendency the teachers apply in assessing the students, a large number of assessment strategies used are congruent with teaching strategies the teachers apply. It is likely that the teacher of regular or non-hybrid elementary school only focus on developing students' skill in terms of reading and writing, as the curriculum demand. Limited time provided for English teaching make the teacher unable to highly develop the two other skills. On the other hand, the teachers of the schools which provide more time for English teaching (Hybrid Elementary Schools) put greater emphasis on developing students' skills in terms of listening and speaking. It is obvious that the more time provided for English teaching the more skills the teachers can develop and the more exposure the students can engage in.

5.2 Limitations of Study

There are several limitations of this study. First, this study deals with the fact that the researcher conducted classroom observations of the three teachers with unequal quantity due to limited time available. Second, despite some similarities in their profiles, the three teachers teach in different backgrounds of schools. It will be better if the observations conducted in each classroom are equal in number and the teachers studied have profiles which closely resemble in order to avoid unfair judgment on the participants.

5.3 Recommendations

Based on the conclusions and the limitations of the research, there are two implications that can be taken into consideration, i.e. practical implications and methodological implications. In other words, the recommendations deal with the implications of English teaching at elementary schools and of further researches.

In terms of practical implications or the practice of English teaching at elementary school, four things are recommended. First, the quality of teachers' qualification and the quantity of exposure to English (duration of English teaching) should be maximized in order to enhance students' learning. Second, beside having English educational background, elementary school English teachers have to possess sound knowledge of the principles of teaching English to young learners and principles of assessing young learners of English. Third, the teachers should always conduct continuous reflection on their teachings. Fourth, the teachers need to develop their professionalism by reading relevant sources, joining English teachers club, attending workshops and seminars, and so on.

Meanwhile, in terms of methodological implications, recommendations concern the delimitations of the present study and its possible enhancement for further studies. First, since this study is not a longitudinal study, longitudinal studies investigating the TEYL are recommended to be conducted in order to give contribution in another context. Second, due to the fact the present study investigates only three English teachers at three elementary schools in Solok, further studies are recommended to be conducted with more participants in different contexts.

