

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

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

5.1 Conclusions

This study investigated English teacher professional development (TPD). There were three research problems investigated toward this issue. The first research problem is “what activities do the teachers carry out in order to develop their professionalism?” It was found that the teachers conducted or participated in various activities. They are self-reflection (Richard & Lockhart, 1994), classroom action research (CAR), cooperative development, peer teaching/peer observation, teachers’ group and teachers’ association, seminars, workshops, and trainings, professional literature, and some broader view of TPD activities (Harmer, 2001). The only activity the teachers did not participate was being involved in virtual community because of lack of time. In addition, CAR was also still rarely conducted by the teachers. There was only one participant conducted CAR and it was not even completed. Moreover, self-reflection, teachers’ association (MGMP), and teachers’ trainings were believed as the most useful programs. Another finding concerning this was that the participant believed that the activities

they conducted in teachers' trainings and MGMP really supported them to be certified teachers.

The fact that the teachers have conducted various TPD activities indicates that they have awareness to develop their professionalism. However, there were two activities which were not conducted or rarely conducted, i.e. virtual community and classroom action research. This was caused by some factors, i.e. lack of time and the system of work environment such as lack of school facility. This phenomenon indicates that teacher professional development is influenced by many factors. The factors are both personally and environmentally. To handle the personal factor teachers should have personal commitment to devote time for professional development. Meanwhile, environmental factor requires government support in term of providing sufficient school facility. Thus, when a professional development is expected to be ongoing, these factors should be handled appropriately. Moreover, the fact that self-reflection is considered as one of the most important TPD activities indicates that professional development should be started with personal intention. Finally, the fact that teachers' association or MGMP and teachers' trainings are believed as the most useful TPD activities and support them to be certified teachers indicates that such programs should be provided more for teachers for their professional development.

The second research problem is "what characteristics of a good language teacher are developed from each activity?" It was found that in general, through each activity, each participant could develop large numbers of the characteristics in the four areas of the skills. They are technical knowledge, pedagogical skills,

interpersonal skills, and personal qualities. Moreover, there were four characteristics which were the most developed. Three of them are technical knowledge and one is personal skill. The technical knowledge are (1) understands the linguistic system of English phonology, grammar, and discourse, (2) knows through experience what it is like to learn a foreign language, (3) understands the close connection between language and culture. The personal sub-skill is “maintains and exemplifies high ethical and moral standard”. The least developed characteristic was the personal sub-skill “sets short-term and long-term goals for continued professional growth”.

The fact that the teachers can develop many characteristics from the TPD activities indicates that the activities provide many advantages for their professional development. They can develop not only the knowledge/skill related to teaching and learning, but also the skill related to personal and interpersonal skills. This helps teachers to become more professional. Moreover, the fact that the most developed skills were in terms of content knowledge indicates that the teachers in the future should also focus more on developing the pedagogical or practical skills. Third, the fact that the characteristic “sets short-term and long-term goals for continued professional growth” was the least developed skill indicates that the teachers are still weak in planning their professional development so that in future, they should make a strategic planning for their professional development.

The third research problem is “how do they implement the characteristics in the teaching performance?” It was found that in general, they showed positive

effort in implementing the characteristics although some characteristics were still weak. In terms of technical knowledge, they put the knowledge into practice when they implemented the pedagogical knowledge. They also tried to implement pedagogical skills optimally. For example, various techniques used were appropriate to the approaches of language skills teaching, lesson plans were prepared and some alterations were made to suit students' need, students' linguistic need were fulfilled, feedbacks, interaction, cooperation and team work were provided optimally, classroom management principles were applied, textbooks material and simple visual aids were adapted, and the assessment were conducted interactively as ongoing assessment. The interpersonal skills were also implemented appropriately. The teachers had good awareness of students' cultural traditions, kept good rapport with the students, sometimes provided appropriate humor, valued the students' ability, worked with students of lesser ability, and sometimes offered challenges for high ability students. In terms of personal qualities, they had positive personality for being well-organized, being flexible, maintaining an inquisitive mind in trying out new ways of teaching and applying high ethical and moral standard. However, some implementations of the pedagogical skills were not evidenced during the observation such as "creatively adapting audio, visual and mechanical aids" and "innovatively creating brand new material when needed".

The fact that the teachers have generally implemented the characteristics in the teaching performance indicates that the professional development activity helps them to develop their teaching quality and become more professional.

Moreover, the fact that they were still weak in implementing some of the characteristics indicated that they should focus more on the areas of weakness so that all characteristics are fulfilled and they become more professional.

5.2 Recommendations for Further Study.

There are some methodological and practical recommendations proposed. The methodological recommendations concern the delimitations of the present study and the possible enhancement for further research. First, since the scope of the present study were only three English teachers at a Junior High School in Nanggroe Aceh Darussalam, more research on teacher professional development with larger scope are recommended. Second, since this study was not a longitudinal study, more longitudinal research investigating the effect of teacher professional development programs to the quality of the teaching performance are recommended.

The practical recommendations also concern the delimitations of the present study and the possible enhancement for further research. First, since the teacher professional development (TPD) activities investigated in this study were only those suggested by Richard & Lockhart (1994) and Harmer (2001), more researches with more possible activities of TPD are recommended in order to enrich the TPD possible activities. Second, since this study only focused on the implementation of the skills of good language teacher's characteristics in the teaching performance, more researches focusing on the implementation of those skills into all aspects of the teachers' professional life are recommended in order to find the best criteria for a professional English teacher. Third, in accordance

with the findings of this study that teacher professional development is influenced by many factors, more research on this issue are recommended in order to enrich research on teacher professional development.

