

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

In this chapter, after knowing the findings and discussion in the previous chapter, the researcher will provide conclusions. This conclusion will answer two research questions, namely the implementation of an independent curriculum in the teaching and learning process of English in Vocational High Schools and the challenges faced by English teachers in implementing an independent curriculum in Vocational High Schools. In addition, recommendations are suggested that can help improve teaching in the implementation of an independent curriculum in learning and teaching English in vocational high schools, thus the conclusions and suggestions are as follows the conclusion can be drawn :

5.1.1 The Implementation of Independent Curriculum on English Learning and Teaching in Vocational High School

Based on the findings, the implementation of the independent curriculum in learning English in vocational schools received a positive perception. This positive perception arose because the English teachers at the Bojonegoro Vocational High School thought that the implementation of the independent curriculum in learning English was very fun and very interesting. It can be seen that the results are more effective when the teacher can use the concept of differentiation learning, where the teacher conducts a diagnostic test at the beginning of learning to find out the character and abilities of their students. Thus that teachers can more easily design lesson plans.

In addition to the concept of differentiation learning. In the independent curriculum there is also a Project for Strengthening Pancasila Student Profiles or it can be called P5(Projek Penguatan Profil Pelajar Pancasila). If the teacher has applied the concept of differentiation learning, then with P5 it is this that the teacher can shape the competence of students according to each major in vocational schools and the goals of the Indonesian education system. Teachers can also instill the character of Pancasila values in each individual student. besides that, by implementing an independent curriculum, teachers can develop their

competence in teaching and are open to collaborating with educators from other subjects to enrich learning outcomes.

5.1.2 The Challenges Faced by English Teacher in Implementing Independent Curriculum in Vocational High School

The challenges faced by English teachers in implementing the independent curriculum in learning and teaching English in vocational high schools are caused by the IKM (Implementation of Merdeka Curriculum) preparation factors that must be many and different and adapted to each department. Thus the teacher applies the concept of differentiation learning. Besides that, English teachers also still cannot maximize the use of technological media in learning.

5.2 Suggestion

1. English Teacher

For english teachers, it is advisable to continue to develop their competencies through training or workshops on the independent curriculum, it is the activities and competencies of English teachers in implementing the independent curriculum that determine the competence of students according to the objectives of the education system in Indonesia.

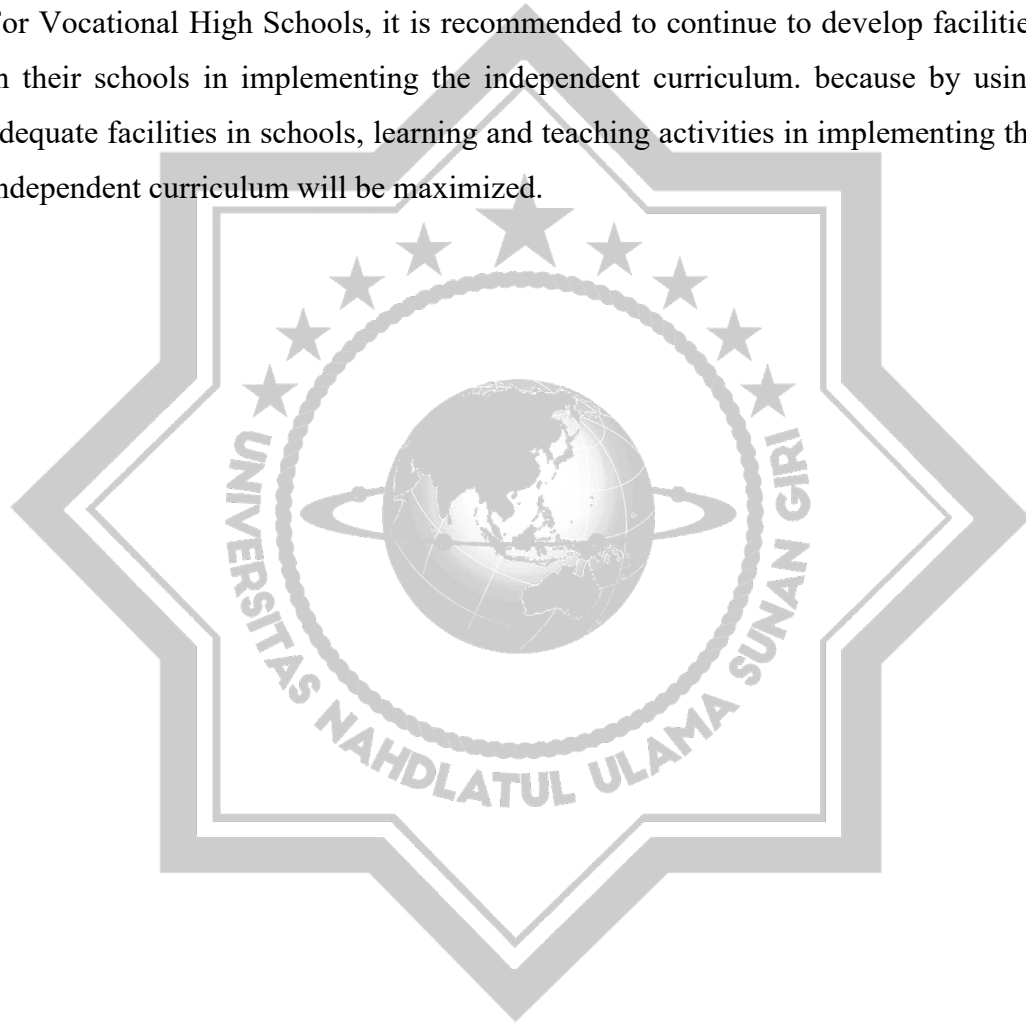
2. Future researcher

For future researchers, they can conduct similar research on the implementation of the independent curriculum in learning and teaching English in vocational high schools with a focus on analyzing the experience of English teachers in implementing the independent curriculum in one major in vocational high schools. practically, they can identify various topics such as; analyze the assessment of learning English in the independent curriculum, feedback on the independent curriculum in learning English in vocational high schools and many more. The topic may be different from the current research but the aim is the same, which is similar to the discussion on implementing the independent curriculum in teaching and learning English in vocational high schools. the next researcher can add instruments to support his research such as making observations, reflective journals and others. While the current research does not use reflective journals because the participants have implemented the independent

curriculum in learning English at vocational high schools so they cannot apply reflective journals to obtain data.

3. Vocational High School

For Vocational High Schools, it is recommended to continue to develop facilities in their schools in implementing the independent curriculum. because by using adequate facilities in schools, learning and teaching activities in implementing the independent curriculum will be maximized.



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