

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of conclusion and suggestion. After completing this research, this study provides several conclusions and research suggestions.

5.1 Conclusions

After conducted the research in SMP Plus Al Amanah, the researcher found that are: (1) The english teachers professional competence on lesson plan design: (a) Able to design competency standard and basic competencies of the subject they have to identify the tricky learning. The teacher plan, implement, and estimate the allocation of time needed, (b) Be able to include appropriate and up to date information in making lesson plan and implement the lesson plan, (c) Arrange materials, plan and implement learning contain appropriate, up to date information, and help the students understand the concept of learning materials, (d) Can apply continuous professional developmet program (PKB (*Pengembangan Keprofesian Berkelanjutan*) experience in planning, implementing, and assessing the learning, (e) Can utilize an ICT in communicating and implementing continuous professional developmet program PKB (*Pengembangan Keprofesian Berkelanjutan*).

English teacher's professional competence at SMP Plus Al Amanah on teaching reflection: (a) Conduct self-evaluations specifically, completely, and supported by examples of their own experiences, (b) having the journal of learning and assessment results of the learning process as evidence describing their performance, (c) Utilize their performance description to develop planning and implementation of further learning in the process of PKB (*Pengembangan Keprofesian Berkelanjutan*) program, (d) pPrticipate in scientific activities (e.g. seminars, conferences), and the teachers are active in implementing PKB (*Pengembangan Keprofesian Berkelanjutan*).

Challenges trough professional competence faced by English teachers: (a) The teachers lack of experience in doing scientific research, (b) Inedquate tools and facilities when participating in PKB (*Pengembangan Keprofesian*

Berkelanjutan) that held by the school (checking document of lesson plan). And challenges is the limitation in using internet or gadget for the students to improve the learning process / less support system in accessing the internet to expand the learning process.

The professional competence of English teachers on lesson plan design, there are: the first is the teacher design the competence standards, core skills, and fundamental competencies of the fields they teach in order to determine tricky learning materials, organize and carry out lessons, and calculate the amount of time required. The teacher know and design the standard, core skill, and the competencies before teaching and learnin in the class.

The second is the teachers include appropriate and up-to-date information in lesson planning and implementation of learning. The teacher give the up to date and related information about what they teach to the students. The third is the teacher arranges the material, planning and implementing lessons that contain appropriate, up-to-date information, and help learners to understand the concepts of learning materials, The fourth is the teacher can apply the experience of PKB (*Pengembangan Keprofesian Berkelanjutan*) which is making the appropriate lesson plan. The teacher follow the seminar and workshop to improve their ability in teaching and learning in the classroom. The fifth is that the teacher participate in scientific activities like seminar or workshop related to the curriculum. This means that the teacher conduct the self development. the ninth is that the teacher can utilize the ICT in continuous professional program. This can be shown from the data that the teacher can operate an ICT when participate in PKG program.

The teachers arrange the lesson plan, choose the appropriate material, include the up to date information, and implement in theh class. From the those three point can be stated that the teacher master the material, concept structure and has mindset in supporting the subject the teacher being taught.

The next is the professional competence of English teachers in teaching reflection. There are: The first is the teacher conduct self- evaluation which support by example of own experinces. This means that the teacher conduct evaluation from the learning. The second is the teacher has journal learning which can be stated that the teacher arrange the classroom. The third is the teacher utilize their performance

description such form of value in professional development program. The teacher uses their performance description to develop their needed in teaching. The fourth is the teachers follow scientific activities such seminar or workshop.

The other side the problem faced by the teacher trough the professional competence that are: The teacher has never follow a scientific research, inadaquate tools and facilities when participating in PKB (*Pengembangan Keprofesian Berkelanjutan*) that held by the school by checking document of learning, and the limitation in using internet or gadget for the students to improve the learning process / less support system in accessing the internet to expand the learning process or giving various assignment to the students.

The teachers lack of experience in doing scientific research, this is because the teachers never has experience in scientific publication. The next is inadaquate tools and facilities when participating PKB (*Pengembangan Keprofesian Berkelanjutan*) od the school which is lesson plan checking. This is can obstruct the readiness of the teacher in preparing the lesson plan and another document needed. The less supporting tool such the limitation use of internet can cause non effective learning. Even tough the teacher has improve the professional competence in teaching subyet they teach if the tools did not support, it will be useless.

5.2 Suggestion

Based on the conclusion above, the researcher would like to suggest as follow:

1. For the teacher

The researcher hopes that the teacher more active in following the MGMP which held by theh school or the district. In order to improve the professional development such publishing a scientific research or to expand the learning process include in giving various assignment to the students. If the the condition is impossible to study about scientific research, atleast the teachers read about article or journal about the English teaching and learning. In order to expand their knowledge in teaching.

2. For further researcher

The researcher hopes that this research can give a good reference to the another research which do the same theme of research. The research realize

that this research still imperfect and still need many suggestion. The researcher hopes that there is any researcher will do a research which observe another case of professional competence especially in English teacher. The researcher suggest to the further researcher to conduct the research in same theme with another number of competence. Can be competence number 1 – 12 (pedagogy, social, or personality competence) from PKG (*Penilaian Kinerja Guru*) published by ministry of education and culture at 2006 or the updatest policy about the guideline from the government. The further research can conduct the next research in primary school or Senior High School.

3. For the School

The school should repair the tool and facilities to support the professional development of the teacher. Such as repair the printer, or give more internet access. In order the teacher can prepare the lesson plan, the preparation of learning can be effective, and repair or add the internet access to give various assignment to the the students.



UNUGIRI