

CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

5.1. Conclusion

The teaching competences that is issued by the government has four competences, they are: Professional competence, Pedagogical competence, Personal Competence and Social competence. Each competence has sub-headings that should be mastered by all teachers in Indonesia. English Language Education Study Program in State University of Jakarta carried out vision and mission that closely related to professional accomplishment and one of those accomplishments is producing qualified ELESP- *UNJ* graduates who master all teaching competences. In evaluating and determining the teaching competences of ELESP- *UNJ* graduates and *PPL* students who are teaching in elementary schools, the Principal and *guru pamong* perception is important because they are ELESP- *UNJ* partners in the subject field.

The research finding shows that *PPL* students' professional competence is good. *PPL* students master the English skills and they know how to integrate those skills in learning- teaching process. *PPL* students also master the standard competence and basic competence in planning the study, since good lesson plan is a key of effective learning, but they should keep

evaluating their professional competence to maintain the competence and the positive perception toward the competence.

PPL students also have a good Pedagogical competence. They master the learning theories and principles, they are able to develop the curriculum and they are able to identify the students' characteristic, but they are still lack of creating an effective learning- teaching activity because they are unable to control a class with big number of students as occurred in state schools, teaching variation and learning media. Furthermore, *PPL* students' personal competence and social competence are good. They are able to perform as a professional teacher, and they are able to perform themselves as role model of English and discipline, but they should improve their ability in performing as role models for their students and the society. They also can maintain a good relationship with their *guru pamong* and other teachers, so all elements of the school feel comfortable with their existence, which means that they have good social competence, but they should involve in schools' activities, to improve their social competence based on the *guru pamong* perception.

The Principals reveals that ELESPP graduates' professional competence is good. ELESPP graduates master the material, skills and knowledge of English. They also stated that ELESPP graduates master standard competence and basic competence of the curriculum issued by the government to achieve the learning goals. ELESPP graduates also do the reflective teaching as an evaluation, but ELESPP graduates lack of using the

technology information because some principals admitted that it depends on the facilitation in the school, so if the teacher want to use the information technology, they should consider the supporting equipment.

Based on the data obtained, most respondents show good perception toward the pedagogical competence. Most respondents stated that ELESPP graduates are able to identify the students' characteristic and they can develop a suitable method, even though, they use limited media beside textbook for their students. ELESPP graduates master the learning theories and principles, developing curriculum that related to English, conducting evaluative of learning process and outcomes, and also conducting reflective actions to improve the learning quality. In the other hand, to gain the positive perception toward ELESPP graduates' pedagogical competence, they should increase their ability in setting the lesson plan and the students' evaluation, motivating the students in learning and using English in the class, and creativity. Then, Principals admitted that ELESPP graduates' personal competence and social competence are good. They can maintain a good relationship and communication with their work partners, other school's element and the society. They can show their responsibility and work ethic as a professional teacher, but they are, somehow, lack of respect. It was hard for them to show their politeness and respect to their partner.

Based on the respondents' perception, it can be states that *PPL* students and ELESPP graduates have good teaching competences. Maintaining and improving the next ELESPP graduates' teaching

competences is important to keep the *guru pamong* and the principals' trust and positive perception.

5.2. Implication

Derived from the conclusion above, there is some implication related to the study:

- 1) The writer expects, ELES- UNJ modify or suit its' curriculum to gain the graduates' competence in teaching elementary students and produce qualified ELES graduates based on teaching competences issued by the government.
- 2) This study hopefully can help *PPL* students to evaluate their competence and they are still ELES students, so they could improve their quality by enriching their knowledge to be a future teacher after they graduate from ELES UNJ.
- 3) This study can give input for ELES graduates to see their weaknesses and strength as an English teacher for elementary school. By evaluating their teaching competences, they can consider those competences to improve their professionalism.

5.3 Recommendation

Related to the study, the writer expects and recommends that:

- 1) There is further in-depth study related to the maintaining and developing ELESPP quality as it states in ELESPP- *UNJ* vision and mission.
- 2) The ELESPP graduates who are now an English teacher, especially in elementary school, to gain their teaching competence in many ways, could be from attending seminar, and teacher training.
- 3) The ELESPP- *UNJ* can add the subject that related to teach young learner and facilitate the students to improve their skills and knowledge in teaching young learner.
- 4) That there will be other research that studied each teaching competences in teaching young learner to gain deeper understanding toward the implication of each competence and the respondents would be varied from formal to non- formal education.
- 5) That ELESPP *UNJ* can add the time of students' work experience and supporting material related to the level of school where they are going to teach before the encounter the real problems in teaching.
- 6) That ELESPP *UNJ* can give more concern to personal and social understanding of the students and suit the curriculum to the subject

field's needs, since social and personal competence of ELESP graduates are also important in supporting the whole qualification of a good educator.