

## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

#### 5.1. Conclusion

Having discussed the results, it can be concluded that English teachers at Business and Management Program of *SMK Negeri* in South Jakarta have the competences that should be required to be professional teachers, that is pedagogic, professional, personality and social competences.

From the data, it is found that the English teachers have the pedagogic competence. As stated in Chapter 2 English teachers' pedagogic competence involved the ability in designing instructions, implementing the instructions and assessing students. Based on the data, English teachers had sufficient knowledge of students that affect teachers' teaching strategies. Since the English teachers have knowledge of students and sufficient English proficiency, and have made lesson planning, it allows them to teach students effectively through the learning stages and learning media and learning resources that teachers used.

Teachers' ability in teaching reading, speaking, listening and writing have improved students' skills in reading, speaking, listening and writing. However, English teachers did not use English all the time in explaining the materials because of students' lack of English proficiency.

Professional competence includes teachers' subject knowledge, teachers' skills in information and technology and teachers' efforts in developing their competence through reflective actions and trainings. It can be concluded that

English teachers at Business and Management of *SMK Negeri* in South Jakarta have professional competence since the English teachers attended some training to gain their competence in teaching. Besides English teachers also have TOEIC certificate with good scores. Teachers also have skills in technology since the schools encourage them to use the technology during teaching and learning process. Teachers must be able to operate the language laboratory or computer skills on office program.

Teachers' personality competence involves teachers as role models, teachers obey teachers' ethic code and teachers have high ethos of work. The data showed that the English teachers have the personality competence since all respondents gave positive responds on statements about personality competence. It can be concluded teachers showed that teachers have personality competence which might make them not only as teachers but also educators for students.

Teachers have social competence. As found in data, teachers have a good relationship with other teachers, students and principals. The good relationship among teachers is in form of sharing among teachers about students and learning strategies.

## **5.2. Recommendations**

### **5.2.1. For English Teachers**

English teachers are one of the factors that influence the students' competence. It is expected that the teachers can improve their online competence test scores.

**5.2.2. For Schools**

Schools have great role to improve teachers' competence. It is expected that principals make comprehensive supervision of teachers' performance.

**5.2.3. For Other Writers**

There is a possibility in conducting the research in this field since the researcher feels that there are some methods can be applied, so the next writers could make the same research using other methods.