

## **CHAPTER V**

### **CONCLUSIONS AND IMPLICATIONS**

This chapter presents the conclusions to bring about several notes of implication for future research in EFL teaching at high school level.

#### **6.1. Conclusion**

The conclusions of this current research are derived from the four initial agendas formulated in the research questions. The main inquiry of this research discovers how Knowledge-Based Teaching (KBT) of EFL teacher candidate looks like at English Study Program, Jambi University. To response this, this research explores and examines the EFL teachers candidates' pedagogical competence in teaching thought the implementation of Knowledge-based Teaching KBT at secondary school level in Jambi Province. To get more details about this, it is needed a systematically continuum review or evaluation toward the essential issues on how English Study Program provides the skills of KBT to build and refine EFL teacher candidates' pedagogical competences. It is also needed to investigate how teacher candidates learn and develop their KBT, figure out some potential constrains, tension, complexities during teaching practising at schools, and how these issues are responded by EFL teacher candidates and English Study Program for a better teaching quality assurance.

##### **6.1.1. The way how English Study Program provides KBT**

There several essential issues regarding ELT practiced by EFL teacher candidates which needed immediate evaluation and correction. The finding of this research has emphasized five main points underlined as a mitigation

work by English Study Program to provide KBT: *(1) Systemical Language Provision (2) Curriculum Ratification (3) Modifying Course Description and Classification (4) Research-based teaching (5) Patterning Curriculum Construction.*

Based on this finding, it is concluded that English Study Program has made systematical effort to provide the skill of KBT for preparing EFL teachers candidates to gain an effective teaching skills and profession. These themes are broadly described as positif reduction to enhance teacher candidates to actively improve their teaching skill to generate the most dynamic and interesting learning environment in ELT in Jambi Province and gives positive contributions for English Study Program as an effort of great improvement.

#### **6.1.2. The way how EFL teacher candidates acquire or enhance KBT.**

To boost their efforts to make an improvements in every aspect of teaching skills or pedagogical competences and the skills of KBT, EFL teacher candidates have constructed several attainments : *(1) Exploring Learning Resources (2) Reflecting While Learning (3) Adapting Theories and Practices (4) Taking Students' Feedback (5) Technological Facilities (6) Self and Peer-reflection (7) Learning from Significant Others.* These themes appears as an enterprise to optimizing EFL teacher candidates' teaching skills and competences. From this finding, it is concluded that most of EFL teacher candidates generally believe that these attainments are the most appropriate and understandable technique to enhance them to achieve a better teaching quality.

#### **6.1.3. Tensions and complexities in the implementation of KBT by EFL teacher candidates during teaching practise.**

This point leads to the context of problem and challenges experienced by EFL teacher candidates in applying KBT at school during teaching practicum. Problems in *(1) Classic Issue in Learning English (2) Internet Technical issues (3) Students' Competence Diversity (4) Challenging in Managing Classroom (5) Unsufficient Teaching Practice (6) English Classical Classroom Atmosphere (7) Design lesson instruction*, have become major deterrents for EFL teacher candidates in their teaching practise. In short, these complexities have become a classic problems that occur in almost high school education in Jambi Province. To the end, EFL teacher candidates still faced many problems in performing KBT at school and these issues can be seen as an important notes for English Study Program to conduct mitigation for teaching and learning improvement.

#### **6.1.4. The attainments and efforts executed by English Study program and EFL teacher candidates to resolve problems.**

To cope with the problems, English Study Program and EFL teachers candidates have done several attempts such as *(1) Periodical Curriculum Revision (2) Tracing Alumni Feedback (3) Adapting Learning Resources (4) Adjusting Course Description, (5) Modifying Teaching Style (6) Varying Learning Experiences and Models*. These approaches have been carried out as maximum effort to improve many aspect of knowledge and proficiency of teachers' teaching skills and competences and academic services at English Study Program.

## **6.2. Implication**

As a brief overview, the term of Knowledge-Based Teaching (KBT) evolved along with the development in educational research that derived from the pedagogical content knowledge (PCK), proposed by Shulman in 1986 and It is a framework for understanding teacher knowledge of how to create an effective teaching.

This current research practically aims to maximize an effort to assist EFL teacher candidates to improve their pedagogical competence in developing professional skills to reach the various potentials in teaching. Thus, it is strongly suggested to enhances and develop teachers' knowledge, skills and performance to keep continuing to innovate both policies and teaching implementation in the field. The results of this study are generally expected to make a positive contribution to various aspects of education to make great revolution and development efforts to optimize teacher pedagogical competence in the application of KBT at secondary school level in Jambi City. In particular, the results of this research can be useful for building resources in the English Study Program and the Teacher Training and Education Faculty which generate English teacher candidates. For the English Study Program especially, it is necessary to continuously evaluate graduates in various related aspect to their academic achievement as a reference point for carrying out various revolutionary changes and transformation in ELT.

So, it is recommend to appraise through academic research for further implication on English teaching in Indonesia for the purpose of upgrading

and reinforcing the skills of teacher candidates' KBT for a better teaching quality. As part of an academic measurement to determine the success of teaching English at school level in Indonesia, it is highly recommended to conduct an intensive research through a systematical process to look over whether ELT goals have been achieved properly.