

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings in Chapter IV, Teachers' pedagogical performance is good; it can be seen the teachers make a lesson plan before teaching, implementing the teaching based on the plan, and doing evaluations such as assessing whether or not the objectives of teaching have been fulfilled. However, in implementing the *Merdeka Curriculum* the teachers have to learn more about the understanding of the current curriculum since the comprehension of the teachers in the curriculum is in the stage of learning.

Subsequently, in the teaching practice, it was found out Teacher J has a good teaching performance in the aspect of teaching method and learning media. Teacher J implemented a variety of teaching methods that not only focused on the teacher, but the teacher included the students as well and linked the material to daily life. Then, occasionally, Teacher J gave the students ice-breaking activities to gain their attention. To increase learning motivation, Teacher J used an ICT tool such as a projector and showed a Video regarding related material. However, the teacher still needs improvement in the aspect of allocation time in teaching. The teacher must be able to optimize their time as best as possible so that the learning process can run well. The teacher spent time in preparing the projector, while the allocated time is only 90 minutes.

On the other hand, Teacher R has a good teaching performance in the aspect of mastering the learning material well, the teacher always prepare a lesson plan before teaching. However, the teacher still needs improvement in the aspect of teaching method and learnig media, Teacher R tends to be monotonous in terms of teaching since it focuses on the teacher-centred. The teacher needs to look for other alternatives to teaching that can facilitate better teaching activities in the current educational system. Then, to increase learning motivation, Teacher R only used students' textbooks as a learning resource.

Nevertheless, when it came to putting the teaching process into action, teachers encountered several challenges. These difficulties included issues with technology utilization during lesson planning, the identification of relevant indicators, and the integration of appropriate teaching methods. Furthermore, during the actual teaching, teachers encountered obstacles in handling student compliance with bringing their learning materials and in ensuring students' comprehension of English. Additionally, assessing student progress posed challenges. Moreover, to engage students effectively, teachers were required to make use of information and communication technology (ICT) tools. However, many teachers needed more technological proficiency, and the school needed more technological tools.

5.2 Suggestions

Based on the conclusions mentioned above, the researcher aims to offer a set of recommendations that could prove highly beneficial for:

1. English Teachers

In improving their teaching methods. These suggestions serve as valuable input for enhancing the competence of educators in their pedagogical endeavors. The researcher suggests that teachers look for other alternatives to teaching that can facilitate better teaching activities in the current educational system.

2. School

The researcher proposes that schools facilitate peer discussions and peer assessments among teachers. This platform can be instrumental in gaining insights into each other's teaching processes, allowing teachers to exchange ideas regarding the challenges and issues they encounter during their teaching practices and, ideally, collaborate on finding solutions together. Furthermore, teachers are encouraged to deepen their understanding of the current teaching models and to share their insights and experiences with their colleagues.

3. Future Researchers

For future researchers it is crucial to explore other research areas, such as investigating the specific difficulties encountered by teachers in their current teaching processes. This exploration can provide a more profound understanding of the subject matter. Moreover, the results of this research can serve as a foundational reference for conducting further studies related to the pedagogical competence of English teachers.