## **CHAPTER V**

## **Conclusions and Suggestions**

This chapter provides the information on how the overall summery or conclusion of this research is presented. This chapter covers up two sub topics, those are conclusion and the suggestion in its relation to the students' perception towards the English teacher competency in teaching English.

## Conclusions

Based on the description in findings and discussions about students' perception towards the English teacher's competency un teaching English, therefore, it can be concluded that there are seven main indicators of teachers' competency from the total eleven indicators teachers' competencies which are owned by the English teacher in SMK N 1 Batudaa. Those are: know the students and how they learn, know the content and how to teach it, plan for and implement effective teaching and learning, create and maintain supportive and safe learning environments, assess, provide feedback and report on student learning, strong leadership, and innovation.

From the interviews with the three students of SMK N 1 Batudaa, it is revealed that most of the students feel comfortable with the strategy used by their English teacher during the teaching and learning process. They enjoy the techniques which are applied by their English teacher in classroom activities and they see their teacher as a teacher who owns a great competency in teaching English because their English teacher not only gives the best way to teach them but also can encourage them to be braver in developing their English skill.

# Suggestions

Based on the data findings and discussion, it revealed that the students as the respondents pose a problem towards their English teacher, is that the behavior of their teacher who smokes during the teaching and learning process thus they found out is a little bit annoying for them to see their teacher while smoking and teaching at the same time.

Thus, it is expected that the teachers should pay more attention to their behavioral action during the class activities because being a teacher is not only about how to teach the students to get great score but also it is about how to educate the students how to act in their social life.

#### References

Australian Institute for Teaching School Leadership (AITSL). (2001). Professional Standard of Teachers: Documentary Evidence of Proficient Teachers. Australia: AITSL Publisher

Devereux, L., & Wilson, K. (2008). Scaffolding literacies across the Bachelor of Education program: An argument for a course-wide approach. Asia-Pacific Journal of Teacher Education, 36(2), 121–134.

Direktorat Pendidikan Nasional. (2008). *Pedoman pembinaan penulisan karya ilmiah pendidikan dan tenaga kependidikan*. Jakarta: Direktorat Pendidikan

Evanita, E. (2013). Analisis Kompetensi Pedagogik Dan Kesiapan Guru Sekolah Menengah Atas Dalam Mendukung Implementasi Kurikulum 2013.Universitas Negeri Semaran

Hancock, B. (1998). Introduction to Qualitative Research. Greek: Eldrice

Hamalik. O. (2001). Kurikulum dan Pembelajaran. Jakarta: Bumi Aksara

Kuh, G. D. (2005). Student engagement in the first year of college. In M. L. Upcraft,
J. N. Gardner, & B. O. Barefoot (Eds.), *Challenging and supporting the first-year student: A handbook for improving the first year of college* (pp. 86-107). San Francisco: Jossey-Bass.

- Kunandar. (2007). Guru Professional (Implementasi Kurikulum Tingkat Satuan Pendididikan (KTSP) dan Persiapan Menghadapi Sertifikasi Guru). Jakarata: Raja Grafindo Persada.
- Luneto, N. (2015). The Correlation Between Students' Perception on Teacher Quality in Teaching and Students' Achievement.

Maleong, L. J.(2010). Metode Penelitian Qualitative. Bandung: Remaja Rosdakarya

- Masters, G. (2009). A shared challenge: Improving literacy, numeracy and science learning in Queensland primary schools. Retrieved from http://education.gld.gov.au/mastersreview/pdfs/final-report-masters.pdf
- McInnis, C., James, R. & Hartley, R. (2000) *Trends in the first year experience in Australian universities*. Melbourne: Centre for the Study of higher Education. University of Melbourne.
- Meyer, D. K., & Turner, J. C. (2006). *Re-conceptualizing emotion and motivation to learn in classroom contexts. Educational Psychology Review*, 18, 377– 390.
- Mulyasa. E. (2003). Kurikulum Berbasis Kompetensi Konsep, Karakteristik, dan Implementasi. Bandung: Remaja Rosda Karya
- Mulyasa. E. (2008). *Standar Kompetensi dan Sertifikasi Guru*. Bandung: Remaja Rosakarya

Nasution. S. (2003). Metode Research. Jakarta: Bumi Aksara.

- Riduwan. (2012) Belajar Mudah Untuk Penelitian Guru, Karyawan, Peneliti Pemula. Bandung: alfabet.
- Setyaningsih, E. (2012). Teacher Professionalism: A Study on Teachers' Professional and Pedagogic Competence at Junior, Senior, and Vocational High Schools in Banyumas Regency, Central Java, Indonesia, 5(1), 93-95.
- Smith, S. E. (2001). Accomplished Teachers Guide: For Academic Study Series. Toronto: Phoenix ELT.
- Standards and Accreditation in Teacher Education in Turkey. (n.d.). Retrieved December 15, 2005, from

http://www.yok.gov.tr/english/acr2/contents.html

- Sugiyono.(2008). *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2012). *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*.Bandung: Alfabeta.

Suryana. (2010). Metode Penelitian Kualitatif dan Kuantitatif. Jakarta: Rineka Cipta

Suryana. (2007) Tahap-Tahapan Penelitian Kualitatif Mata Kuliah Analisis Data. Jakarta: Rineka Cipta Teacher Competencies. (n.d.). Retrieved December 15, 2005, from

## http://www.yok.gov.tr/webeng/acr2/a3/a3.html

Usman, M. U. (2005). Menjadi Guru Professional. Bandung: Remaja Rosda Karya

- Widoyoko, E. (n.d). Analisis Pengaruh Kinerja Guru Terhadap Motivasi Belajar Siswa.
- Young, E. E., Grant, P. A., Montbriand, C., & Therriault, D. J. (2001). Educating preservice teachers: The state of affairs. Naperville, ILL: North Central Regional Educational Laboratory.

Yulianto, Arief. (2009). Kompetensi Guru Paedagogik. Semarang: Aneka Ilmu