

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

Based on observations of the pedagogical competence of English teachers at SMPS Swadaya Tarus, it can be concluded that there are various aspects that need to be considered for instructional improvement. Overall, the teachers demonstrate fairly good abilities in lesson planning and preparation. Although the lesson plans (RPP) are well-structured, there are areas that require improvement, such as precision in setting more specific learning objectives and selecting teaching methods that accommodate different learning styles. Additionally, while teachers are proficient in explaining difficult concepts, there is room for improvement in using more examples and illustrations to enhance student understanding.

On the other hand, the implementation of lessons indicates a need to develop more structured and diverse teaching methods. Although teaching methods such as lectures and discussions are used, the lack of practical activities can make the learning process feel monotonous and less interactive for students. Additionally, the use of technology in teaching needs to be enhanced given the existing facility limitations. Despite these challenges, teachers have successfully managed classroom discipline, created a conducive learning environment, and provided timely feedback to students. Therefore, to enhance teaching effectiveness, there is a need to integrate more structured teaching methods with optimal use of technology, and to increase interaction between teachers and students during the learning process.

Overall, despite areas needing improvement such as more meticulous lesson planning (RPP) and better utilization of technology, the pedagogical competence of English teachers at SMPS Swadaya Tarus shows significant potential for further development. By continuing to implement best practices in planning, implementation, and learning evaluation, as well as enhancing interpersonal and communication skills, these teachers can become more effective in helping students achieve the expected English language competencies aligned with the curriculum. Continuous support in their

professional development will also be crucial for improving the quality of education in the future.

5.2. Suggestion

1. Improvement in Lesson Plan (RPP) Development:
 - Ensure more specific and measurable learning objectives to guide the learning process more clearly.
 - Include concrete steps to evaluate the achievement of learning objectives for a more structured approach.
2. Variety and Appropriateness of Teaching Methods:
 - Use a variety of teaching methods such as discussions, simulations, project-based learning, and the use of supportive technology to enrich students' learning experiences.
 - Choose methods that cater to different learning styles to accommodate individual needs.
3. Use of Technology in Teaching:
 - Enhance the use of technology such as multimedia, online learning platforms, and interactive learning applications according to available facilities.
 - Provide additional training to teachers to maximize the effectiveness of technology use in teaching.
4. Development of Interpersonal and Communication Skills:
 - Conduct regular training in effective communication skills, both in giving instructions and providing feedback to students.
 - Encourage more active interaction between teachers and students during the learning process to strengthen understanding and student engagement.
5. Ongoing Monitoring and Evaluation:
 - Conduct regular evaluations of the implementation of new teaching methods to measure their impact on student learning.
 - Use feedback from students and fellow teachers to continually improve effective teaching practices.

6. Support and Professional Development:

- Provide opportunities for ongoing professional development through training, workshops, and collaboration among teachers.
- Encourage collaboration among teachers to share experiences and best practices in teaching English.