

CHAPTER V

CONCLUSION AND SUGGESTIONS

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In this chapter, there are two main parts. First, the summary and conclusion of the previous chapters in relation to the research questions are presented. Second, some suggestions for school-boards, school-principals, English teachers, and the teacher training colleges are also given.

5.1 Conclusion

In line with the research problems formulated in the previous chapter, the summary and conclusion of this study are presented as follows,

- 1 Upgrading English teachers through a teacher training would be feasible if the schools have strategic plans for it, but, on the other hand, establishing a teacher training center would not be, in fact, feasible, mostly, seen from the financial viewpoints. Moreover, only a few school-boards had strategic plans to establish one
- 2 The training center project would be feasible if the school-boards could finance the whole project including its operational and maintenance costs. The survey results of it showed that the majority of the school-boards did not plan to establish a training center, mostly, due to financial situation.
- 3 The training center would be feasible if there are prospective trainees that need a teacher training. The survey results showed that a considerable number of SMU English teachers followed an ELT training and the majority of SMU principals sent their teachers to attend teacher training.
- 4 The teacher training would be possible or feasible if the training center provides qualified trainers. As shown in the survey results, the majority of

SMU English teachers in Surabaya considered qualified trainers as one important factor of successful training programs.

- 5 The teacher training would be possible or feasible if the teacher trainees and the schools could arrange their available or best time for training. A considerable number of SMU English teachers and principals agreed to the teacher training scheme with three days in the training center and three other days at schools because the teachers could still teach at schools and received their teaching income and the schools did not have to think about substitute teachers. In addition, teacher training in the morning was chosen by a quite number of the teachers because the trainees' physical condition was still fresh and they could learn things effectively.
- 6 The teacher training would be effective and feasible if the training center as well as the schools provide sufficient facilities for the teacher trainees. The SMU English teachers expected some facilities for training, such as self access facilities (64%), a library with complete resources (62%), a language laboratory (53%), a microteaching room (49%), a workshop for making media (35%), a room for training (47%) in the training center. Moreover, the existing facilities of their schools were a library (97%), tape recorders (72%), a language laboratory (69%), TV/VCD (60%), OHP (57%), audio cassettes (50%), and a media room (26%).
- 7 The teaching training would be effective and feasible if the programs/activities of the teacher training are in line with the needs of the teacher trainees. Basically, the SMU English teachers needed ELT skills, such as speaking (74%), writing (73%), listening (70%), and reading (68%). Besides the English language skills, they also needed training for vocabulary

(51%), pronunciation (42%), and grammar (31%). They also need several kinds of training activities, such as workshops (69%), seminars (39%), and practice teaching (37%)

- 8 The teacher training would be effective and feasible if the schools also provide teacher performance appraisal for teacher trainees that accomplished their INSET and showed their better or best performance during an INSET and an ONSET. As seen in the survey results, the majority of SMU English teachers, principals and school-boards agreed to this appraisal system.
- 9 The teacher training center project would be feasible if the school-boards guarantee the sustainability of the teacher training center in the long run. As shown in the survey results, the school boards were agreeable to some efforts that made the training center sustainable, such as improving efficiency and productivity (71%), winning grant (39%), offering kinds of training (39%), getting fund outside its regular income (32%), offering training programs to other schools or different levels (21%), and offering English courses to students (13%).
- 10 The teacher training would be effective and feasible if there are regular monitoring and evaluation system in the training center and at schools. As shown in the survey results, the majority of SMU principals (78%) monitored and evaluated their teachers' performance once a year (39%), and twice a year (39%). But some SMU principals (22%) failed to monitor their teachers. In addition, the good monitoring and evaluation also enhanced the effectiveness of the teacher training so that the teacher trainees did not go back to the old habit of teaching after completing a teacher training.

In line with the research problems and the survey results, the writer concludes that the establishment of an ELT training center was not feasible due to financial situations. As seen in the survey results, the majority of the school-boards had no strategic plans to establish, a teacher training center, mostly, due to financial situations. On the other hand, the establishment of an ELT training center is theoretically feasible if the stakeholders of the training center project could meet the ideal criteria for it, such as the strategic plans of the schools to upgrade their teachers, sufficient fund to finance the project, potential trainees, available and qualified trainers, the best time for this teacher training, sufficient facilities for training and teaching, appropriate training activities/programs, teacher performance appraisal for teacher trainees, the sustainability of the training center, and the monitoring and evaluation system.

5.2 Suggestions

In this last part, the writer will offer some suggestions for school-boards, school-principals, English teachers, and teacher training colleges. These suggestions are presented as follows:

A. For school-boards/school-committees

The school-boards/school-committees from the private high-schools may establish their own teacher training center by conducting a feasibility study to anticipate or minimize the potential problems and analyze the prospects of the training center in the future. The sustainability of the training center should also be considered so that it could be well-maintained and developed in the long run. For that purpose, the school-boards/school-committees could put this training center project in their strategic plans, provide sufficient fund for the establishment of the training center. Further, the school-boards that have

planned to establish training center should not only provide sufficient fund but also strong commitment and great responsibility towards the sustainability of the training center.

B. For school-principals

In order to make the training center run effectively, it is important for the school-principals to plan the professional development of their teachers by sending them to join a teacher training, to provide the teaching and learning facilities that the teachers actually need, and to monitor/evaluate/supervise their teachers performance at school because lacks of facilities and teachers' monitoring/supervision may also render the teacher training ineffective. For that purpose, some alternatives observation instruments that may help the school principals monitor/evaluate their teachers' teaching performance in the classroom are presented in this study (see appendices 6a, 6b, 6c, 6d, and 6 e). Besides conducting teachers' monitoring or evaluation, the school-principals could also recommend their teachers to use a teacher self-evaluation model (see appendices 7a, 7b, 7c, 7d, 7e, 7f, and 7g) for their teachers teaching improvement.

C. For English teachers

It is necessary for English teachers to take a long-term teacher training for their professional development. By taking long-term teacher training, they could upgrade their knowledge and skills, learn more new teaching techniques and strategies on language skills, and learn how to utilize ICT (information Communication Technology), such as the use of internet to promote self-learning. Moreover, it is also expected that English teachers become autonomous learners as well as researchers in order to improve their teaching

performance in class after completing an INSET. For that purpose, they may monitor their own teaching performance by using a teacher self-evaluation model, such as teacher self-evaluation checklists (see appendices 7a, 7b, and 7c), students' feedback ones, and peer feedback ones could be the same instrument so that the results of these instruments may be easily compared because the contents of each instrument are the same. Further, the teachers who use this self-evaluation model regularly may obtain some feedback from different sources, such as their students and peers/colleagues, know their own progress/improvement, and become more critical and aware of their own teaching performance. The English teachers are also suggested to try different worksheets for improving their teaching performance (see appendices 13b, 13c, 13h, and 13i).

D. For teacher training colleges

It is an opportunity for the English education department of teacher training colleges to provide a teacher training for both prospective English teachers before their service (as pre-service teacher training) and English teachers (as INSET) for the teacher training colleges may have manpower and training facilities. This recent survey indicated that the demands of the teacher training for English teachers are still high because many school-boards and principals intend to upgrade their teachers but only a few school-boards (10 %) would plan to establish a teacher training center. In addition, further research on the establishment their own teacher training center for junior high school English teachers could also be conducted to add to this feasibility study so that any school-boards or any teacher training colleges may have more data on the prospects of a teacher training center.

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