

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 1.1. Conclusion

Referring to finding and discussion above, there are several points could be concluded that lesson study is the way of research to analyze the data in the field through passing three cycles in process, they are: plan, do, and reflection. There are three English teachers at school as respondents. Their backgrounds cover different qualifications and experiences in teaching English. They also have been legally dedicating themselves as the english teachers with different skills because it is considerable from their qualification in the college.

The curriculum at SMK Negeri 2 Limboto covers the K-13 by taking four aspects of competence in assessment, such as affective, social, knowledge, and psychomotor aspects. Therefore, when teaching in the class, the English teacher is not only stimulating students' activeness by showing their professional competence in teaching, but they also explore their personal and social competences in teaching process.

The expectation of personal and social competence on English teacher is dicipline and responsibility. BP wants to emphasize the students role in the class by finishing teacher's assignment responsibly. He describe to us in the situation that the english teacher should explore students' intention to English subject from the dislikeable to be likeable. Therefore, BP asks teacher for showing their competence to students through impressive teaching so it makes students enjoyable in the class.

Considering to Teacher's Competence Standard that is regulated in Permendiknas No. 16, 2007, there are five main personal competences of English teachers could be concentrated, they are: 1) Act as in religious, law, social, and cultural norms; 2) Displays as truthful, virtuous, and exemplary personalities for students and societies; 3) Displays as securely, balanced, aduly, wise, and powerful personalities; 4) Reveal work ethic, high responsibility, self-importance as teacher, and selfconfidence.; 5) Have ethic code in teacher's profession

Referring to social competence, the main competence intends to acts in inclusive, objective, and indiscriminative by considering sex, religion, races, physical condition, family background, and economical social status concerns (Act in inclusive and objective to students in learning process, and act in indiscriminative to students, relatives, parents, and stakeholders because of religion inequality, races, sex, family background, and social-economical background).

In this research anyway, the finding of building personal competence has been done by headmaster through any program, one is program to greet students in the gate. The teachers are asked to come earlier than students in the school, and then they stand in the gate while waiting for students coming to the school and shake hands warmly to welcome them in the school. In social competence, the way to develop it could be done through socializing with society, for example being a member of social events. As being shown in this research, the first respondent has been the head of tourism program, and even she has been a part of

building project at school. It is the way to train teacher's professional competence to be well teacher at school.

## **1.2. Suggestion**

There are some suggestions that recommended to be conducted. They are as follows:

1. The supervisors should be suggested to increase and develop teachers' competence, especially personal and social competences as being available at competency indicators by applying teachers competence assessment consistently and sustainably based evaluation sheet.
2. The school is expected to facilitate the growth and development of personal and social teachers' competence through some relevant events such as training, workshop, seminar, scientific books discussion that is relevant with personal and social competences.
3. In learning process, the teacher should be applicable of all competences, especially pedagogic, professional, personal, and social competences. All of them are more important to balance teachers' performances in the class
4. The form of supervision is not only done once, but it could be done many times in order to maximalize the process of learning in the class
5. The further research could conduct other aspect or indicators such pedagogic and professional competences as the basic indicators