

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This study investigates the realization models of teachers' conceptions of teaching in English classroom interactions at Politeknik Negeri Medan. The teachers' conceptions include process of teaching, content of teaching and students' cognitive capabilities and motivation. Based on the findings above, the conclusions of the study are as follows.

1. The teacher conception of Teaching in Politeknik Negeri Medan is as follows.
 - a. The teacher's conception about the process of teaching in Politeknik Negeri Medan is PDC and CDR.
 - b. The teacher's conception about the content of teaching in Politeknik Negeri Medan is C1-C6 but dominated by C3 (Application).
 - c. The teacher's conception about the students' cognitive capabilities and motivation in Politeknik Negeri Medan is well-adjusted to low-moderate students' cognitive capabilities and motivation.
2. The realization model of teachers' conception in process of teaching is partially aligned, and content of teaching and students' cognitive capabilities and motivation are fully aligned as described in the model.
3. The reasons why the models of conceptions are realized those ways are dynamic cultures of teacher's conception referring to contexts including

vocational curriculum, students' factors and institutional factors and industry and job market.

5.2 Implications

There are some key implications that can be drawn from the current research findings on the realization model of teacher's conceptions of teaching in Politeknik Negeri Medan.

- a. The findings of the research extend the theoretical and conceptual framework in Teaching English in vocational education. Besides findings broaden the theory of TEFL and ESP in the context of vocational education in Indonesia, these also prove that Gage's theory about teacher's conceptions of teaching is partially aligned.
- b. Since most of English teachers' conception of teaching is conventional teaching, the findings of the research suggest English teachers at Politeknik Negeri Medan to develop, update and upgrade their skills to have better teaching skills in English classroom.
- c. As the policy implication, both institution and Directorate General of Vocational Education to review the programs supporting English' teachers continuous Professional Development and Curriculum Review. The institution must provide more pedagogical training specifically tailored for vocational educations to ensure teachers have capabilities and understanding about necessary methodologies to align their teaching conceptions with classroom practices. The curriculum review is also needed to allow teachers to implement constructivist approach

and reform the content of teaching for not too focusing on Application (C3 in Bloom's Taxonomy).

- d. Students' cognition and motivation are found to be key factor influencing teaching realization; therefore, certain motivational strategies are highly needed such as reward system, peer collaboration and real-world application project.
- e. Finally, this study was limited to English teachers at Politeknik Negeri Medan and focused only on face-to-face classroom settings. Future research could involve other vocational colleges in different regions to see if teachers have similar or different conceptions and teaching practices. Since this study did not include students or measure their learning outcomes, future studies could explore how teacher beliefs affect student learning and motivation. It would also be useful to examine online or blended teaching environments, as these are becoming more common in vocational education. Expanding the scope in these ways can give a deeper understanding of teaching and learning in vocational contexts.

5.3 Suggestions

Based on the findings of this research, there were some suggestions related to teacher's conception of teaching and English classroom interactions in vocational educations. The suggestions are assigned to English teachers, institution, curriculum developers, stakeholders, and future researchers.

- a. Firstly, these findings contribute to broader insight on teacher's conception of teaching and English classroom interactions in vocational educations. The English teachers in Politeknik Negeri Medan should understand and realize their conceptions to be best implemented in classroom interactions.
- b. These also show the need for governmental and institutional support to enhance teaching effectiveness. The government should create policy related to teaching training program and continuous professional development specifically for vocational teachers. The institutions also need to provide more chances for teachers to have continuous professional development (CPD).
- c. Institution and Stakeholder also need review current curriculum to make sure the qualities and students' outcome aligned with industry and job market without losing its flexibility for teachers to implement the syllabus in the classroom.
- d. Future research should explore strategies to bridge the gap between teacher's conception of process of teaching and the realization. Further investigation on how strict curriculum and limited professional development affect teachers' practices in vocational education is also needed.
- e. Another method of the research is also necessary to be conducted to see problems from different point of view. Therefore, other researcher should quantify the similar study. It is also important to look at how previous

levels of education issues impact students' readiness for career training in Politeknik Negeri Medan.

