

## **Chapter Five**

### **Conclusion and Recommendation**

This chapter discusses the results of the study which include the conclusion of the data gathered. In the conclusion, the researcher summarizes all the findings presented in the previous chapter. This chapter also provides recommendation for some stakeholders mentioned in the first chapter.

#### **Conclusion**

This study was aimed to explore university teachers' perspective of their understanding on the characteristics of effective EFL teacher namely pedagogical knowledge, personal knowledge and interpersonal knowledge. Furthermore, another purpose of this research was to find the contribution of those characteristics perceived by the participants towards their effort of being effective teachers based on the participants' viewpoints. The researcher chose three university teachers at UMY as the participants because based on the observation done by the researcher, they had different level of characteristics of effective EFL teachers. In addition, the researcher chose the university was because the accessibility of the researcher to the place where the research was conducted. The data were collected by doing interview. By then, the data was proceed using four steps of coding namely open, analytical, selective and axial coding. From the data that have already been proceed, the researcher found nine findings regarding the aims of the study. To summarize the findings, the following paragraph presents the conclusion of the findings.

From the data obtained, the researcher found various findings that contribute to answer the research question of this study. The first finding was about the definition pedagogical knowledge. Based on the participants' perception, pedagogical knowledge could be defined as

the knowledge of teaching, planning and implementing the lesson plan, assessing students, and understanding students. By understanding the definition of pedagogical knowledge, the participants demonstrated the benefits of having pedagogical knowledge. They agreed that pedagogical knowledge contributed toward their professional life as effective teachers. Also, they described that pedagogical knowledge supported them to have effective teaching and understand students.

The following finding was about teachers' personal knowledge that they carried into their professional life as university teachers. The statement is presented by three participants about the way they see themselves as effective teachers that they have different feelings about being effective teachers. The feelings mentioned by the participants were like it is not easy being a teacher in university, believing that the participant is not an excellent teachers yet that bad, and feeling of it is needed to improve the knowledge on some aspects. Having those various feeling does not affect them to fulfill their responsibilities as effective teachers. The participants always do the responsibilities such as; doing teaching, research, and community service. The good thing of fulfilling the responsibilities is that they improve their teaching skills, learn something new from the research and community service. From the interviews, the researcher also found that personal knowledge contributed towards their effort to be effective EFL teachers.

The last characteristics of effective EFL teachers, it became the foci of this study was interpersonal knowledge. In the finding, it discussed about interpersonal knowledge and the participants agreed that interpersonal knowledge was the knowledge in building good interaction with students, other university teacher or colleagues and their employers. They added the way they interact with students in the classroom and outside the classroom, the way they communicate with other university teachers or colleagues and their employers. From the

explanation, it can be concluded that they try to build good interaction to each stakeholder as best as they can. Their effort in building good professional relationship with the stakeholders lead them to be effective teachers. They demonstrate without having interpersonal knowledge, they might not have comfortable workplace, good teaching environment and good deals with the stakeholders regarding their work loads.

It can be implied that all teachers might have different perception of the characteristics of effective English as a Foreign Language Teachers. In addition, even though teachers might have different perception on their pedagogical knowledge, personal knowledge, and interpersonal knowledge, every characteristic of effective EFL teachers has appreciable contribution to their being effective teachers. For example, even though Retno is not confident about her personal knowledge and about her ability as a university teacher that does not mean she is not an effective teacher because she has other two characteristics of effective EFL teacher, namely pedagogical and interpersonal knowledge.

### **Recommendation**

Based on the findings obtained, the researcher decide to give some suggestions to some parties related to this study which includes the teachers, students, policy maker, and other researchers.

**For the teachers.** The researcher believes the findings of the study can be one of the additional information to see teachers' quality in terms of their characteristics in the ELED of UMY in Yogyakarta where the research is conducted. From the findings of this study, the researcher suggests that the teachers from this university can be more active on searching sources to develop their pedagogical knowledge because of their crucial responsibility as the teachers of the future teachers. By enriching their pedagogical knowledge, teachers will be able to transfer

their ability to teach and master the knowledge of education to the students who are future teachers. In addition, teachers are suggested by the researcher to maintain and improve their personal knowledge in order to fulfill their responsibility as university teachers and be able to do self-correction as the tool to evaluate the way they work. From the findings as well, the researcher suggests to the teachers that they should always interact with students nicely to increase students' motivation in the teaching and learning process. They also should build good professional interaction with other university teachers and their employers not only when it is needed but also when there is an opportunity to develop their professional needs.

**For the students.** The researcher believes the findings of the study help the students understand the characteristics of effective teachers, especially pedagogical knowledge, personal knowledge, and interpersonal knowledge. In the process of learning of being teachers, students in the EED of UMY need to know those characteristics in order to be effective teachers. Since this is quite difficult to understand and master those characteristics, the researcher recommends the students to learn continuously about how to be effective teachers. The way students learn about those characteristics are not only through reading books, and joining classes, but also observing teachers' characteristics of effective teachers and practicing students' ability to teach in order to shape students' ability to teach and understand the knowledge on the field of education.

**For policy makers.** These findings reveal teachers' performance who work with the policy makers in the institution. By knowing teachers' quality, perhaps there will be a program such as training, workshop or seminar to facilitate the teachers to improve their quality in terms of how to be effective teachers so that the institution will have better quality as well. Those programs will be used as the tool for teachers to explore more on the field of education. The researcher believes the findings of this study represents how the teachers present themselves as

educators who work in higher education, so the researcher recommends policy maker to get to know more about their colleagues quality through the findings of this study.

**For other researchers.** The researcher realizes that this study has many weaknesses such as limited characteristics of effective teachers that discussed in this study, and there might be another weakness that researcher cannot highlight. However, using the limited characteristics of effective teachers in this study, the researcher hopes that this study can contribute to further research on the characteristics of effective EFL teachers in the future. This research might give some contributions on the teachers' beliefs on the characteristics of effective EFL teachers namely pedagogical knowledge, personal knowledge, and interpersonal knowledge towards teachers' efforts in being effective teachers. To enrich the research under this topic, the researcher recommends to the other researcher to try to find other characteristics of effective teachers like subject matter knowledge and reflective knowledge mentioned by some experts such as Brown (2000) and Richards (2001).