

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **1.1 Conclusion**

Professionality competences refers to a teacher's capacity to master a wide range of learning content in detail and to carry out the tasks and responsibilities of the teaching profession with high abilities. Zakirah in Usman (2022:10) stated that a teacher's professional competence outlines the qualities a person in charge of the role of a teacher must possess. For teachers, professional competence is a must-have skill. They should develop themselves and keep up with all of the materials that will be taught later in the classroom.

The characteristics of a professional teacher are all the English teachers' attitudes and actions both at school, outside school and in the community, in giving services, increasing knowledge, providing guidance and motivation to participants educate in various things, for example: how to behave between young and older, the attitude of the young towards the older, a good way of dressing traditionally or religiously, how to speak and relate well to students or attitudes towards colleagues, as well as other members of the community.

Based on the results of interviews and observation conducted by the researcher for the two teachers, the researcher were able to conclude that the failure to achieve teacher professional competence was caused by several factors and obstacles that occurred at SMK Negeri 1 Gunungsitoli Alo'oa. The first factor is the beliefs and values that exist in the teacher. The two teachers did not have confidence in creating new creativity and innovation. due to inadequate school facilities. The second factor is personality characteristics, the lack of cohesiveness between teachers in collaborating to improve teacher professional competence. The third factor is motivation, the two teachers are motivated in creating new innovations, the obstacle is the lack of support for the innovation, for example when looking for new innovations there are obstacles in references due to unsupported internet access. then the fourth factor is emotional issues. The two teachers admitted that they were afraid of making mistakes in creating because they would be hurt if the creative results they had created were not used.

## 5.2 Recommendation

There are some suggestions from the researcher after conducting the research, such as:

1. For English Teachers at SMK Negeri 1 Gunungsitoli Alo'oa

To support the teaching and learning process teachers must master the material and be able to be creative in creating learning media for students. also possible for facilitate and use technology when teaching English in the classroom. Because it can help teachers make students understand the material easily. Apart from that, it can support teacher skills as professional educators.

2. For the other teacher

After conducting research at SMK Negeri 1 Gunungsitoli Alo'oa, researcher recommended that school facilities be used properly so that they can support a good learning process.

3. For the principal of school

Researcher suggest facilitating technology in the classroom, especially projectors, which can support the teaching and learning process.

4. For further researcher

Researcher suggest conducting the same research to find out more about teachers' professional competence in teaching and use this research as a reference in the same field.