

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is employed as an eventual summary which includes conclusions and suggestions. The chapter will be presented in two sections: first, it will provide conclusive presentation of the entire finding discussion from earlier chapter and how it satisfies the research questions; second, it will serve future research discursive suggestions, expected to help extend some ideas to be considered when researching similar field of the research.

1.1. Conclusions

Having teacher professional development as its impetus, the research endeavored to study how the observed pre-service teacher manifested teaching ideologies in her teaching practices. The teaching ideologies were traced from discourses created from the collected and categorized data in pre-service teacher's drawings, interviews, transcriptions of classroom observations and field notes of the observer. From the obtained research data, it was found that the manifestation of the pre-service teacher's teaching ideologies were represented in a form of ideology of teacher-student relationship, classroom management, and teaching contents (more specifically descended into ideologies of learning activities, lift of rules, and medium of communication). Observed in periods of time, these teaching ideologies were found changing along with the continuous teaching practices the pre-service teacher conducted. The change in her teaching ideologies was influenced by various circumstances that the pre-service teacher underwent in the nature of her workplace. Most of the circumstances contributory to the teaching ideologies of the pre-service teacher centered on pre-service teacher's lacking confidence, shortness of teaching experiences, and urges to rationalize what she had always ideally antagonized, justifying what she used to consider incorrect, while being totally unaware of what impacts her former ideology had caused her practices of teaching (forced by students'

contesting her teacher's self, repudiating the power possessed by her). Being positioned in the circumstances, the pre-service teacher was re-conceptualizing her teaching ideologies by both reviewing, renewing, and revising her beliefs, attitudes, and values towards her initial ideologies. This reconceptualization then functioned to help narrate the professional development of the pre-service teacher.

From the findings above, it can be implied that teaching ideologies shall be treated as a flexible formation of a self of teacher, which is needed to make them professionally develop. As what has been suggested by many theorists, teacher's nature of work is to always be made evolve in facing various polemics in teaching, for it need not espouse a rigid, stagnant 'systems' of teaching, that teachers must be critical in adapting to attended challenges while practicing teaching (see Aubusson & Schuck, 2008; Calderhead & Shorrock, 2005; Evans, 2001; Lundell & Highbee, 2011; Schulte, 2009; Sockett et.al, 2001). Echoing the suggestion, it is to contend that modifying teaching ideologies shall elevate teacher's accountability to survive in fulfilling their role as students' learning successor, since being a teacher means a single humane host who carries on with pedagogy, social, moral, institution, psychology, even culture by practice (Caldehead & Shorrock, 2005; Lundell & Highbee, 2001; Socket et.al, 2001).

As a conclusion, the change of teaching ideologies is necessitated because it enables teachers (especially pre-service teachers) to survive from shortness of ideas that might entrap them in failure of teaching (McCormick, 2001). This act of survival, revealing teachers professional development, then champions teachers becoming a fully conscious, self-aware subject who can select what values to worship, attitude to perform, and beliefs to instill as they are critically examining their teaching practices, locating problems, and striving after betterment in their professionalism.

1.2. Suggestions

For a better contribution and significance of future research, there are four suggestions that present research intends to give to future research in the same field of study. The suggestions are:

First, the present research was conducted by aiming at the formation of teaching ideologies when studying teacher professional development. In order to be able to create a significance, the future research may want to raise an issue on how teacher professional development is studied from the lens of gender, revealing the polemics of circumstantial gender formation that pre-service teacher encounters when conducting teaching. The present research considers the future research beneficiary from doing gender for this shall provide findings that are strongly grounded to substantially new constituent of literature and theories.

Second, the present research admitted that it is only able to provide general process of ideology tracing. It recognizes that the future research can have a focus on specific ideologies of teaching as a variable to be researched on. The specific ideologies (for example, the ideology of classroom management manifested in teacher's teaching practices) are expected to enable the future research to expand the areas to be dug, therefore the findings will provide better quality of analyses, leaving naked all the circumstances to be explored in depth. This suggestion is given shall the future research is keen on studying teacher professional development still from ideologies of teaching.

Third, if the future research is still interested in studying the perfectly similar field with the present research, the future research is suggested to employ more tools in tracing the ideologies of teaching. One of the tools may relate to the applicability of Systemic Functional Linguistics (SFL) which could capture social representation of teachers' perspectives in seeing their teaching through their language production in texts. The texts can be collected through data from personal narratives of the teachers, written after they practice teaching. Through the analyses of the narratives from SFL,

under gradually longitudinal process of information-elicitation and coding-categorizing process, ideologies of the pre-service teacher can also be prevailed.

Fourth, the future research may want to espouse elements of quantitative approach when analyzing professional development of teachers. These additional elements of quantitative approach may be utilized with the accompaniment of classroom discourse analysis as its grounded theory. Classroom discourse analysis is expected to be able to quantitatively observe teacher's sayings which reveal their journey in attempting to engage students to their lesson. The observed sayings of the teachers can be classified either into obstructing or constructing students' learning opportunities. Labelled by codes such as K1 (direct knowledge), K2 (questioning) or DK1 (delayed knowledge), the sayings of the teachers can be counted from day to day observation, seeing if the teachers are developing from teacher-centered orientation to one which is students-conscious. As an expected finding, the future research is assumed to benefit from being able to serve quantitative data, counting the frequency of K1, K2, and DK1 produced in the observed classroom, which will prevail the professional development of teachers, especially in the purpose of exploring their production of discourse (or sayings) itself. For further elaboration, future research may want to flick through the pages of book authorized by Didi Suherdi (2002), namely Classroom Discourse Analysis.