CHAPTER V

CONCLUSION AND SUGGESTIONS

In this multiple case study, seven teachers have their own unique story related to their beliefs about EFL learning strategies and classroom practices. The beliefs about EFL language learning strategies were proven reflected in the ways they delivered material in their classroom practices. Consequently variations of language learning strategies were found in their classroom practices.

Revisiting the Research Questions

This section aims to look back at the three questions that guided this research study. The purpose is to synthesize all the information that was presented in the finding sections.

What beliefs about strategies did the teachers in this study have in their language learning? Basically the teachers' beliefs about EFL learning strategies were elaborated from language learning strategies they employed starting from how they learn English for the first time, their impression about the language, the influence from their teachers, the ways they struggle to maintain the language, their experience of applying English and language learning strategies and their teaching experiences. Every teacher has a unique story and experience that influence the beliefs about EFL learning strategies and classroom practices.

Which beliefs about language learning strategies of the teachers in this study were reflected in their classroom practices and how were the strategies applied in their classroom practices? The language learning strategy choices that were applied in classroom practices were varied and were a reflection of teachers' prior beliefs about EFL language learning strategies. The more LLSs the teachers knew and applied in their language learning the more variety of LLSs they offered to the students to be utilized to practice EFL.

The teacher's prior beliefs about language learning and language learning strategies, teachers' experiences in LLS and their experience in teaching LLSs,

and the school environment   influenced   the teachers' beliefs about LLSs employment. The higher the level the more complicated language learning strategies were introduced in classroom practices.

In senior high school, both of T1 and T2 believed in applying LLSs yet they shared the strategies in different ways. T1 believed in employing various strategies herself and created class situations that trigger the students to acquire various strategies, including utilizing information technology and this was in line with Kafipour, Noordin and Pazeshkian's (2011) suggestion from the finding in their study that the teachers should encourage the learners to actively employ all the strategies in their learning process. T1, also believed that teaching is an art therefore she always thought of creativity or ways to create challenges for herself to produce an interesting class atmosphere for learning not only for the students but also for herself. T1 introduced various cognitive strategies in language learning as well as metacognitive and Social Affective LLS by showing models through multimedia in language learning. Therefore, the students were enthusiastic to practice applying the strategies in their performance especially in classroom practices. As her students enthusiastically performed progress in language learning in her classroom practices as she expected, her beliefs about introducing various language learning strategies to the students were stronger.

T2 believed in almost all of the strategies, especially communicative strategies and Social Affective strategies, yet she applied her beliefs about LLSs in different ways by using authentic material like "English in Mind" as student handbook. Students were expected to find information and make use of authentic expression from the handbook, although many times difficulties appeared especially related to the pattern and vocabularies. Lin (2010) discovered three possible factors that led learners to successful grammar learning. They were consistent relationship between the teachers' beliefs and classroom practices, consist of the teacher's and learners' beliefs that his classroom practices had affected their learning motivation and beliefs and how the teacher adjusted his

classroom practices which in turn helped the learners attain satisfaction. Therefore, in her classroom practices T2 believed that explanation and review on pattern were completely needed. In this case whiteboard explanation was the option. Moreover, she believed that facilities for the students to get authentic exposure was badly needed and should be supported by having international cooperation with schools overseas. This was possible, especially for T2's state school that was located in central Jakarta. Yet, learners' beliefs about ideal classroom practices that could support their language learning were not always in line with the teachers. Buyukyazi (2010) reminded by the result of his study that EFL learners had a broad range of beliefs, both similar to and different from those reported by their teachers. Therefore, teachers' awareness and reflection about EFL learning strategies were essential for better classroom practices.

All of the teachers in Junior High School joining as participants in this research also believed that language learning strategies were useful in language learning therefore they practiced the strategies in their classrooms. Nevertheless, they have different experiences in acquiring LLSS and applied the strategies differently in their classroom practices. Generally, memorizing and translating new words to mother tongue was dominantly traced in T3's classroom practices. The use of mother tongue was not entirely matched by what they did in the classroom (Zacharias 2005) this was recognized as erroneous beliefs held by those learners concerning dependent on translation as a learning strategy (Abid 2012) and He always pressed his students to memorize more than 10 words per day as one of the exercises. It was a reflection of his past experience and beliefs in acquiring new vocabularies. T3's goal by focusing on memorizing strategy in this case was to compensate students' weakness in comprehension especially to face national exam. Yet, this strategy was believed by T3 to be successful to help the students to pass the national exam for more than two years, therefore it was strengthening T3's beliefs about memorizing new words. The interplay between

beliefs about language learning strategies and classroom practices was proven in this case.

T4 on the other hand practiced communicative strategies by providing listening exposure, discussion, collaboration, elaboration and exploration in the whole session of her classroom practices. T4 believed that teaching is a calling. Whitbeck (2000) in Lang (2004) reported that distinguishing between what was new knowledge about teaching and what was a personal belief was very difficult. There were three categories of beliefs he offered, namely a belief in teaching as calling, an early identification with teachers as role models, and a self-view of being a teacher. She shared the strategies to develop students' curiosity, to provide chances and challenges for them to be more confident in using English in real situation. All of these efforts were a reflection of her beliefs that the language strategies worked for her in language learning, therefore it would also work for her students. This was one of the signs that her beliefs about LLS were strengthened.   Kinoshita (2002) believed that strategies were teachable, the format of instruction should be direct and explicit and strategies instruction contributed to improve language performance and proficiency.

T5 who believed strongly with collaborative strategies asked her students to cooperate by having interactive communication and helping each other in form of interviewing friends about family, close friend, and etc. For T5 collaborative strategies would help all of the students to explore their potential, especially for the ones who shy so everyone could develop their ability in English. She acquired this belief, especially in doing her research in the graduate program of English education. Sato (2008) reported the result of a yearlong classroom research on how learner beliefs have been influenced by their peers as Japanese university students, developed a cohesive community in an English class aiming at developing their language strategies.

T6 believed that a teacher, especially English for young learner should be a motivator for her students to encourage them to speak English actively. She

also   realized that in an EFL context, English was used   as a medium of instruction only in English class, therefore she used simple instruction that could be understood by the students and motivate them to learn more. She utilized a projector to show pictures, songs as well as expressed in the whole three sessions on her classroom practices. Shinde and Karekatti (2012) reported their research regarding beliefs about medium of instruction to primary school children that pre-service expected to have training on how to make their talk effective and relevant in classrooms. T6   tried to refresh her students before she began the material by singing songs. Moreover, drilling was practiced intensively in her class to create more opportunity for the students to practice their English.

T7 delivered the instruction in normal speed like he is talking to an adult without simplifying the expression. This was influenced   by the environment in international school as well as related to his beliefs that language should be learnt naturally so that the students could use that in a real global situation.   T7 encouraged his students to prepare themselves starting from a very beginning as he considered the students to be more autonomous and ready to use English as a medium of instruction. T7 trained the students to do more complicated tasks by combining drawing and writing in composing more than one paragraph. Although there were differences in the application in classroom practices as a medium of instruction , there were also similarities of the primary teachers in this study in believing about the nature of language learning that children learn language better than adults. Both of them believed in applying language learning strategies by providing the students environment and task that make it possible for the students to practice the language related to the contexts. Cain (2012) found that experiences in school, at home and as teachers in primary school impacted on teachers' ability to enact their beliefs about teaching and learning in the classroom.

Related to the conclusion of T1, T3 and T4, it could be summed up that belief systems   are made up of information, attitudes, values, expectations,

theories and assumption about EFL language learning strategies amassed from different origins. These beliefs influence teachers' perception and judgments and become the lens through which the teachers interpret and view events and make decisions about LLSS employment. In the same way, what occurs in the classroom (instructional practice), the task, the discourse and learning environment, teachers used are product of decisions teachers have to make (Wood 1996). In other words, their beliefs about learning affect the way they assume the material should be taught and their beliefs about teaching shape how they organize classroom activities including language learning strategies application so that learning will take place. As an interplay the classroom practices, interaction also influenced and shaped teachers' beliefs (Gutierrez 2004) in this case about language learning strategies.

Suggestions

1. Further research about teachers' beliefs underlying more specific language learning strategies are suggested to get a better understanding about the teacher development and improvement for classroom practices.

2. In EFL context, there are a lot of limitations/hurdles for the students as well as teachers to expose English in classroom practices. Therefore, it is suggested for the teacher to be aware of their beliefs about language learning and language learning strategies that influence their classroom practices.

   (1) Teachers are suggested to create a conducive atmosphere classroom that makes it possible for the learners to increase awareness of different ways languages are learnt and possible strategies that lead to successful language learning. In certain contexts, establishing a norm of tolerance, enhancing risk-taking and acceptance of mistakes and encouraging the learners to personalize the classroom environment suitable to their need are beneficial to increase EFL learners' possibility of success.

   (2) Teachers are suggested to be creative to select the materials and approaches suitable to the students need, experience and background to introduce the LLSS.

3. Language learning strategies have been proven to lead the students to have more effective and autonomous in language learning. Therefore, it is suggested for the teacher to introduce more variety of LLSS to make it possible for the students to have better achievement of EFL.

4. Since not all of the English teachers acquired comprehensive knowledge and experience in applying LLSS strategies in their classroom practices. It is suggested for them to develop action research in teaching LLSS explicitly in their classroom practice so that they could get a better

understanding about the potential of LLSS to be applied in language teaching.

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