CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter encapsulates the author's evaluations on the findings and the discussions regarding the topic of the research. They are included as conclusions and recommendations.

A. Conclusions

Based on the findings and discussion, the author notices three most prominent facts. First, the similarities in the teachers' responses are generally related to their beliefs about the importance of English. They agree that speaking is the actual target need of the students particularly, even if they did not mention it specifically. This shows that to certain extent, the teachers have been aware of and able to identify students' needs regardless of their age or teaching experiences.

Second, the differences of the teachers' responses mostly come from the individual takes on teaching routines and their evaluation towards their students. It is shown by how they emphasize on different aspects of English teaching and learning. Ernie emphasizes on grammar, Martha on motivation, Emmy on learning process, and Martha on speaking and activities. The differences can be partially explained by how the teachers teach different classes with different students, aside from their own observation skills, personalities, and experiences

Third, the senior teachers have positive attitudes towards the idea of identifying and coping up with students' needs, compared to the youngest teacher. It is also discovered that Ernie as the youngest teacher in both age and teaching experience, is more hesitant about teacher's decisions, especially in terms of lesson planning. It can be explained by his status as a substitute teacher, as substitute teacher is only temporary. It creates a gap in his knowledge about the

students at the vocational school and also creates a mindset that he should only follow the lessons that have been previously planned by the substituted teacher.

Fourth, the implementation of the 2013 curriculum indeed does have the impacts on the teachers' decisions on teaching, but not necessarily on their prior beliefs. It can be seen from how each of the teachers notice the integration of GE at the school as the result of the 2013 curriculum being adapted. Following this, the senior teachers emphasize their hopes on the English extracurricular program as the place to further improve students' specific English skills. As for the youngest teacher, he tries to adjust the specific English to the GE to a small scale.

It can be concluded that the teachers have generally similar beliefs about the importance of English and the most important needs for students. However, they have different approaches to defining, identifying, and making practical decisions about students' needs. There are also apparent differences in attitudes towards students' needs between the senior teachers and the temporary teacher. As for the factors, internal factors such as experiences and observation are the main factors that shape the English teachers' beliefs and attitudes, while the external factors such the 2013 curriculum does indeed have the impacts on the teachers' decisions on teaching, but not necessarily on their prior beliefs. These imply that age and experiences may not necessarily lead to teachers from different age or experiences having different beliefs as well, as the investigated teachers have shown that they basically share mostly similar beliefs on multiple topics. However, age and experiences may lead to differences in making practical decisions and attitudes. Furthermore, these also show that internal factors can be more powerful than external factors in defining teachers' beliefs, but external factors can be more influential in defining the teachers' pedagogical decisions.

B.   Recommendations

Upon completing the research, the author feels that this research still has a room for improvements, which scholars and researchers in language education

field can try to develop in their own researches. Therefore, the author feels obliged to give some recommendations for those specific audiences, especially because the author encourages that further research on the topics of this research would be more executed in the future. They are presented as follow.

1. This research can be expanded as a needs analysis. With "students' needs" as one of the key terms in this research, it is natural that some literatures, approach, and even instruments of this research are related to needs analysis, even though essentially this research is only dedicated to exploring the teachers rather than the students, since teachers' beliefs are the focus of this research. However, with a few tweaks, this research can also be a needs analysis on its own. That is why there is a high opportunity that a further research can cover the analysis from the perspective of not only the teachers, but also of the students.

2. The clarity of giving instructions to research participants during the data collection is of high importance. Especially during the distribution of questionnaire, any researchers should make sure that the participants really understand the instructions and that they really answer the questions properly. This also applies when a researcher conducts interview with participants. Make sure that the participants comprehend what each of the questions truly asks, as sometimes their answers deviate from what the researcher intends to find out.

3. As a researcher, knowing the schedule of the participants can result in a much more effective process of the research. It can prevent the insufficient amount of time consumption, which can be more useful for conducting the other phase of the research, such as data analysis and the likes. It is okay, in fact necessary, to be a little more "pushy" in communicating with the participants in order to get clarification and confirmation of their availability.

4. Simplify the interview questions. At first, it seems that the more detailed the questions are, the more valid and rich the answers will be. However, the more detailed questions may turn into hindrance instead, since it cannot be

guaranteed that the real intentions or meanings behind the questions are comprehended completely by the participants.

C. Concluding Remarks

This chapter has concluded the research about the English teachers' beliefs and attitude related to students' needs at vocational school. The conclusion is the collection of the researcher's evaluation. This is followed by the recommendations specifically addressed to future researchers. This also marks the end of the author's research.