

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, I conclude the major discussion of the findings presented in Chapter IV and provide final consideration regarding the study. The discussion of the findings in the previous chapter also has some implications for English language teacher development, as well as for future studies under the topic of teachers' beliefs about teachers' roles. The discussion about the conclusion is done by revisiting the research questions that have guided this study and by connecting them to the theoretical framework and literature review presented in Chapter II. This chapter also presents some implications for theory and practices in the teaching of English as a foreign language in Indonesia.

Regarding the objectives of this study, there are two research questions which have guided the present study throughout: 1) What are the teacher's beliefs in relation to her roles as an English language teacher? and (2) how do these beliefs inform her actual teaching practices?

5.2 Conclusions

This study has explored how a teacher, Dewi, defines her beliefs about an English language teacher, and inquired into how her beliefs inform her teaching practices. The study has revealed how Dewi perceives and describes herself as an English language teacher—her beliefs about being an English language teacher. These beliefs, as the data indicated, turn to be the most influential factor that guides her to act, behave, and make decisions pertaining to her classroom practices. Apparently, Dewi has changing opinions about herself and about her beliefs as an English language teacher, and these beliefs seem to be context-dependent. For

Ismi Ajeng Hurriyah, 2019

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example, in certain classes, she believes that she should be more than a facilitator. On the other hand, she thinks she has to be responsive teacher whose role is to always be prepared towards every circumstance happened in the classrooms, including the unplanned circumstances.

In addition to the above-mentioned beliefs about teacher's roles, Dewi highlighted that she had unfixed beliefs about her roles as an English language teacher. This phenomenon relates to what Borg (2006) stated regarding the fluctuating beliefs of a person. Every human being has definitely thought of something which then becomes the basic foundation for her/him to decide things in the future. In this case, Dewi's unfixed beliefs are the beliefs she has that can change depending on her current situation. She explained how her roles as a teacher were always changing based on the classroom circumstances. Further discussion concerning Dewi's beliefs about her roles as an English language teacher is the factors that influence her to have these beliefs. The interviews and classroom observations revealed that Dewi highly appreciated her experiences. Being a teacher for more than three decades has shaped her beliefs about everything related to teaching, including how to see herself as an English language teacher. She emphasized that classroom atmosphere was the most important factor influencing her teaching practices. The classroom environment also influenced how she decided what roles to play in each classroom. Dewi treated each of her classes differently, as they consisted of different students with different characteristics, motivation, and knowledge levels.

The first research question asks regarding Dewi's beliefs about her roles as an English language teacher. In the interviews, she expressed that she could not decide for sure what these beliefs were. Yet, from the interviews I had with her, I could infer that there were six major beliefs Dewi had about her roles: teacher as a facilitator, as a moral guide, as a supporter, as a motivator, a responsive teacher, and a teacher of children. These roles are, however, interrelated and that the description of each at

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time overlaps with another. For example, how Dewi supported the students' decisions by giving some encouraging words can be seen as the characteristics of both teacher as a supporter and as a motivator. Highlighting that her students are her priority in her teaching, Dewi believed that teaching is not merely about transferring knowledge but also about making them understand the use of knowledge and to help them shape good characteristics based on the beliefs about good students she has.

Regarding the limitation of this study,

5.3 Implications

As this is a case study, the result could not be generalized even though they are similar to another, since every case would have different dimensions. However, the result of this study is expected to give at least some contribution for the improvement of Indonesian education. From this study, some education institution could improve their teacher training program as it is one of the biggest helps for teachers to develop themselves, as well as the general environment where the teachers teach. This, in turn, can influence teachers' beliefs and become one of the considerations to revisit the policies about being a professional teacher.

To conclude, this study has shown that teachers' beliefs have a crucial role in influencing teachers' teaching practices and their views of themselves as teachers. The discussion of this study has been based on Borg's (2006) work about teacher's beliefs and Richard and Lockhart's (2007) framework about teacher's roles, as well as some previous studies which focus on these two themes. Teachers' roles are indeed inextricably intertwined with teachers' beliefs. This study has attempted to understand the teacher's beliefs about teacher's roles through a case study in the hope that it can bring more awareness of the issues encountered by teachers, who are undeniably is one of the most important components in any educational system. Additionally, the understanding about teacher's beliefs can give contribution towards teacher's professional development.

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In addition to the theoretical implications of this study, it also provides another implication, which is practical implication. The discussion of this study provides the importance of teacher training program which can help teachers to develop themselves professionally. Every school's institution should put more attention into their teachers' needs such as improving their skills and ability in practicing their teaching, and one of the ways is by providing the training. On the other hand, regarding the concern on how teachers decide their roles as an English language teacher which is acquired from their beliefs, teacher training program is one of the factors that can influence teachers to create their beliefs. Teacher training programs need to provide teachers with techniques to implement activities and to manage their classroom interaction. Moreover, teachers need to be provided with training on how to evaluate, use and adapt course books, and how to plan for their lessons to help them use course books more effectively. Finally, teacher training needs to prepare teachers to deal with the teaching pressures and with different contextual issues or teaching problems they might face. Teachers need to be provided with opportunities to reflect on, and to discuss their beliefs.

5.4 Recommendations

After discussing the finding of this study, there are some recommendations which can be done for future research.

5.4.1 Research on Other Aspects of Teacher's Beliefs

This study focused on teacher's beliefs about her roles as an English language teacher employing case study of a non-English education graduate. Further research can be carried out on other aspects about teacher's beliefs since this issue is one of the biggest influences on teacher related to the teaching and learning processes.

5.4.2 Longitudinal Study

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This study was a short-period study whose time allocation in collecting the data is also limited due to some reasons, such as the academic schedules. Meanwhile, conducting a longitudinal study would give more in-depth insights into beliefs changes and their interactions with different contextual factors.

5.4.3 Study on Novice Teachers

Similar studies can be conducted in the context of novice teachers to examine their beliefs about their roles and the reflection in their teaching practices. The findings of these studies can be compared to the findings of this study to examine similarities and differences between the beliefs of novice and experienced English language teachers. Also, the finding can be expected as one of the insight sources for novice teachers to develop themselves as an English language teacher.

5.4.4 Study on Multiple Case Studies

Future researchers can also attempt to do a study similar to this current study using multiple case studies. The findings and discussions are expected to be able to portray the differences between the cases and provide more understanding about teachers.