

## **CHAPTER V**

### **CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH**

This chapter provides a conclusion of the findings and explains the study's limitations. Recommendations for further research related to the issue of teachers' beliefs and L1 use are also provided.

#### **5.1 Conclusion**

The current study is concerned with investigating what EFL pre-service teachers believed about the use of the Indonesian language as a shared L1. It was found that all pre-service teachers viewed the L1 to be a beneficial resource for both their students and themselves as teachers. They viewed the L1 to be particularly beneficial in aiding learners' comprehension. Nonetheless, they maintained that there needs to be a judicious, proportionated use of L1. The L1 should not dominate the classroom, rather it should be used alongside English, fulfilling a complementary role. The participants' beliefs about L1 are already in line with what the body of research on the issue has concluded on the matter, that is, the use of L1 posed many benefits for the language classroom and therefore should be welcomed. They did not possess any harmful beliefs about L1. However, it was found that they appear to have little knowledge about what constitutes judicious L1 use.

Moreover, the current study also attempted to investigate how the participants' beliefs presented themselves during the teaching practicum period. The results showed that the pre-service teachers were open to using the L1 during their class. Around 50-60% of their classroom utterances are made of L1. This number is a lot bigger compared to reports from previous studies on the amount of L1 used by experienced EFL teachers (Rye, 2014; Blackman, 2014). The participants utilized more uses of code-mixing compared to L1-only utterances. Nonetheless, in two of the participants, it was found that the mixed code instances only contain around one or two English words. One participant managed to maintain English dominance in her code-mixing

(Isabella). The participants' use of code mixing appears as one of their attempts to ensure that their students gain as much L2 input as possible. Findings on their practice show that they still struggle to maintain judicious L1 use, even after applying code-mixing. This demonstrates the need for teacher education programs to equip future teachers with knowledge on the importance of judicious L1 use and how they it should be applied in practice. In addition, it is also recommended for future teachers how to reflect on their practices, guiding them to become more aware of their performance. Since teachers' beliefs and practices have a direct influence on the teaching and learning process (Griffiths, 2007 as cited in Lee, 2008), it is crucial for teachers to be aware of their beliefs and practices and how it impacts the quality of the learning process.

## **5.2 Limitations**

The current study faced several limitations. To begin with, the study involved only a limited number of participants to be investigated. The study was restricted to only three pre-service teachers who came from the same Indonesian university and taught at secondary education levels during their teaching practicum. Therefore, the results of the current study cannot be generalized across different education levels and contexts. In terms of time and human constraints, the current study only involved two of each participant's classroom meetings in the analysis of their teaching practices. Increasing the number of classroom practices being observed could have allowed for a richer description of the participants' uses of L1.

## **5.3 Recommendations for Further Research**

Further research should look into pre-service teachers' uses of the L1 in different education levels, such as the high school level, where the learners have developed higher English proficiency as most investigations have only focused on the pre-service teachers who taught in secondary and primary education. Since learners' proficiency played a role in influencing the teachers'

decisions to include L1, the recommended research can lend insight into how exactly these factors determine the teachers' L1 use.

It is also feasible for further research to track possible changes in pre-service teachers' beliefs about L1 after they conduct their teaching practicum. Since beliefs are fluid and are subject to change (Pajares, 1992), the recommended research can uncover whether exposing the pre-service teachers to real class practice have some degree of influence on their beliefs. The recommended research could also shed light on what aspects of the beliefs are changed and which remained unaltered.