

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter consists of two sections. The first part is the conclusion of the research conducted based on the research questions which are elaborated in the previous chapter. The second part is some recommendations for the researchers who are interested in doing further research.

5.1 Conclusions

As have been stated previously, the purpose of this study is to find out teachers' beliefs about CLT and how the teachers implement their beliefs into teaching learning process. There are some conclusions to be drawn based on the data findings and discussion in previous section.

Regarding teachers' beliefs about Communicative Language Teaching, it was found that the teachers agree and appreciate the principles of CLT in which two teachers had favorable attitude about CLT, and one teacher took a neutral position. Most of the teachers favor group work as one of the characteristics of CLT which emphasized on students-centered approach as well as they appreciate the students role in the classroom. These beliefs were contributed from teachers' early learning and teaching experience, and spelled out in the way they are teaching under the influence of the school policy.

However, these beliefs were not strongly implemented in teaching learning activities. The teachers are found to be inconsistent with their classroom practices regarding the characteristics of CLT as resulted from the questionnaire. It can be

deduced that the implementation of CLT at English teachers under investigation failed.

From the observation, it is found the teachers were using grammar-based methodologies such as the P-P-P which should have been replaced by fluency activities based on interactive small-group work. Similarly, the students do not develop fluency or progress in their grammatical development since teachers rarely used group-work or pair-work in the activities. The teacher-centered were thought to be the best used in the activities related to the large class size and time allocation, in which the class holds more than forty students with the time allotment of forty minutes for an English lesson.

With regard to the goals of CLT, this study finds that the teachers frequently used Indonesian to discuss the topic and, to a great extent, to explain grammatical aspects of the target language due to their poor mastery of English, especially in T1 and T3 classes. However this situation can also be contributed by the students' who are normally passive in class and only respond to the teacher's questions when asked. There at least three primary reasons accounting for this class situations. First, the students' previous trainings do not expose this sort of interactive learning model to them. Second, their cultural values and beliefs somehow do not encourage them to challenge neither their teachers nor their classmates as it may somewhat indicate that they are showing off. Third, the study shows that their command of English is relatively very poor – lack of vocabulary and expressions as well as mastery of grammar – so as to make them speak Indonesian most of the time in class setting.

In conclusion, this study reveals that the teachers espouse firmly primary goal of CLT – to teach students to be able to use the language – believing that this is consonant with the students’ ultimate goal of learning English in context. Despite the difficulties they had within their contexts and students, they all tried to form their own models of CLT, which is the most influential finding in this study.

5.2 The Limitation and Recommendation

Based on the conclusion above there are some recommendations to put forward to make the study valuable for further research.

1. The study only considers teachers’ beliefs in one particular pedagogical situation- the first and the second grade of Islamic Junior High school with 3 teachers as participants. The time to collect the data only within period of three weeks. Therefore, the findings discussed in this study cannot be generalized for all teachers in Indonesia. Also, because of the same constraint, the conduct of classroom observations only three times per teacher, while repeated observations would have certainly enabled the researcher to draw a more detailed picture of actual classroom practice.
2. Future research which seeks at variation grade with several teachers is needed to find out the possible effect of teachers’ beliefs about CLT into its practice.
3. The results in this study were drawn from the analysis of questionnaire, interview data and part of participants’ classroom observations, however due to the constraints of time, document data were not available. Different sources of data would serve better for data triangulization for further research.

4. Professional knowledge in subject matters and teacher training should be equipped with foreign language teachers. Literature suggests that incongruence between belief and practice is an issue that should be addressed by teacher educators, so that teachers become better equipped to reconcile beliefs and practice in order to provide more effective instruction. Therefore, it is recommended that teachers do self-reflection on their teaching activities in order to improve their future instruction.
5. The government, in this case the Religion Department, should provide more complete teaching facilities as well as seminar or in-service training to facilitate teachers to achieve an effective teaching and improve the quality of their professional activities.
6. Future studies could also investigate the other type of beliefs that has not been touched in this research. They could even use this study results to make a correlative study between teachers' beliefs and the practices in a more comprehensive way.