

## CHAPTER V

### CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter is primarily devoted to explaining three main points, including the conclusions of the present study that also contains the summary of the major findings of the present study, the implications of the findings, and some recommendations both for further study and for teachers' professional development.

#### 5.1 Conclusion

As spelled out in the first chapter, the major purpose of the study was to get insight into teachers' beliefs about English teaching and learning. Using various theoretical perspectives and research-based explanation from other researchers, data from respondents have been analyzed and results have led to the followings.

First, the teachers in this study perceived English as a tool they use to attain real life purposes both in academic and social contexts. They believed that these purposes can be accomplished by way of learning certain linguistic sources of direct relevance to real life communication (especially, oral).

Second, relevant with their conception about English, the teachers agreed that learning English means learning the skills of reading and speaking together with vocabulary and grammar. They believed that these skills and aspects are the most essential linguistic sources to be learnt by their students to achieve their real life purposes, especially in the context of real need of communication.

Third, consistent with the conception of English and learning English, teaching English for these teachers means teaching of skills and aspects. They believed that the teaching of English should be carried out effectively using certain criteria of good practices in ways which are consistent with professional principles and procedures, by using appropriate teaching guidelines and sources for the purposes of facilitating and motivating students' optimal learning to get good scores.

Fourth, concerning their job, the teachers believed that teaching English is a multifaceted field of profession, which calls for certain specific knowledge and skills that should be improved continually and be evaluated to ensure their personal development and professional benefits.

Additionally, it is quite interesting to note what this study has revealed. For example, there is an indication that teachers' conception about English teaching and learning in their previous experience as learners would serve as a basis for their current beliefs about English teaching and learning in their current teaching activities. Concerning their profession, this study also found that daily teaching experience could improve teachers' level of professional commitment. That is, in the course of their professional service, the teachers would regard their job as a profession, do their job professionally, solve their teaching problems in professional ways, and would gradually improve their professional performance through professional activities.

Overall, it can be concluded that teachers' beliefs influence the teachers decision-making including those related to lesson planning, use of primary learning materials, teaching and learning activities occurring in the classroom, teaching and learning evaluations, and professional development.

## **5.2 Implications**

Based on the major findings of the study, as presented above, some pedagogical implications are necessary to be drawn.

First, believing English as a tool to attain some real purposes, teachers in this study focus primarily on helping students to pass their study that is commonly measured by scores which means product oriented. In other words, process is not very well taken care of. Given this fact, determination of students' graduation needs also include consideration of students' achievements across times in order to appreciate students' learning progress during their study in Junior High School.

Second, the data indicated that the teachers believe that the teaching and learning of English means the teaching and learning of all macro linguistic skills in order to develop the students' communication ability. However, the data also indicated that because the teachers were driven by contents of test which consist mostly of reading and speaking questions (with few writing questions and no listening questions), in their daily teaching activities, the teachers teach reading and speaking most of the time. The implication of this specific finding is that the coverage of contents of the tests should be refined and or revised so that the contents cover all the language skills in order to encourage the teachers to fully consider the importance on the other two skills (writing and listening) and teach all the skills integratively.

Third, the teachers in this study believe that the teaching of English should be done effectively. They believe that an effective teaching is a proportional teaching, among others is in terms of teaching facilities. However, the data also revealed that major teaching facilities are unlikely to be provided by teachers (e.g. language laboratory or complete tape-sets to teach listening to students). This implies that the government should provide more complete teaching facilities in order to facilitate the teachers to achieve an effective teaching that accomplish its' main purpose—teaching all the language skills integratively to develop students' communication ability.

Fourth, the teachers believe that, as a profession, their occupation needs to be improved continually to ensure their personal development and professional benefits. This implies that the government should provide well-designed and well-organized teaching trainings that would facilitate the teachers to improve the quality of their professional activities.

### **5.3 Recommendations**

Based on the researcher' reflection on her experience in conducting research on teachers' beliefs as well as a thorough analyses on the findings that have been revealed, presented below are some ideas intended for those who are concerned about teachers' beliefs and their impact on teaching activities and those who are interested in doing research on teachers' beliefs.

First, because of the nature of beliefs which is difficult to define and investigate, research study on this issue would require long-term of engagements from the researcher. Therefore, use of longitudinal research design is recommended.

Second, it is recommended that multiple data-collection procedures should be used in doing in doing the research. This is especially true for those who are interested in investigating whether teachers' beliefs about English teaching and learning are consistent with the teachers' actual practices in their classrooms.

Third, in order to get a more in depth understanding about teachers' beliefs, it would be beneficial to focus the study on a small number of issues. For example, a primary focus can be placed on one of the following: teachers' beliefs about each of the language skills in English, about teaching procedures that they regularly use, about teaching guidelines that guide their daily teaching, about teaching sources that they made use of, about a particular teaching material, etc. Focusing the study on one of the issues would enable the researcher to

do thorough exploration about the particular issue that may be more useful in a particular context.

Fourth, with regard to the impact of beliefs on teachers and their teaching activities, it is recommended that the teachers reflect on their teaching activities. According to many researchers, doing teaching reflection would help the teachers to find their power in explication, examination, and revision of their own practical theories and learn more about how their students' beliefs mediate what is learned (e.g., Anderson and Holt-Reynolds, 1995).

Fifth, given that teachers are the ones who translate the curriculum into practice, curriculum development should involve teachers and take into consideration teachers' characteristics to ensure that teachers can achieve what is required in the curriculum. Major characteristics of teachers include, for example, things related to who the teachers are and what conceptions about teaching they have.

