

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Conclusion**

Based on the research findings and discussion described in this paper, teacher beliefs can help students in learned speaking by applied many interested learning models in the class. Related to the discussion in the previous chapter, this research was conducted at the fourth semester speaking lecturer of English education in IAIN Kendari that by applied teacher beliefs in speaking class could be able to give positive impact and produced changed in the students learning process.

Other than that, teacher beliefs could make students more active in class, it can be seen when the teacher instructs students to tell a short story by pair work, the students looked more enthusiastic in speaking. Furthermore, based on the result of the reflection, the researcher can know that teacher beliefs could make students more interested to learn in class especially in speaking class. Therefore, the conclusions from this research on teacher beliefss in speaking class that teacher beliefs could helped students to be more activ e and interested in learning speaking in class.

#### **5.2 Limitation**

In completing the result of this study, the researcher found the problem when collecting the data that was the researcher only used a reflection in

collecting the data. It was because to get the data, the researcher uses Google Form as a medium to get the data without doing a face to face process because it is in the Covid-19 pandemic so it is a little difficult to get data. The other problem, this study also used the data of students as second data to support the argument of teacher.

But, when the researcher given the reflection to students, maybe the students don't understand about the reflection so the researcher had to explained. After the students have answered the reflection, sometimes the data of students are not in line with expectations so researcher must be careful in processing data of students. In further research, some more robust or different research methods were expected to be applied that can address the research limitation above more effectively.

### **5.3 Recommendation**

The findings of this study have more important rules that must be agreed upon especially for teachers, students and other researchers. Based on the results of the discussion above, some suggestions were made about the implementation of teacher beliefs in speaking class. Some suggestions or recommendations for this research are as follows.

Firstly, the researcher suggests that English teachers should provide some interesting media for students and use several classroom learning methods so that students are more active, more motivated to learn, improve students'

speaking skills, and are also interested in learning English. The use of interesting media can also overcome boring of students when learning in the classroom.

Secondly, the teacher should provide opportunities for students so they can more easily put out the ideas they have and can also increase their attention and response in learning English especially in speaking. Then, for the other researchers must improve their understanding to be able to understand teacher talks in classroom interaction of speaking class.

#### **5.4 Pedagogical Implication**

In the research findings and conclusions, here are some pedagogical implications regarding the use of teacher beliefs in speaking class. Besides, this research is useful for others. Especially, for teachers and educational institutions.

Firstly, teacher beliefs are strongly recommended when teaching English, especially in speaking class. Secondly, Teachers should be aware of their students needs, abilities and help them to choose the learning style that suits them. Using teacher beliefs in the learning process encourages students to be more co-operative and active when doing an activity and stimulate creativity so helps students understand ideas. This implies that the use of teacher beliefs gets positive responses that are useful for improving students speaking skills in English.

Therefore, By conducting this study, it is expected to give meaning to the consciousness of teachers to establish beliefs in teaching and to incorporate them in their teaching activity, and to inspire teachers to develop their knowledge in

building up beliefs through valid sources It also provides an overview for the stakeholders of vocational schools in deliberating their approach for successful teaching English for speaking in particular.

