

CHAPTER V

CONCLUSION

5.1 Conclusion

This study was conducted to investigate EFL students' awareness of teaching beliefs shift after teaching in a real class during field teaching practice. Regarding the research question that has been presented in chapter 1, ELF pre-service teachers were found to be aware of the shift in their teaching beliefs after field teaching practice. Moreover, this study revealed two main themes: EFL students' awareness of their teaching beliefs before field teaching practice and EFL students' awareness of teaching beliefs shift after field teaching practice. Both themes indicated significant differences in EFL students' beliefs. The indicators in the first theme are the awareness of beliefs on teaching strategy, teacher as the source of knowledge, teaching attitudes, teaching media, and teaching performance, while in the second theme are beliefs on teaching attitudes, teaching strategy and teaching media and teaching performance

In the first theme, the majority of EFL students were aware on belief to the teaching strategy. Mostly, they assumed that the teacher has to be more active in the class because the teacher is the only subject in the class. Whereas, in the second theme the participants expressed their teaching strategies improvement like the students should be more active in the learning process than the teacher. However, it revealed the majority of EFL students were aware of beliefs shifted to teaching attitudes in the class. The finding concerning EFL students' awareness of

teaching attitudes are in line with Gourneau's (2005) study about five teaching attitudes, such as; 1) demonstrating caring and kindness, 2) sharing responsibility, 3) sensitively accepting diversity, 4) fostering individualized instruction, and 5) encouraging creativity. Therefore, the five categories of teaching attitudes by Gourneau (2005) were found in the EFL student's reflections where they stated their beliefs on being careful and creative in teaching the students to make them interested to learn.

5.2 Limitation

This research is far from perfect and there are still problems in conducting this research. In recruiting participants, it is limited and only applied to EFL preservice-teacher students who had carried out field teaching practice and are still active on the campus. The researcher only recruited active students to make it easier to communicate with them and they were hoping can be cooperative with the researcher. Furthermore, the researcher often did not get the complete data in the participants' reflections, thus the researcher found the data in another number of participants' reflections. It indicates that the researcher should use more than one instrument and the technic in getting the data such as interviews or questionnaires to get clear data.

5.3 Recommendation

This study is beneficial for institutions to promote field teaching practice programs for the pre-service teacher for whom they require more knowledge and experience about teaching and increasing their teaching beliefs and practices. Moreover, the researcher recommended the EFL preservice-teacher follow some educational training, teaching practice program, or teaching community to develop teaching skills and beliefs.

5.4 Pedagogical Implication

The research findings show EFL students' awareness of teaching beliefs. Before field teaching practice, most students have problems in their performance caused by negative beliefs. Some EFL students have anxiety in facing the students, are not confident with their knowledge, vocabulary, and English speaking fluency, and are worried about presenting the material. It is because they figured that teacher is a source of knowledge so they are worried if their students asked then they cannot give the right answer. Another EFL student direct the students to memorize a lot of vocabulary to enrich their vocabulary the participant was aware this method was less successful.