

CHAPTER V

This chapter summarizes the findings from the previous chapter which are presented in a conclusion. In the conclusion, the researcher summarizes the result of the analysis to answer the research question. In this chapter, the researcher shows about conclusion, limitation, recommendation, and pedagogical implication.

5.1 Conclusion

The purpose of the study was to investigate the shift of pre-service teachers' teaching beliefs after field teaching practice to student's sixth semester of the academic year 2017/2018 at Schools in Kendari, South Sulawesi. The data were collected through a reflection sheet.

This research reveals that the pre-service teacher is more dominant experience a change in view of beliefs when they teach in real classes. Several of participants show major changes in teaching by applying various methods that have been studied during college. Based on the results of the reflection show the most participants experience changes in beliefs that have been addressed by Pre-service Teachers after completing the teaching experience process in class such as models, rules, perceptions, attitudes, views, and awareness. Although several participants experience unchanged beliefs, it does not mean they have no belief but they are resistant to changes in beliefs they have adopted when in school. At least they have the same purpose as the pre-service teachers who experience changes with the expectations of successful students in the learning they have taught.

It is undeniable that many knowledge and new experiences experienced by the pre-service teachers made them aware of the interests of the beliefs they have to hold because beliefs are an important indicator in an educational program. The beliefs adopted by pre-service teachers

are considered important because they can frame their perceptions of practical value and filter out how they experience early teacher learning. The pre-service teacher is aware that to assess its effectiveness or the success of learning that they have taught in class depends on their behavior and beliefs during teaching. Therefore, if pre-service teachers want to produce effective and consistent learning then every time the teacher must make many updates and changes in belief according to the student's circumstances so that the expected final results can be successfully.

5.2 Limitation

The researcher realized this study was still far from the perfect word and had errors when collecting data. The first researcher only focuses on changing positive beliefs so that researchers do not explore other information related to the adverse effects of the trust owned by the pre-service teacher. For example, in teaching they apply the game method excessively. This has a bad impact on students if when they are taught by other teachers, but the teacher does not apply the method, students feel bored, not interested, even not focused because so far they are too lulled by playing so they are not used to learning seriously. Second, researcher has not explored other aspects of teaching beliefs so that there is several limited understanding by researchers. The last, the researcher was not careful in checking spelling errors, language, and sentence suitability so that there were still language irregularities in the writing of this study.

5.3 Recommendation

After conducting the study, the researcher has a recommendation for English educators and teachers in other places. Based on the findings of this study, the researcher informs that awareness about teaching belief has to be introduced since college. The awareness that changes

in teaching beliefs are things that can happen and might happen over time and the experience of PST interacting with the world of teaching. Therefore, the English pre-service teachers should always pay attention to the beliefs they hold so that these beliefs can be useful for students who are taught in real classes. This is important to note because beliefs are thought to generate situational evaluations that help someone understand their actions in a practical context and give meaning to their actions.

In addition, suggestions for PST when they want to teach students, the most important thing to pay attention to is the use of methods and the users of available media so that the learning that takes place will be consistent and successful. This study suggests that the researcher conduct further research because this study only focuses on changing beliefs of pre-service teachers after field teaching practice for sixth semester students. This research can be a reference for further research. Further studies should focus more on the effectiveness of applying the beliefs that pre-service teachers have to students.

5.4 Pedagogical implication

The awareness between teacher beliefs and classroom practices is very important. Awareness will not be able to lead the pre-service teacher to implement belief but also ensure its relevance will make a positive contribution to the success of students. The pre-service needs to follow the belief they hold which leads to increased professional development as a teacher. From this awareness, the pre-service teacher can measure the effectiveness of the teaching process carried out. On the other hand, when they are not aware of belief when teaching, it will make the pre-service teacher not care about increasing students in understanding the material. So, they must realize the belief in their teaching practices.

This is so important because teacher belief is the main factor that can affect the teaching process in the classroom. Although the teacher has many ways of providing material such as use the 'lecture method' or using the other method. It is still meaningful in improving students on the condition that the teacher must believe in the belief they have because belief is a good thing from the perceptions, theories, and expectations of the teacher so that it can affect the improvement of the quality of student learning. It does not stop there, but a teacher must also be able to balance the abilities and skills of students. Lack of knowledge will result in inconsistency in teaching and make teaching and learning activities ineffective.

Therefore, the importance of broad knowledge can make teachers more concentrated and master the class well so that students who are taught can absorb knowledge and are easy to understand. In addition, with a lot of knowledge, a teacher can lead them to the use of good methods so that they can produce effective learning. Consistency is also important in a learning process because consistency is not only to express the beliefs held but can channel a large positive contribution for students. Thus, to produce professional teachers in teaching, it is necessary to pay attention to important aspects to become a good teacher.



