

CHAPTER V

CONCLUSION, LIMITATION OF THE STUDY, RECOMMENDATION AND PEDAGOGICAL IMPLICATION FOR FURTHER STUDIES

This chapter summarizes the findings from previous chapter which are presented in a conclusion. In the conclusion, the researcher summarizes the result of the analysis to answer the research question. The next is pedagogical implication. In this chapter, the researcher discusses several significant views as the implication for the pre-service teacher's beliefs about vocabulary skill. In addition, it also shows some suggestions for the readers related to the matter as well as for further study in the relevant field. The researcher conducted some advices about what to do the next and what improvement should be done as the follow up of the study has been presented.

5.1 Conclusion

Based on the findings and discussion in this paper, EFL pre-service teachers' beliefs about vocabulary. Researchers examined EFL pre-service teachers who had conducted pre-service teaching programs in each high school in Kendari City, Southeast Sulawesi, Indonesia. All participants are 6th-year students who are currently studying at one of the Islamic tertiary institutions in Kendari, the Faculty of Education, and the English Department.

So far, we have examined the pre-service teachers' beliefs about vocabulary. This exploratory study aimed to explore the beliefs and practices of twenty-five pre-service teachers regarding vocabulary learning. The main objective of this study was to investigate how EFL pre-service teachers' beliefs about vocabulary skills after

being exposed to the teaching field. It aims to find out whether their beliefs change about vocabulary, the roles used in the learning process, the steps in preparing for vocabulary learning, and the strategies used in the learning process. Based on the research question as “What are the EFL pre-service teachers’ beliefs about Vocabulary after being exposed in teaching field? The researcher got the results of this research that depends on the scope of the study. The results of this research showed that most EFL pre-service teacher who has participated in pre-service teaching programs, they are agreed that their beliefs had changed after teaching in the real classroom. Besides that, they also used kinds of roles, strategies, and steps in their teaching vocabulary in a real classroom.

However, there are some pre-service teachers are asserting that their beliefs were not changed; it is the same as their beliefs on teaching vocabulary before. Afterward, they also stated that writing vocabulary on the whiteboard before the class began was not necessary.

5.2 Limitation

In collecting the data of this research, the researcher experienced some obstacles in collecting the data. First, it is necessary to make the questionnaire questions clearer and more detailed in order to get clear information from participants about their beliefs in vocabulary skills. It is better if the researcher provides an explanation and direction in advance so that students understand each point given by the researcher. Second, there was a participant who said he did not understand one of the items from the questionnaire, this happened because as a researcher I had not

compiled the questionnaire sentence correctly, so it could not be understood by the participant or it could be that the participant's understanding was not able to understand the meaning of the item.

Finally, the participants needed more explanation from this reflection instruction, because some of them asked the researcher to confirm their understanding in order to give the correct answer. It is best if researchers make reflection questions clearly and provide more explanation to ensure participants can answer these questions.

5.3 Recommendation

After completing the research, researchers have several recommendations for English lecturers in the Department of English Education at IAIN Kendari, English lecturers in general, other researchers, and also for students:

- Pre-service teachers have to implement their belief in learning vocabulary skills
- Students should have confidence in vocabulary skills before being exposed in the teaching field.
- Lecturers should foster confidence in EFL pre-service teacher regarding vocabulary learning skills

5.4 Pedagogical Implication

This research is expected to be useful for lecturers and educational staff on their beliefs regarding vocabulary skills after being exposed in the field of teaching so

that lecturers and education staff can arise and increase the prospective pre-service teacher's beliefs about their vocabulary. It certainly greatly influences how the pre-service teacher teaches vocabulary skills in the classroom. (Altan, 2012) stated that pre-service teachers who understand their beliefs can support the language teaching process, while ELT teachers' awareness of their hopes and beliefs about language learning can contribute to a more conducive teaching and learning environment.

These findings revealed that applying teachers' beliefs about vocabulary has a positive impact on the teaching and learning process in real classrooms. The results of this study can contribute to English lecturers, students, prospective teachers, and future researchers. Other future teacher candidates can also use their beliefs about vocabulary when teaching in real classrooms, then applying this research more easily into productive skills (Speaking & Writing) and receptive skills (Reading). (Thu, 2019) articulates that productive skills can measure the students' understanding and how far the students have learned the material. Hence, it can be concluded that speaking and writing have a crucial role as they influence the students to practice their English skills in their life either inside or outside class.

First of all, in an academic speaking class, a pre-service teacher needs to prepare their beliefs about the vocabulary in the speaking class. Pre-service teachers need to prepare vocabulary strategy in this class is determined the roles they will apply in this speaking class, the materials that become their teaching media, and how to convey vocabulary by adjusting the age of students; whether indirect or direct vocabulary. After carrying out the teaching and learning process of speaking, the teacher can review their beliefs about the vocabulary in speaking learning. So, pre-

service teacher can determine what methods and beliefs they will apply in this speaking class. The provision of vocabulary at the beginning of teaching helps students applying this vocabulary in their speaking practice.

Second, in learning to write, vocabulary is important for students. So, it takes a belief about the role of the teacher about the vocabulary in this class. The belief that the role of the teacher in the classroom is important, given that the writing class is an exercise for students to share their ideas, of course, the vocabulary needed is broad. In this case, the teacher can recommend a bilingual dictionary, prepare some common vocabulary words during the current writing practice, or invite their students to discuss with other students who have more vocabulary. It is to train them to get used to exploring the vocabulary they got before.

Finally, in the reading class, the pre-service teacher can determine how confident they are about vocabulary in the reading class. They can determine vocabulary teaching strategies in the classroom. They can direct students to write new vocabulary that they get through the reading they read before. Then, students make example sentences of the word, and the teacher gives feedback about the pronunciation errors using English so that students get used to hearing and responding in English.