

CHAPTER V

CONCLUSION, PEDAGOGICAL IMPLICATION AND SUGGESTION

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 about teacher's beliefs as the implication for the teaching and learning language. 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.

A. Conclusion

1. Teachers' Beliefs

The first is the beliefs on assessment; the teachers believe that assessment is a way to know and measure students' individual or group competence about the materials that have been presented and as evaluation source. Assessment should be objective, valid and continuous. Then the orientation of assessment must be able to cover all aspect such as cognitive, affective and psychomotor.

The second is beliefs on cognitive assessment. The teachers believe that cognitive assessment is an assessment used to determine the level of students' skill in the knowledge that had been submitted by the teachers. Teachers used written test, oral test, exercises and filling gaps sentences. In the other hand, teachers also did recognition, comprehension, short and answer question.

The third is beliefs on affective assessment. The teachers believe that affective assessment is an assessment that focuses on aspects of the values and attitudes of students in English classroom process. The affective assessment are observation of the student's performance, attitude measurement, and discipline when they in the classroom. Tested in affective aspect are liveliness, discipline, responsibility and manners.

The last is beliefs on psychomotor assessment. The teachers believe that psychomotor assessment is an assessment referring to the students' skill in English language. Teachers used performance assessment, practical, productive test which focus on students' skill in English language. Teachers also conducted project/ task which will be collected by a predetermined time limit.

2. Teachers' Beliefs and Classroom Practices

There are some consistencies between teachers' beliefs and classroom practices, particularly on the global assessment, cognitive assessment and psychomotor assessment. The consistencies are as a result of good understanding of the teaching and learning process and theories of assessment, although there is still inconsistency or discrepancy between teachers' beliefs and classroom practices.

The inconsistency between teachers' beliefs and classroom practice is on the beliefs of affective assessment. The assessment was implemented by the four English teachers at SMA N 2 Salatiga are cognitive and psychomotor assessment. They just gave cognitive and psychomotor aspect in the classroom practices, because of the personality factor, lack understanding of the implementation of assessment, the theory of assessment and kinds of assessment.

3. The Factors Contributing to Teachers' Beliefs Shaping

The factors contribute to shape teachers' beliefs at SMA N 2 Salatiga are: (1) experience as language learner, (2) training or workshop, (3) personality factor and (4) teaching work best.

Based on the explanation above, there are some conclusions. The first, the researcher concludes that most of the teachers have good beliefs about assessment. The beliefs are varieties. They believe that assessment is very important to know the variety of the student understands about the lesson. They also stated that assessment must be valid, objective and cover all aspects such as cognitive, affective and psychomotor. The second is the researcher found inconsistency between teachers' beliefs and practices. The teachers just conduct of cognitive and psychomotor aspect, but they did not apply the affective aspect. The factors of the inconsistency of teachers' beliefs and practices are personality factor, lack understanding of the implementation of assessment, the theory of the assessment and kinds of assessment. And the third is the researcher can find some factors contributing to shape teachers' beliefs. From interview the researcher can conclude that the factors which contribute to shape teachers' beliefs are experience as language learner, training or workshop, personality factor and teaching work best.

B. Pedagogical Implication

In this part, the researcher will showed pedagogical implication of the research as the reflection done by the researcher on the research findings during the research as follows:

1. The Importance of Understanding Theories of Assessment

Assessment is not an easy aspect in the teaching and learning process. It needs combination between skill and knowledge. Lack of understanding about theories of assessment will make the assessment activity run ineffectively. It is important for the teachers to understand the theories of assessment because the teachers who do not have good foundations of theories on assessment tend to assess what they want to assess. Sukirman (2012, Cited in Wafa, 2016) insist that a teacher is called good teacher if the teachers can: (1) master the material that will be taught (what to teach), and (2) understanding and master the teaching methodology to present teaching (how to teach). The important of

understanding the theories also help the teachers to be good teacher and can make their class is more interesting for the students. By understanding the theory, the teachers can apply many kinds of methods and strategy especially on assessment. Teachers can make variety of assessment, good assessment, valid assessment, and easy to be understand by the students. One of the most important contributions of research on teachers' beliefs is that the beliefs that teachers hold about teaching and learning influence their effective teaching in the classroom.

2. The Importance of Consistency between Teacher's Beliefs and Practices

The consistency between teachers' beliefs and classroom practices is very important. The consistency not only will be able to lead the teachers to implement the beliefs based on the current assessment but also ensure the relevancy will provide positive contribution to succeed current assessment. The teachers need to follow the current assessment and revise traditional beliefs that the teachers hold about assessment to increase the professional development as a teacher. The consistency of teachers' beliefs and practices was needed for the teacher because it can make the teacher more professional on assessment. From this consistency, the teachers can measure the effectiveness of the assessment process which conducted by the teachers. On the other hand, when teachers' beliefs and practices are not consistent, it will make the teachers not care about the students' improvement in understanding the material. So, the teachers must be consistent between their beliefs and their practices.

3. Reducing Inconsistency between Teachers' Beliefs and Practices

The factors influence teachers' beliefs and classroom practice are teachers' indistinct knowledge about the assessment theories. The indistinctness in pedagogical procedures influences the potential misunderstanding and discrepancy between teachers' beliefs and classroom practices. To limit the inconsistency of teachers' beliefs, the teachers need to have good understanding of assessment knowledge about

the present curriculum and the teachers need to upgrade their assessment skill and competency. However, teachers also must be active to study more about assessment, especially about the current assessment. They have to search much information about assessment. Because when they do not study more and find much information, they will be late to be a good teacher and understand about the current assessment. Teachers' beliefs are important for understanding and improving educational process. They closely guide language teachers to adopt their teaching strategies for coping with their daily language teaching challenges, influence their general well-being and in turn, shape language learners' learning environment, their motivation and their language achievement and ability. So the teachers must be study again and again for the good competent and their ability.

C. Suggestion

Based on the conclusion on teachers' beliefs and practices on assessment at SMA N 2 Salatiga, the researcher would like to give some limitations of the study and finding. In this study, the researcher limits his study on teachers' beliefs and practices on assessment at SMA N 2 Salatiga. The researcher knows that this study is far being perfects. Hopefully this study is useful as the reference for other researchers who are interested to complete the study in different perspective.

Based on the conclusion above, the researcher would like to propose some suggestions that hopefully will be very useful to improve the teaching and learning English especially at SMA N 2 Salatiga.

1. For Prospective Researchers

The researcher beliefs is this study is far from perfect. There are still many weaknesses. In this study, the researcher limits the study only on teachers' beliefs about assessment including the global assessment, cognitive assessment, affective assessment and cognitive assessment at SMA N 2 Salatiga. The researcher suggests the prospective researchers to use the research on teachers' beliefs on assessment by making comparison

of teachers' beliefs and classroom practices between two or more different schools. So, the research will be able to provide complete picture of teachers' beliefs and practices.

2. For the Teachers

Based on the research finding, the researcher still finds the inconsistency between teachers' beliefs and practices. The teachers tend to implement cognitive and psychomotor assessment which teachers often assess the students' competencies and knowledge after the end of the teaching learning process. In relation to the roles of English teachers, there are several things that must be considered such as less giving motivation to the students so that the students have low motivation and self-confident to learn English, and less technique and instructional material used in the classroom make the students bored to follow the teaching and learning. Actually, the assessment at SMA N 2 Salatiga has been good enough but it is still not maximal. The researcher suggests that the teachers have to improve their quality of teaching by giving a variety of techniques and media in the classroom and doing self-reflections after teaching to increase the professional development as a teacher. In the end, their teachers' beliefs and classroom practice will be consistent and relevant.

3. For the Principal

Based on the research finding, the teachers' beliefs and classroom practices are not always consistent. Most teachers do not understand the implementation of assessment. In addition, the existence of principal's roles to control and supervise how the English teachers at SMA N 2 Salatiga conduct the assessment must be guided regularly. The researcher suggests the principal to do some training or workshop for the teachers to assist the teachers in implementing the teaching appropriately. So, the teachers can improve their ability on assessment. It can also increase the students' ability in English because they get good assessment and evaluation. In the end, the school can get good name and reputation.