

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This is the last chapter of research. This chapter consist of three part, namely This chapter consists three sections, namely (1) conclusion, (2) implication and (3) suggestion. In the conclusion section, the researcher summarizes the research findings derived from the analysis of open-ended questionnaire, classroom observation and interview to answer the problem statements posed in the first chapter. In the implication, the researcher does the reflection during the research. On the other part, in the suggestion, the researcher proposes some advices about what to do next and what the improvement requires to be done. The depiction of the current research are described as follows:

A. Conclusion

There are five components of beliefs on teaching reading to achieve HOTS including (1) learning objective that is trained the students to be autonomous learner. They combine their background of knowledge and information that they obtain in order to develop knowledge and capability to think critically. (2) The classroom techniques are the implementation of approach and method that consists of teaching steps to achieve the learning objective, those are think-pair-share, discussion, reading comprehension, jigsaw, students' self-correct and paragraph writing. (3) The roles of teachers are as a facilitator, inspirator, and organizer. (4) Students' roles are as a planner, a member group of discussion, tutor for other learners, and learner who learn from various sources. Moreover, (5) assessment by giving the question that makes students think critically.

The beliefs practices in the classroom including (1) learning objectives that the teachers attach in the lesson plan and tell the learning objective at the beginning of the teaching-learning process. In applying (2) classroom techniques, teachers used discussion, think-pair-share, reading comprehension, jigsaw, students' self-correct and paragraph writing. Thus, (3) the role of teachers as facilitator, inspirator, and organizer. (4) the student's roles are as students who planed their own learning program, a group member and learn by interacting with others, as tutor other learners, and as learners who learn from the teacher, from other students, and from other sources. And (5) assessment by questioning, discussing, giving quiz, giving assignment and practicing presentation.

The factors contribute to shaping the teachers' beliefs in teaching reading to achieve Higher Order Thinking Skills (HOTS) are the teaching experiences, training and peer discussion.

The researcher concluded that the teachers' beliefs are consistent with the practices, but some components are not proper to the concept or theory. Those are learning objectives and teachers' roles. The finding indicated that the beliefs on learning objectives to achieve HOTS were not expected for students only for taking a lesson or advantages from the text but also being able to analyze, evaluate, and produce with their own creation. Infact, the teacher has limited beliefs on HOTS because of they didn't acknowledge enough about HOTS. Moreover, the training for the teacher holds just once a year. It therefore, the teacher not acknowledged enough about the concept of learning objectives and teachers' role.

B. Implication

There are two points in this research; those are theoretical implication and practical implication. The theoretical implication deals with the contribution towards the developments of education theory about teaching reading to achieve HOTS. The practical implication deals with the contribution can be drawn from the teachers' beliefs on teaching reading to achieve HOTS at SMA ABBS Surakarta. They are as follow:

1. Theoretical Implication

The theoretical implication of this research is explained below as follows:

a. Theoretical Implication which deal with Teacher Beliefs

In this research proves that teachers' beliefs have a great influence in conducting teaching learning process. It involved planning and its practices. The result accepted with the theory carry out by Richards and Lockhart (Fauziati, 2015), teachers' beliefs system are founded on the goals and values teachers hold on the content and process of teaching, and their understanding of the systems in which they work within it. In addition, teachers' beliefs influence their goals, procedures, material, classroom interaction patterns, their roles, their students, and the school they work in. They can be used as guidelines for teachers to adapt their classroom practice and to cope with daily teaching problem. They also influence teacher teaching attitude, teaching methods and teaching policy. Teachers who fail to explore their beliefs bring about unexpected consequences in the classroom and those who are willing to explore their beliefs can take a good advantage of the beliefs they hold to promote their teaching-learning process in the classroom. Therefore, the success of teachers' method of teaching depends on teachers' beliefs.

b. Theoretical Implication which deal with Reading

In this research proves that teaching reading is an interactive cognitive process in which readers interact with the text. During the process of reading, readers continually form hypotheses, test predictions and use their knowledge of vocabulary and language to construct meaning. Good readers are actively involved in the text, and they are aware of the processes they use to understand what they read. It is in line with Goodman (Paran, 1996) that reading as a psycholinguistic guessing game, a process in which readers sample the text, make hypotheses, confirm or reject them, make new hypotheses, and so forth. Here, the reader rather than the text is at the heart of the reading process.

c. Theoretical Implication which deal with HOTS

In this research proves that HOTS plays important role in building critical thinking and problem solving. The results in line with the theory by Anderson and Krathwohl (2001) that there are three categories of HOTS analyzing, evaluating and creating. HOTS emphasizes the active nature of learning, placing the emphasis on a learner's thinking processes rather than on behaviors. The students not only expected to take advantage from the text but also expected to evaluate and create text.

2. Practical Implication

The practical implication of this research is explained below as follows:

a. The Importance of Understanding the Beliefs to Achieve HOTS

One of the most contributions of research on teachers' beliefs is belief is the guidance of individual's behavior and thinking with ideas and knowledge formed as an interconnected system to derive personal viewpoints and behavior. Beliefs not only affect teacher's perception and the management of classroom, but also play an important role in forming teaching objectives.

The teachers' beliefs on HOTS should be enhanced. Teachers need to be given exposure and training on the application of HOTS in lessons. It is beneficial for the students and the teachers itself nowadays, since life full of challenge, students could be trained to think critically and creatively. The teacher's beliefs are important for understanding and improving the educational process. They closely guide language teachers to adapt their teaching strategies for coping with their daily language teaching challenges, influence their general well-being, shape language learner' learning environment, their motivation and their language achievement and ability.

b. The Importance of Understanding the belief based on the Concept

Teachers should have platform or beliefs in teaching. The beliefs itself should be based on the expert. The theory from an expert has proved. So, the beliefs are authentic and the teachers can use it as the beliefs in teaching. Teachers' beliefs have a great influence than the teacher's knowledge on the way they plan their lessons, on the kinds of decisions they make, and on their general classroom practice. Teachers' beliefs are central to determining their actual behavior towards students. If teachers can identify the students' needed, level of students capabilities, the teachers will try to select and adjust their behavior and instructional choice accordingly to improve their students.

c. The Importance of Consistency between Teachers' Beliefs and Practices

Teachers should be consistent with teachers' beliefs and classroom practices. The consistency not only will be able to lead the teachers to implement the beliefs based on the current curriculum but also ensure the relevancy of teaching quality and their practices. In addition, the consistency will provide positive contribution to its success in achieving the learning objectives. The teachers need to follow the current curriculum and revise traditional beliefs that the teachers hold about teaching to increase the professional development as a teacher.

C. Suggestion

After doing the analysis of research finding, the researcher would like to propose some suggestions as follows:

1. For Researchers

The researcher limits the study on teachers' beliefs on teaching reading to achieve HOTS including learning objectives, classroom techniques, teachers' roles, students' roles and assessment at SMA ABBS Surakarta. The writer highly expects to the upcoming researchers to conduct the research on teachers' beliefs on teaching reading to achieve HOTS by making comparison of teachers' beliefs and classroom practices between two or more different schools or the schools in town. So, the research will be able to provide complete picture of teachers' beliefs and practices on teaching reading to achieve HOTS.

2. For the Teachers

Based on the research finding, the researcher finds the inconsistency between teachers' beliefs, practices with the theory. The teachers must have curiosity to gain beliefs based on the concept. The researcher suggests to the teachers to improve their

beliefs for a better quality of teaching to the students So that the teaching-learning process to achieve HOTS can be accomplished entirely.

3. For the Principal

Based on the research finding, the teachers' beliefs are not consistent with the theory. The teachers understand enough about Higher Order Thinking Skills (HOTS) but it is needed to improve their beliefs. Therefore, the researcher suggests the principal carry out more training or workshop at least three times a year for the teachers to assist the teachers in implementing the teaching reading to achieve HOTS.