

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, there are two sections, conclusion and suggestion. In the conclusion section, the researcher summarizes the finding and discussion in chapter IV. In the suggestion section, the researcher gives some suggestions for the following researchers

A. Conclusion

In this section, the researcher presents the research finding and discussion. It is based on the research question from chapter I. The conclusion of the research is as follow;

The first is belief in the teacher role and students' role. Teacher AB beliefs that his role is as a facilitator. Both teachers' beliefs are the same actually. Their belief is a facilitator. Nevertheless, in classroom practice, teachers have more than one role. They can be facilitator, assessors, organizers, and controllers. They guide students to achieve success. Students' motivation in English learning is needed. Their motivation in learning can deliver their success. A teacher as a facilitator can use students' motivation to increase students' scores. The students play a role as listeners and speakers. The teacher talks a lot in speaking class, and students need stimulus to speak English.

The second is belief in teaching techniques. Teacher N and AB believe that teaching technique is a tool. The tool makes students easy to understand the lesson. It can be a simple technique. A good technique is not too complex. Teachers can use various techniques that are suitable for the students and lesson.

The third is belief in instructional material. Both teachers believe that instructional material is the main source of lessons. It is reflected in their practices too. They teach the students based on material. There are two kinds of

material, authentic material, and created material. Teachers prefer to use created material.

The fourth is belief in teaching speaking. Teacher N said that the real speaking class is an interaction between teachers and students. Teachers and students must use English in their conversations. The environment in speaking class is important. English is a medium language in speaking class. Teacher AB has the same belief with teacher N. He said that students could respond to his utterance in English; it is the real speaking class.

Students' willingness in speaking English and teachers experience is the factor that shape teachers belief. In this country, English is still a foreign language. So that, students are seldom to use English. When students are asked to speak in English, they feel shy and odd. To make them participate in speaking class, the class must be enjoyable. There must be a lot of stimuli to gain students' self-confidence. The other factor is teachers' experience. Their experience, when becoming a student, can shape their belief. The previous model of the teacher has a great influence on their future in teaching English. So that teachers can get teaching inspiration from their previous teacher.

B. Suggestion

Based on the result of this research, the researcher gives some suggestions for the students and further researchers.

For the students, they have to be more active in speaking class. Produce a lot of utterances is an important thing. The more they are active, they can get used to English as conversation. No more shy students anymore. They should not be shy to use English in speaking class. It is their chance to gain knowledge.

This research is focused on English teachers, especially in speaking classes. The other researchers can analyze learners' beliefs and learner role in speaking class for further research.

The implication of this research is that it will evaluate the teaching-learning process for English teachers, especially in speaking class. They can get a picture of what they believe in speaking class from this research.