

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. In the conclusion, the researcher would like to conclude the result of the study on the pre-service teachers' beliefs about teaching English and pre-service actual classroom practice in teaching. Meanwhile, in the suggestion, the researcher would like to recommend several matters which need to do.

A. Conclusion

From the data analysis in the previous chapter, it can be concluded that the beliefs about teaching English held by pre-Service English teacher are constructivist belief. Four of focusing in terms of teaching, they are teachers' instructional approach, teacher role, student interaction among in the class and student and teacher interaction in the class. The first is term of teachers' instructional approach is constructivist; it has high agreement in teaching rather than traditional. And for term of teacher role is different. Traditional belief is high choice in believing rather than constructivist belief. Next is in term of student interaction among in the class are same with the result of teachers' instructional approach. In student interaction among in the class have constructivist belief in believing to apply in teaching rather than traditional belief. The last is about student and teacher interaction in the class, find that constructivist belief is higher than traditional belief. Eventually, the result of

analyzing the beliefs shows that constructivist belief is more believed by pre-service teachers.

For the second research question is about pre-service teacher's actual classrooms in practice. After analyzing pre-service teacher actual classroom in practice teaching find that all of micro teaching classes have constructivist belief in applying. All of classes have moderate scale in using constructivist teaching. 71,5% of E class is the highest in applying constructivist beliefs and for the lowest is about 35,75 % is G class.

B. Suggestion

After having analysis teachers' beliefs held by the pre-service English teachers and knowing to what extent their practice in the field or in practice teaching, there are several matters to be suggested. The suggestion is addressed to the pre-service English teachers themselves, the next pre-service English teachers who are going to do the internship program in the following years, the lectures of Microteaching class (PPL1), and the other researchers who may want to continue the study.

1. For the pre-service English teachers themselves

The pre-service English teachers should learn and develop their belief. It causes that belief and teaching practice is one of the important element in pedagogy aspect. Moreover, they will be in-service teachers and teach the real classes at real schools. Therefore, they need to have good pedagogical competence, especially how they teach well. It is because being the pre-service English teachers who have not had a lot of

experiences in teaching, teacher belief is important to be properly constructed so that the teaching and learning process will run effectively and well.

2. For the lectures of microteaching class (PPL1)

The lectures of microteaching class (PPL1) should ensure that the pre-service teachers have mastered all matters related to aspect of pedagogy, include teachers' beliefs. That is why every teacher need know and develop the belief because which is helpful in teaching.

3. For the next researcher

Other researchers can continue this study by focusing on the correlation between teacher belief and actual classroom teaching practice. The researchers can take an experimental or correlation research by applying very detailed belief which is not developed in this study and see the effects of the usage of it.