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CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the research conclusions generated based on the findings and discussions from the previous chapter in terms of investigating the principles theories of teachers' pedagogical beliefs in CLT, and its' implementation in their actual teaching. Chapter IV also presents the success and constraints of CLT implementation in EFL setting and referring to some research findings in EFL countries in adopting, adapting and implementing communicative approach. Therefore, the following sections will present the conclusions, recommendations and further research opportunities of this area.

The successful implementation of any teaching methodology is not to do only with the ELT practitioners, but also the related authority and administrative bodies have a significant role to play. This study provides both theoretical and practical implications for teachers, educators and policy-makers to implement CLT at State Islamic University (UIN) Sultan Syarif Kasim Riau particularly at Language Development Center (LDC) in which this research was conducted. In addition, most of the English teachers in this research project stated that they faced several difficulties in the adoption and implementation of CLT into their classroom teaching. Therefore, through this research project the participants have highlighted some ideas that may be considered by the authorities to take any constructive policies to ensure that related stakeholders could contribute toward applying the communicative approach in teacher's actual teaching.

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V.1 Conclusion

From the findings and discussion as presented in Chapter IV, this research can be drawn conclusions, as follows:

1. Teachers, in general, have good understanding about pedagogical beliefs dealing with the general concepts, the functions and significance to use CLT in their actual classroom teaching. It is proved by their pedagogical belief to teach and use communicative approach in actual teaching that could enhance students' communicative competence through the various classroom activities, and support with professional trainings in communicative teaching approaches.
2. English teachers partially implement their pedagogical beliefs about communicative language teaching (CLT) in their actual classroom teaching. Not all communicative principles of teaching English were implemented even though they believe that by applying the premises of communicative language teaching would assist, enhance and build the learners' communicative competences.
3. The pedagogical beliefs that help and hinder English teachers in implementing CLT at Language Development Center of UIN Sultan Syarif Kasim Riau are the student's diverse level of English, examination formats, and lacks of in-service training for CLT. Besides, the inadequate teaching resources, and enforcements of the institutional policies are among problems in implementing CLT.

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V.2. Recommendation and Suggestion

As results of this study have been previously presented, the following points are some recommendations given to related authorities dealing with the research findings especially for the adoption and implementation of the communicative language teaching (CLT) at Language Development Center (LDC) of UIN Sultan Syarif Kasim Riau, as follows:

1. Need more adequate in-service trainings for teachers to practice CLT. And then, trainings given would be beneficial to build their comprehensive understanding of pedagogical beliefs in communicative approach. As has indicated by most of the participants of the study, teachers should have sufficient knowledge and practical skills to implement CLT by attending curriculum seminars and actively participate the CTL trainings. In addition, most of the teachers stated that training for CLT practices are more beneficial to them.
2. Need for students and teachers to adjust and build up their pedagogical beliefs in terms of communicative competences since CLT has been officially declared to be implemented at LDC of UIN Suska Riau. So, in teacher's classroom teachings are focusing more on communicative teaching activities than the language usages which aims at developing test-taking skills and students' communicative competences.
3. Entrance selection process should be reviewed and it is recommended that only English language should be tested and only the students who passed the exam should be accepted, while the quota students should take an

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English intensive course in preparation for the entrance examination. Then the placement test should be applied in order to group students in classes according to their English proficiency levels.

This qualitative research conducted at EFL setting has clearly provided a foundation for further research on CLT and many other areas related to this teaching approach. The further research should gain an in-depth inquiry in term of how communicative approach that has been applied at LDC of UIN Suska Riau impact significantly to graduates to pursue their studies, work in professional professions, and current students who are now preparing for the undergraduate programs. The research areas could further refine the conceptual model of CLT in Indonesia setting since CLT has been popularly applied in many EFL countries. Further research could focus on quantitative studies to analyze and test the conceptual model via survey questionnaires as an alternative. This is because there is a lack of literature on how each variable and components that make up the CLT relate to each other. Thus, it would be an interesting topic for in-depth studies to see the function of each attribute of CLT in Indonesian higher education.