

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the whole research structure from all chapters includes suggestion and recommendation that can be used for further study by other researchers who have interest in the same topic.

5.1 Conclusion

This study designs the ICT competences-integrated models of teaching of listening courses for English Language Education Study Program. The model of teaching for listening which integrated with information, communication and technology have several competence to indicate digital literacy level including technological literacy, knowledge deepening, and knowledge creation on the listening subjects. As the effort to develop the learning process for ideal model for teaching listening, the design and development were used as a way to answer the urgency of using technology to enhance English listening language learning. Many studies related were compiled to make the process of making model can be infused with the ICT integration. This study has completed in effort to answer research questions for Designing ICT Competences-Integrated Listening Model of Teaching for ELESP. This study has one main research question and three sub-questions which formulated by the writer and answered by chapter of finding and discussion.

The main research question is about how to design the ICT competences-integrated listening courses models of teaching for English Language Education Study Program. The keywords are the design of model of teaching, listening courses, and ICT competences which they are integrated to proposed product. The products have been made to answer this research question as main purpose of design and development research.

The first question asks the extent of ICT competences integrated in the existing listening models of teaching for ELESP. It is found that the model of teaching components in the existing syllabuses from five Universities. This identification make use of the ICT competences that accommodate the listening model of teaching. The result from observation revealed that the lecturers promoted the use of ICT through online mode and face-toface classroom. The ICT competences were integrated in the existing model of teaching of listening courses especially in teaching materials, media, and learning activities. The ICT competences were integrated in model of teaching components that was mostly on technology literacy.

The second question is to find out the ICT competences that has been integrated in the existing MOT components and the procedures. There were ten steps to integrate ICT competences into approach, method, and technique as model of teaching components. The procedures are including 1) Identifying the model of teaching components, 2) Analysing listening competence indicators with each level matched to five process of listening ability, 3) Identifying ICT-competences indicators or

technology and information competencies, 4) Selecting digital literacy or ICT competencies that are in accordance with the indicators of listening courses, 5) Matching ICT competencies (digital literacy) with the approach, method, and technique (MOT components) of the Listening Courses that accommodate technological literacy, knowledge deepening, and knowledge creation, 6) Infusing ICT competencies into the MOT component of the listening courses for ELESP that are adjusted to the specified components, 7) Making the ideal model of teaching listening courses based on the theory and the listening indicators, 8) Comparing the ideal model (to be as expected) with the existing model in the table presented the components, 9) Compiling the actual data from real practice of teaching English listening with the use of ICT in real implementation from several universities, 10) Re-designing the ideal expected model from what exist in the field and existing models. Then, model of teaching with listening course materials and activities is blended digital literacy competences of ICT

The third question is to answered about how the design of ICT competences-integrated listening courses MOTs for ELESP, answered through the proposed designs. The designed models of teaching accommodated the necessary ICT competences levels namely Technology Literacy, Knowledge Deepenind, and Knowledge Creation as well as applied Cognitive, Humanistic, and Behavior approaches and three methods including Scaffolding, Community Language Teaching, and Computer Assisted Instruction. There are three products of ICT competences-integrated models of

teaching of listening courses for English Language Education Study Program. The products were designed use three approaches; cognitive, humanistic, and behavioral approach. The methods used were computer assisted instruction, community language teaching, and scaffolding. Those methods were integrated with the ICT competences in the part of goals, materials, media, tools, and the objectives. Technique as procedures were described in detail on the designed product and explained at the end of chapter 4.

5.2 Suggestion

As the last part of this thesis, researcher would like to enclose the whole discussion with suggestions to this study for other researchers who have interest to the study of Design Development Research. Specifically, the suggestions pointed to the designer of model of teaching for listening courses and ICT as integrated components for teaching and learning process. This research was conducted for the sake of educational purposes and curriculum development. The advantages for this research are as the new model of teaching can be used by lecturers, as the picture of ideal ICT competences-based model of teaching, and as the guide for they who are developing the same topics of research. However, there is no perfect research. There are always strengths and weaknesses for each research.

