

## **Chapter V**

### **CONCLUSION AND SUGGESTIONS**

This chapter provides conclusion to summarize the findings of study in chapter 4 as well as suggestion for conducting future study regarding the related topic.

#### **5.1. Conclusion**

The main purpose of this study is to design ICT competences-integrated syllabuses of Language Awareness for ELESP. In order to achieve the main purpose above, it becomes necessary to reach some prerequisite goals which are formulated in sub-purposes: (1) identify and analyze the extent on how far ICT competences have been integrated in components of syllabuses of Language Awareness courses, (2) describe the procedure of integrating ICT competences in syllabuses of Language Awareness courses, and (3) design the prototype of syllabuses of Language Awareness course that already integrated with ICT competences. In other words, it can be inferred that ICT competences can be integrated in the syllabuses of Language Awareness courses through three process conducted in this study.

The first process is started from gathering the existing syllabuses of Language Awareness courses from nine public and private universities in Indonesia. Then, several theories about ICT competences are compiled and identified under the classification of UNESCO ICT-TF. 125 indicators of ICT competences were identified for conducting analysis of integrated components of syllabus with ICT competences. Before analyzing ICT competences that are integrated in the components of syllabus, we should analyze what components of syllabus that are included in the existing syllabuses of Language Awareness. Based on document analysis, course description, course learning outcomes, and learning materials are the components with 100% mentioned in all syllabuses.

These three components provide information that will help students in their learning process, specifically course learning outcomes and learning materials. Meanwhile, program educational objectives become the least component mentioned in all syllabuses, measured 10% of total 20 syllabuses. It is due to the newest template provided by Dikti (2016) has not implemented yet. While, based on analysis of the integration of ICT competences in the components of syllabus, it shows that ICT competences are already integrated in 15 syllabuses compiled from public and private universities in Indonesia. Only 5 syllabuses have not integrated with ICT competences since the syllabuses were not explicitly or implicitly stated the ICT competences. Then, ICT competences is explicitly integrated in learning media, but implicitly stated in learning method. It can be seen through the expected learning results that are assigned for the students are mainly used ICT tools, such as Microsoft Power Point, Microsoft Word, etc. and occurred during classroom activities. These two components show what ICT competences already integrated in the existing syllabuses of Language Awareness courses. Under the classification of UNESCO ICT-TF, Knowledge Deepening becomes a dominant approach shown in the syllabus, followed by Knowledge Creation and Technology Literacy. In this approach, ICT competences are used to support and facilitate the learning experiences during classroom activities and to access relevant materials concerning the related topics of courses. ICT competences are also parts of evaluation and assessment that require the students to accustom with the technology through the expected learning results, such as presentation, paper, and summary.

After conducting needs analysis of ICT competences, language awareness competences, and syllabus, the second process is elaborating the procedure of integrating ICT competences to the components of syllabus. it is found that there are five steps to integrate the indicators of ICT competences into the syllabuses of

Language Awareness courses: (1) gathering the indicators of ICT competences based on relevant theories about ICT competences, (2) formulating the indicators of ICT competences based on the classification of UNESCO ICT-TF – categorizing into three approaches of UNESCO ICT-TF, (3) selecting the indicators of ICT competences that align with language awareness competences, either general statement or specific statement of ICT competences, (4) analyzing components of syllabus that can be integrated with the indicators of ICT competences, (5) matching the indicators of ICT competences with components of syllabus that can accommodate or integrate with ICT competences, and (6) infusing the indicators of ICT competences into the components of syllabus that can accommodate or integrate with ICT competences by (a) inserting keywords of ICT competences as a part of sentences in the components of syllabus, (b) adding a specific statement of ICT competences into the components of syllabus, and (c) creating assessment criteria and scale specified in ICT competences as a part of evaluation and assessment. Then, the components of syllabus that integrated with ICT competences consist of: basic information, program educational objectives, course learning outcomes, course description, lesson learning outcomes, learning materials, learning method, references, learning media, indicators for scoring, assessment criteria, and basic policy. It is integrated implicitly and explicitly.

The last process is the design of the prototype syllabuses of Language Awareness courses that integrated with ICT competences. Integrated syllabuses are chosen to be the types of prototype syllabuses of Language Awareness course. The prototype syllabuses of Language Awareness courses are integrated by ICT competences implicitly and explicitly into the 12 components of syllabus, except time allocation and assessment scale. The prototype syllabuses of Language Awareness courses are evaluated with evaluation sheet and revised based on the advices of

evaluator whom have expertise in Language Teaching. The final product of this study was a syllabus of English Sociopragmatics.

## 5.2. Suggestions

The findings of study illustrated that ICT competences can be integrated in the syllabuses of Language Awareness courses. The indicators of ICT competences are categorized under the classification of UNESCO ICT TF and analyzed to describe ICT competences specified for Language Awareness courses. Then, the indicators are integrated into 12 components of syllabus compiled from experts and national standard and used to design the prototype syllabuses of Language Awareness course that integrated with ICT competences.

However, the prototype syllabuses of Language Awareness courses have not been going into trial process due to limitation of study that propose the ideal syllabuses of Language Awareness courses that integrated with ICT competences. It is also suggested that new ICT competences can be added into the syllabuses of Language Awareness course as relevant theories about ICT are evolving for future study.