CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter presents two sections, Discussion and Recommendations. The conclusion discussed the main research findings regarding the implementation of the ESP Speaking online course model, focusing on its impact on learning activities and students' speaking improvement, particularly at a university in Java, Indonesia. Besides that, the Recommendations or Implications of the finding cover general, theoretical, practical, strategical, the limitations of the study and directions for future research were discussed.

5.1. Conclusion

The effectiveness of the proposed ESP speaking online course model in facilitating students' learning activities was notable. Observations and Q&A identified intermediate proficiency levels among students, marked by deficits in confidence and speaking skills. Key challenges included limited fluency and accuracy in vocabulary, grammar, and pronunciation, compounded by external factors such as excessive academic loads and inconsistent teaching quality. The course model addressed these issues through a structured approach involving the SEEK stages (Stimulation, Exploration, Engagement, and Knowledge Implementation) under CATTy model. It provided an engaging, interactive environment that catered to students' preferences for synchronous learning and real-time collaboration, thereby facilitating meaningful participation and interaction.

Regarding the improvement of students' speaking abilities, the developed ESP speaking online course model demonstrated significant potential. The pilot study revealed that while students appreciated the course's flexibility and collaborative elements. The implementation stage showed that students made progress in fluency,

vocabulary, and pronunciation. Interactive elements like video conferencing and group projects were particularly effective, allowing students to practice speaking in real-time and receive immediate feedback. The structured practice and detailed feedback contributed to improved self-confidence and coherence in presentations.

In conclusion, the ESP speaking online course model or CATTy model proved effective in both facilitating learning activities and enhancing speaking abilities. The course successfully addressed key linguistic challenges and improved students' confidence and engagement. However, it also highlighted areas for refinement, such as enhancing task clarity and extending interactive components. Overall, the model showed strong potential in improving students' speaking skills and engagement, with positive feedback suggesting that further refinements could enhance its effectiveness and better meet diverse learner needs.

5.2. Recommendations

Basically, CATTy model is a flexible model that can be implemented across various online learning contexts with similar characteristics to English language learning in this research. The design of the ESP speaking online course media in this study represents the most condensed form that can be effectively implemented and achieve satisfactory effectiveness. Variations in learning duration, video conferences, discussion forums, technological orientation sessions, and other aspects required and desired based on the strong contextual analyses were acceptable.

The study enriches theoretical understanding by providing insights into the effective design of ESP speaking online courses. It contributes foundational knowledge on instructional strategies, content delivery methods, and assessment frameworks tailored to ESP contexts. By emphasizing the CATTy model's effectiveness in integrating linguistics, and affective aspects, the study advances theoretical frameworks for optimizing language learning experiences in online environments.

From a practical perspective, the study offers actionable insights for ESP designers, instructors, and learners. It suggests effective strategies, such as integrating video conferences for enhanced interaction and incorporating sessions with native speakers to improve speaking skills. The findings support the development of targeted interventions and teaching methodologies that address specific needs within ESP Speaking education. This practical guidance aims to enhance the quality and effectiveness of language instruction, promoting collaborative learning and engagement among learners.

Strategically, the study provides valuable insights for educational policymakers and institutions. It highlights the potential of ESP Speaking online courses in advancing language learning policies, particularly through innovative models like the CATTy approach. Policymakers can leverage these insights to shape strategic initiatives that integrate online courses into broader educational frameworks such as MOOC (Massive Open Online Courses), enhancing access to quality English language instruction. By aligning with strategic educational objectives, the study supports informed decision-making and the development of effective implementation strategies at institutional and national levels.

The study acknowledges several constraints, including limitations of time and sample size. Additionally, the study highlights the need for further exploration into the effectiveness of the CATTy model on students' speaking abilities related to variables such as varying durations, student numbers, instructors, activities, etc. Future research directions may include experimental research based on the previous limitations mentioned, investigating the adaptability of the CATTy model across diverse educational contexts, and refining its implementation to effectively address the needs of diverse learners. Moreover, exploring the integration of advanced technology and pedagogical innovations within ESP Speaking online courses could enhance instructional strategies and improve learning outcomes in similar settings.

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