

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This descriptive qualitative study that entailed a descriptive analysis of questionnaire and interviews was administered to five lecturers at English education department of a state university in Bandung, Indonesia. Using qualitative approach, the study examined issues of ICT literacy in the integration from lecturers' perspectives as well the lecturers' attitudes toward ICT in professional context.

This section provides conclusion and suggestion related to lecturers' perspectives on ICT literacy and their attitudes toward the ICT. Conclusions are formulated from findings and discussions of the research, and suggestions are directed to language lecturers and further researcher.

Some major findings from the previous chapter are reviewed to ease the readers in getting what to be summarized. These are supposed to lead to the draw of main conclusion of this study.

5.1 Conclusions

Having investigated and portrayed lecturers' perspectives toward ICT literacy and their attitudes toward ICT, the followings are summary derived from findings and discussions of this research.

From the lecturers' perspectives in this study, despite it may cause some dependency behavior, the infusion of ICT into their professional life still somehow brings more positive impact. For the lecturers, ICT tools and devices could provide media and materials that can help lecturers improve teaching quality. No need to waste a lot of time to explore materials conventionally since almost everything is already in digital tools and devices. Moreover, ICT makes teaching performance easier, livelier, more fun, more interesting, systematical, and more practical. ICT also enables to make lecturer-students interaction during classes more interactive and meaningful (Andrews, 2004; Clark & Mayer, 2011).

Through ICT, language teaching is believed to become much closer to the authentic situation-to the world of young generation (the students') which is living in digital era.

In terms of the experiences of the lecturers with ICT, the study suggests that the most frequent ways of ICT integration is in getting teaching resources, preparing teaching materials and performing classes, not yet to the stages of ICT-mediated evaluation and reflection for students. It is still on the level of preparation and practice. The utilization of ICT application is still limited to word processing and interactive multimedia. Besides, some curriculum-relevant online resources are more frequently used as supporting resource, not as main resource. The possibility lays on the way the lecturers take some authentic resources to provide their own teaching materials. On the other hand, it indicates the character of ICT literate individuals which is principally engaged in independent learning to draw satisfaction and personal fulfillment that is from wise and sensible use of ICT (Bundy, 2004). In essence, the findings indicate the fulfillment of three stages of teaching with and through ICT namely discovering, learning, and understanding. The lecturers are in the third stage (Figure 2.2) to the extent that they are able to recognize how and when to employ ICT to attain a certain purpose (Engida, 2011). The fulfillment is also under the influence of four approaches namely emerging, applying, infusing, and transforming, where ICT becomes an integral part of the lecturers' daily productivity and professional practice (UNESCO, 2002).

Moreover, the lecturers' responses toward ICT, particularly for professional context, reveal positive attitudes as they consider ICT as advanced powerful tool for educational instruction and research. In addition, the lecturers positively consider their level of ICT expertise is adequate enough for their professional needs. Based on the data findings, the lecturers are already familiar with ICT and they also have positive confidence on the experience with it in professional context.

Forward, some resistance towards the infusion of ICT from the lecturers are inevitably exists. The lack of facility and support, the time limitation to

acquire and learn new technology, and personal issues (e.g. awareness, commitment, and reluctance) are the mitigating factors mentioned by the lecturers that probably hindered them to address the infusion of ICT positively and improve their ICT literacy actively. At any rate, the study identifies four strategies to overcome ICT problems and improve ICT skills and literacy. Those are learning voluntarily by combining various hardware and software, asking for help from ICT experts, sharing and discussing ICT issues with friends and colleagues, and joining ICT-based training or activities.

Substantially, the findings of the first research problem reveal the indication that, with the positive values and perspectives on ICT, the lecturers consider ICT literacy is important to attain since ICT has already been integrated regularly to help providing teaching needs and mediating class performance by the lecturers, and it seems to be a rather big problem if they ignore it.

Lastly, as highlighted in the study, the lecturers' internal beliefs and commitment to learn more and enhance their ICT literacy, coupled with extrinsic factors such as institutional support, build the positive attitudes toward ICT. The positive perspectives and attitudes enable the lecturers to translate their visions into pedagogical practice. It also enables them to overcome barriers and perform a meaningful and effective use of ICT.

5.2 Recommendations

As a conclusion of this study, several recommendations may be formulated with respect to several aspects of the impact of ICT on the attitudes of lecturers. Meeting these recommendations may stimulate the importance of ICT literacy among lecturers and the integration of ICT in education to a large extent than is the case at this moment, and it may foster the support coming from institution and environment for the lecturers to enhance the ICT skills for professional purposes.

There are some suggestions which can be useful for language lecturers and students and further researchers. The suggestions, which are based upon findings of the research, are as follows.

First, it's crucial to enhance the literacy of ICT for lecturers and students. Despite some matters such as the lack of access and facilities and time limitation could hamper from developing ICT skills, some strategies from this study could be implemented. Those are learning voluntarily by combining various hardware and software, asking for help from ICT experts, sharing and discussing ICT issues with friends and colleagues, and joining ICT-based training or activities provided by the department. It is important to take advantage of any opportunity, moreover when the institution provides some adequate financial and technical support.

Last, for another further research, the focus of study needs to be shaped on a more specific issue of the lecturers' ICT literacy. It also can be restricted to a certain variable such as the course, gender, age, etc. For the data collection method, the observation is important to employ thereby the triangulation could be obtained and there is no need to conduct confirmation interview. Further, some issues regarding ethics of the students and lecturers in addressing ICT could be interesting enough to explore in further study especially when correlated to Indonesian cultural environment.