

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

The last chapter of this research report consists of conclusion, limitation, and recommendation. Conclusion summarizes how the research was completed and presents in brief the main discussion results. Recommendation suggests inputs for further research and various relevant parties addressed in this study by considering the limitations that this research poses.

#### 5.1 Conclusion

This study addresses three core ideas to investigate namely teachers' reasons of technology integration, teachers' reasons in selecting technology for their classroom teaching, and teachers' roles within technology-integrated instruction setting. These themes are bounded by English teaching in junior high school level in Indonesia. As English is formally taught at schools starting from junior high school level, this research would like to examine how technology-integrated instruction, or abbreviated as TII, is implemented in students' early English learning. As most research on technology integration in education discusses its benefits, challenges, perceptions, and practices, this research places its focus on English teachers' roles while being involved in TII context. Case study is chosen as the method as the researcher intended to observe the phenomena without being involved in it. The nature of the case study in this particular research is exploratory as this topic within the specific context has not been much explored. The respondents are two junior high school English teachers with excellent background of education, and long experience and great passion of technology integration in English teaching. Those research respondents are purposively selected to yield the most representative, valid, reliable, and relevant data regarding the topic of the thesis.

Data from interview transcripts, observation field notes, and lesson plan analysis are analyzed to answer the three research questions i.e. why do EFL teachers decide to integrate technology in their teaching?, what reasons underlie teachers' selection of particular technology features to be integrated into the EFL learning

activities?, and how do those teachers play their roles in EFL technology-integrated instruction? The finding and discussion results of the first research question signify that teachers' motivation in integrating technology is rooted from students' interest and needs. Teachers seem to be concerned with nowadays' technology advancement and want their students to have competent ability to cope well with this advancement. Interestingly, academic consideration in technology incorporation comes after non-academic aspects (e.g. addressing students' status as Generation Z and fostering students' future career possibilities).

Unlike teachers' reasons of their technology integration in their teaching which locates academic factors as not the main influencing element, academic aspects are more carefully taken into account when teachers select the technologies to be incorporated in their English teaching. Academic factors are followed by consideration related to the features attached to technologies itself like its affordances and efficiency. The other factor is related to institutional support in terms of cost to afford the technologies. Interestingly, students' various ranges of ability and familiarity to technology do not become interfering aspects in technology selection. It is argued that peer tutor and proper scaffolding can solve the two seemingly problematic issues.

Meanwhile, when it comes to teachers' role in TII framework, it can be concluded that most of teachers' roles are getting extended from their traditional definition. The extended aspect is related to technological content. For example, when teachers act as a controller, not only do they control students' behavior and classroom atmosphere but also do they handle students' use of technologies. Quite the opposite, in terms of cognitive roles, their roles in presenting subject materials and as knowledge sources decrease. Some of these parts are replaced by digital technologies employed in the classroom. Teachers perceive their roles to be facilitator who give chances for students to construct their own knowledge and learn more independently with the assistance provided by the respective technologies.

Beside displaying the answers to those research questions, teachers also voice their additional points that the researcher think it should not be neglected related

to this topic. First, teachers express their concern that technological skills should not outweigh the targeted subject knowledge as it frequently happens that students pay more attention to technological product than to required knowledge. Second, teachers articulate that technology integration fosters students to appreciate learning process. They state that students' and teachers' misled emphasis on the end product can be minimized by TII. Lastly, contingency plan is always required in TII bearing in mind that facilities in supporting technology integration are not always complete and stable as expected.

To seamlessly integrate technology in teaching, teachers need powerful rationales, thoughtful judgment in technology selection, and all-inclusive understanding on TII. Respecting teachers' background condition in this research, it can be said that they have done their best to involve technology in their teaching despite marginal reinforcement and dilemmas they face. The findings and discussion yielded from the data of this research are expected to fill in the gap of research bank addressing the topic and become a reference for teachers, schools, policy makers, and other relevant parties to look up to when they wish to incorporate technology in their teaching.

## **5.2 Recommendation**

Mirroring on the limitations that this study poses, this section suggests a number of recommendations for various parties. The recommendations are either conceptual or practical, adjusting to which party it is addressed for. In general, recommendations are formulated to enable a better practice of technology-integrated instruction, especially within English teaching context and to give insights for further investigation topics.

As it has been clearly described in Chapter III, the design of this research is a qualitative case study in which the data are mainly collected from two experienced English teachers in two junior high schools. Case study employed in this research derives a consequence that the findings written in this study should not be generalized to larger contexts. When looking at the research report, readers have to keep in mind that data were collected from two teachers at two schools only. The elaboration in all parts of this research pinpoints on the

circumstances, either institutional or personal, under which the respondents work and implement the TII. To conduct further research with different context to fill in the possible gap and to yield a deeper investigation report, different research methods other than case study (i.e. other types within qualitative method, various quantitative methods, or mixed methods) are of choices. It is worth to note that much research focuses on practices, challenges, and benefits when it comes to technology-integrated education. Only a few highlights teachers' roles as the topic of investigation. Therefore, research on the same topic as this study is highly recommended. While conducting research with the same topic but different methods, next researchers can also add other data collection techniques other than those which have been employed in this research. This idea will present different points of view, enrich findings and ideas, and provide more references for readers, practitioners, educators, or other parties who are interested to gain knowledge and insight about the topic. Furthermore, research on other levels of education is worth carried out as this study places its focus on junior high school level only.

Another relevant topic of research to investigate is how technology integration in the classroom can foster the achievement of 21<sup>st</sup> century skills. Those skills are now becoming the target of many educational contexts. Therefore, it is crucial to explore how technology integration may contribute to the 21<sup>st</sup> century skills achievement.

Second, this research involves a setting where technology is not fully facilitated that what happens in the class is limited to what the technology can do. The context of this research is the use of technology in face-to-face English classroom and is limited to several applications mentioned in the lesson plans such as Facebook and WebQuest. Further research can explore teachers' roles in an environment where technology is advanced and comes with minimum or no challenges and more software or applications are accessible and applicable. Educational technology environments like flipped classroom, blended learning, or online learning are some alternatives to conduct research within this topic. The roles of teachers can be examined or compared, and relevant parties can see and learn how to properly act in the setting they involve in.

The next suggestions are more practical and targeted for practitioners in the field. First, for teachers, as challenges during the implementation of technology-integrated instruction are always there, teachers need to always provide alternative plans when things do not work properly. Since challenges which are constantly present can also threaten and demotivate them, it is necessary for teachers to always search for motives and upgrade their professional competences in technology integration in teaching. In the case of this particular study in which teachers were not adequately supported by the institution, it was not quite easy for them to be committed and consistent in incorporating technology. Therefore, teachers have to be creative to find a way to maintain their passion and professional growth.

Second, as the most direct challenges that the teachers face come from the institution or school, it is suggested that schools can do their best to facilitate and give sufficient access for both teachers and learners to create a conducive learning environment. Each element in schools should be educated the significance of technology integration in education so that they are knowledgeable and can respond to the issue as expected. Not only is physical support crucial but also is mental support. The idea is that if the school cannot afford to purchase hardware or speedy internet access, at least they can support in terms of psychological or mental aspect.

Lastly, this recommendation is directed at the education policy maker. During one of interviews, both respondents expressed their regret to the policy makers as they encouraged teachers to include technology in their teaching yet the required facilities were not available. Relevant parties involved in making the educational policies are expected to consider the whole circumstance when they suggest something novel to be applied within classroom framework. For example, new curriculum should be followed by enough information distribution and training for all teachers and the idea of technology integration into teaching should be followed by providing sufficient facilities and access, and a wide range of professional training programs.