CHAPTER V
CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

This chapter unpacks the conclusions of the study which are resulted from all data in the previous chapter. It also discusses the limitations of the study as well as the recommendations.

5.1 Conclusions

The current study scrutinizes to what extent the English teachers are ready in the use of ICT and how they implement the use of ICT in EFL classroom as well as the challenges they encounter.

Regarding the first research question, it is summarized that most English teachers assume that they have good ICT readiness. The majority of the teachers fulfill the required knowledge to use ICT. The requirements are mastery of making personal use of ICT, mastery of a range of educational paradigms related to the use of ICT, ability to use ICT as a tool for teaching, mastery of a range of assessment paradigms which involves the use of ICT, understanding the policy dimensions of the use of ICT for teaching and learning. In terms of the ICT skills, most teachers agree that they have the ability to manage Microsoft Office, Computer Mediated Communication, Internet Experience, and Computer Experience.

In terms of Internet Experience, most of them have ability in using search Online Research, downloading Sound Files, using electronic learning resource centers (e.g., CD and E-book), browsing the Internet easily, and using Audio and Video on the Internet. Meanwhile, the teachers’ ability in using more complicated Internet-based media such as creating website/blog, using online concordancer, and creating and managing Wiki for teaching are still considered in average. They give almost similar responses to the three statements between agree and disagree. In terms of skills on Computer Experience, the teachers have ability in using Real Audio and Windows Media Player, playing Computer Games, and using language

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software. However, their ability in creating and accessing database is almost similar between agree and disagree.

Regarding Computer-Mediated Communication, all teachers agreed that they had the ability to use E-mail and to do Text and Video Chatting in Internet or Smartphone. It seemed that e-mail and chatting have become teachers’ daily communication media. Majority of the teachers were active users of Social Media such as Facebook, Twitter, and Instagram. They also interacted in Internet Forum. Meanwhile, in term of managing Learning Management System such as Edmodo, Moodle, Schoology, and others, almost half of them cannot use them. In term of the skills of operating Microsoft Office, majority of the teachers agreed with all provided statements which measured their skills on operating Power Point Processing, Word Processing, and Excel Processing.

Most of the teachers have fulfilled one of the most crucial factors in the success of the implementation of ICT use; that is attitude. Perceived usefulness and perceived ease of use are two aspects of attitudes measured in this research. Almost all of the teachers give positive responses to the two aspects. They also agree that the use of ICT is important compared to no ICT use in teaching and learning activities.

The researcher observed the implementation of ICT use conducted by two teachers from two different schools. They were Winda and Gading. Winda seemed had excellent ICT readiness. To develop students English ability, Winda joined the program of Generation Global which is devised by an international group of educational experts, advisers, and religious leaders. One of the activities followed in Generation Global program is Videoconference. To manage Videoconference, high standard ICT tools such as strong Internet connection, excellent microphone, and projector are absolutely needed. Those tools are very expensive. Only schools which have strong funding that can facilitate the program.

Although most teachers have good ICT readiness, it does not mean that they do not face any challenges. The challenges that impede their use of ICT in EFL classroom are still found by some teachers in three levels of challenges: teacher level, school level, and system level. In the teacher level, the lack of training on
ICT becomes the major issue found in this study. In the system level, some teachers claim that they lack time because to use ICT perfectly need a quite long preparation. Financial problem is also found in the interview. The students come from disadvantaged families who do not have any facilities such as Computer and even Smartphone. So, they cannot use technology for learning. Many of these students study in private schools with low income in which ICT tools are very limited.

5.2 Limitation of The Study

In surveying the teachers’ ICT readiness, there are only thirty three teachers which are invited in this research. The participants are taken only from one city. It may cause the less heterogeneous participants of the study.

5.3 Recommendation

Regarding the findings of the study, a number of considerations are suggested for the authority and future research.

First, continuous efforts from all stakeholders to develop teachers’ readiness should be always conducted so that all their ICT knowledge, skills, and attitude are sufficient enough to implement the use of ICT. The challenges impeding the success of ICT use in EFL classroom should also be overcomed. Regular training on the use of ICT, sufficient ICT facilities such as strong Internet facilities, computer laboratory come as an utmost factors to be concerned with by the educational institutions and government. Moreover, providing the students with sufficient internet facilities is an absolute prerequisite.

Second, it is a challenge for teachers to implement the use of ICT in teaching English in EFL classroom because the students and teachers are now in the 21st century. Today’s students use ICT in their daily lives almost everytime. Many interesting things they find in their virtual world. It is a big chance for the teachers to invite the students to use ICT for English learning.

Third, taking the limitation of this study into account, it is suggested for further research to involve bigger number of and more heterogeneous teachers as participants of the research to get more general and representative results by
applying mixed method. Studying the correlation between teachers’ readiness and their ICT use will also be interesting.

5.4 Concluding Remarks

This chapter has presented the conclusions of the present research and the limitations of the study which are found during the research. It has also been provided by the recommendation for future researchers to conduct similar research. Suggestions for any related authorities and stakeholders have been on hand as well.