

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion and recommendation of this study. The former is presented on the basis of the findings and further elaboration with the previous studies. The recommendation is suggested for the English teachers who implement ICT based-English language instruction, schools, and other parties which are interested in conducting future studies related to the issue of ICT integration into teaching English as a foreign language.

1.1 Conclusions

Integrating technology in the teaching process is very important and substantial in the world of education. Teachers in this era are very aware of its importance in the process of learning and teaching. Some of the benefits of integrating technology in the classroom include the easiness for the teachers in conveying the subject matter and the encouragement for the students attend the lessons. It means that the role of technology is very important to increase the students' motivation in learning.

The participants in this study expressed a positive attitude toward the use of ICT technology-based learning media in their English classrooms. It can be seen from their great desire to use this type of ICT such as laptop, powerpoint, projector, audio speaker, etc, and apply it to their teaching practices. In general, the teachers strongly agree that ICT must be used for assigning exercises, seeking information, working with collaboration models, and independent learning in the classroom. The benefits felt by the teachers include the improvement on their abilities to operate technological tools. The frequency of using ICT-based equipment and applications is influenced by the availability of the tools in their schools.

Furthermore, the teachers generally show that their positive perception on and attitudes toward the use of ICT for educational purposes are reflected through their abilities to select, manage, and incorporate the right technology devices that are appropriate or in accordance with the needs of the teaching materials. This indicates that

they have good knowledge of technology. The teachers have integrated technology in their teaching practices, involving the students to use the technology in the classroom. Both teachers were identified adopting student-centered activities as well, not the traditional ones. As a result, the teachers could be more flexible in designing the materials so that the students were more interested and motivated in learning English. In addition, they could learn independently, think critically, and possess high creativity to be able to collaborate with friends and teachers in the classroom.

With respect to the challenges or problems encountered by the teachers, this study concludes that although infrastructures are not identified as a big challenge, the teacher's willingness and desire to implement ICT in the learning process is still quite problematic. It is undeniable that to learn technology requires maximum time because of the rapid technological development. The business of the two teachers in this study was so time consuming that sometimes they found it very difficult to divide the time between teaching duties, job assignments as vice principal, and others. Thus, lack of time was found to be another dominant challenge in restricting their steps to optimally integrate ICT into the teaching and learning process.

The last but not least point pertains to the students' perceptions on the implemented ICT integration. The results of this study reach to a conclusion that the students of Vocational High School for Agriculture have positive attitudes towards the use of technology in their English classrooms. In addition, they employ various technological devices including computers, projectors, videos, films, the Internet, e-learning, and multimedia. It indicates that there is a relationship between the students' learning improvement and the use of technology. It might be caused by the role of technology and internet in helping the students use the language in real-life circumstances. Moreover, it transforms the learning approach from teacher-centered to student-centered learning, which engages the students' motivation to work collaboratively and learn the language more effectively and efficiently. The results conform to previous studies conducted in different contexts.

1.2 Recommendations

Several recommendations are aimed at teachers, institutions, and other researchers who want to develop the topic of this research further. The presentation is provided sequentially with a sub-heading.

1.2.1 English Teachers

Although these two respondents were experienced teachers in ICT integration they still found obstacles in integrating ICT into their teaching process. The teaching and learning activities that were not used to help with teaching and learning activities. The meaning of learning is as a learning activity which enables the students to construct, deep and connected knowledge. Consequently, the uses of technology no longer prioritize its main function, namely integrating technology together with students. In reality it is very different in practice. The actual integration process involves the use of two-way technology where the teacher engages students in their use, not just making students as the audience when the teacher uses technology in the classroom. In the process of granting assessment, the teacher can use the e-mail application to send and receive assignments from students, or correct the writing of students then providing the feedback for students.

1.2.2 Schools

Recommendations for the relevant schools, i.e. vocational schools can be in the forms of infrastructures, resources, services, and technological devices in order to encourage the teachers, even the staff to perform the idea of ICT integration into instructional activities and educational programs. Schools should pay attention to the provision of complete devices for all teachers. It means that the availability of all crucial devices is a must. In addition, increasing the teachers' technological competence by providing opportunities for them to participate in various types of activities or essential training is highly suggested. This strategy may reduce the teachers' complaints about lack of time and support.

The teachers are encouraged to develop their ICT skills and think about more ICTs to be integrated in their English lessons. They also should have a good relationship with

the school while having ICT provided sufficient and sufficient facilities to be utilized by English teachers. the collaboration between teachers and school administration will produce effective ICT integrated English lessons that could motivate students in learning process. Moreover, some simple strategies are highly recommended for the teachers to further develop their abilities by following the trainings and workshops about ICT integration into EFL classrooms. Afterwards, they can distribute the knowledge to other teachers. As a result, team teaching or collaborative teaching with other colleagues to implement ICT integration in the EFL classrooms can be initiated to better examine the effect on the students' English language skills development.

In addition to the provision of good preparation on ICT integration, good supervision and evaluation on the implementation of such an integration needs to be conducted. The purpose of activity is to find out to what extent the ICTs are effectively and efficiently applicable.

1.2.3 Future Research

This research is without no limitations. Since this study only involves two English teachers having experience on the implementation of ICT integration in a very specific context, the results cannot gain generalizability. Thus, a re-examination or replication within wider contexts involving a larger number of teachers is worth doing. In addition, with respect to the team teaching mentioned before, the exploration on the impact of team teaching in integrating ICT in EFL classroom on the students' English language skills development can be an insightful continuum.

