

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions of this study that also have been elaborated on in the previous chapter and also suggestions for teachers, adult learners, and future researchers. The research has aimed to give insight on how speaking classes for adult learners on the webinar in Indonesia are conducted, started from the lesson plan, assessment, tools on the webinar, motivation of adult learners, and engagement of adult learners to the teaching and learning of speaking in Indonesia.

5.1 Conclusions

This study was conducted to observe the utilization of webinar on the teaching and learning speaking skills for adult learners in Indonesia along with its lesson plans and adult learner's improvement, to find out the motivation of adult learners in learning speaking through a webinar, to find out how adult learners were engaged in teaching and speaking learning through a webinar, and to find out possible improvement proposed by teachers and learners toward the utilization of a webinar in the teaching and learning of speaking for adult learners in Indonesia. The participants are adult learners and teachers from one of the English courses for adult learners in the webinar. There are eight adult learners and two teachers with twelve meetings and two assessments. However, for the survey, there are additional 108 participants to enhance the proposed suggestions for the webinar. The instruments used in the research are observation, interview, and survey.

Based on the findings and the discussion of the result in the previous chapter, started from the lesson plan, teaching and learning of speaking skills on webinar require several considerations. The activities should have included opening, main activities, and closing. The activities should start from the introduction of the lesson, rule of class, brainstorming, teacher-adult learner, adult learner-adult learner, and feedback. Perhaps, the role of assessment in the middle and the end of the whole bundle of meetings. Moreover, this study found that a lesson plan designed to suit adult learners' traits can

trigger the adult learners' motivation that further makes them engage in the teaching and learning process. However, ICT engagement and computer efficacy play important roles to support the activities within the webinar.

On the second RQ, the motivations of adult learners joining the program are varied. The research found that there are three different motives of adult learners in joining the program: Personal motives, company order, and to get the certificate. The background motives of adult learners to join the webinar have been analyzed with the theories of motivation in education. Not only from personal motives but the motivation of adult learners could also be activated by the lesson plan, material taught, and ICT media, like a webinar. Further, these motivations help adult learners to engage well in the teaching and learning process of speaking in the webinar.

Moreover, on the third RQ, this study has analyzed the engagement that adult learners have in the learning and teaching process of speaking in the webinar. It could be concluded that lesson plans, utilization of webinars, and motivation are related to one another to create better teaching and learning speaking in the webinar. Moreover, adult learners' characteristics have to be considered as well to connect all the aspects that aforementioned above.

. On the last RQ, the findings stated that webinar was useful to be implemented in teaching and learning speaking skill in a webinar. This study also found that A/V of the webinar, chatbox, and microphone are effective tools to use. By considering effective features from the webinar and utilized them efficiently, adult learners would be engaged in the learning and teaching process. The motivation of adult learners also increases when ICT engages them. Those lead to better utilization of webinars in the teaching and learning of speaking skills for adult learners. Meanwhile, the absence of a webcam is still being a dispute among participants. the proposed suggestions on how to improve the quality of the teaching and learning of speaking on the webinar are mostly on the quality of the internet, the gadget specification, and ICT literacy. The proposed improvement could be anticipated in the future, to make the utilization of webinars better.

5.2 Implications

This study found that speaking classes in a webinar for adult learners should consider the learners' characteristics and background to create the lesson plans and activities within it to create a meaningful lesson that engages and trigger adult learners' motivation. Adult learners 'occupations, ICT literacy, adult learners' type of motivations, and how adult learners learn are considerably the factors to be focused on. Nevertheless, the effective utilization of webinars supported with features that likely provide benefits to the learning process has to be considered to conduct the effective virtual class. In addition, the role of the teacher in the webinar session has to be considered more. Teacher leads the classes and maintain the quality of teaching and learning process.

5.3 Limitation of the study

After completing the research in the research site that has a good experience in conducting online learning in Asia, the researcher suggests observing the research site where Indonesians are the one who runs the research site. It will create a more reliable environment for Indonesia to learn things that more suitable for Indonesian, such as there is no thanksgiving and we have an Eid-Fitr celebration.

The demography of participants and ICT literate could be considered as variables to be observed as well. It is supported by the fact that in Indonesia, there are still more than a million people who don't know how to use the internet. With the massive use and rapid growth of online learning in Indonesia, especially in language learning, observing other skills or methodology implemented in online learning could be relatable to the current situation.

5.4 Suggestions

From a theoretical perspective, there are several suggestions to improve future research related to teaching and learning speaking skills to adult learners on the webinar. First of all, the number of participants should be more considered, especially when it is a speaking class and on webinar means it requires time and turns. Next, the

absence of a pre-test affects the clarity of adult learners' improvement throughout the teaching and learning process. The next consideration is the internet and device, those who were ordered to join the lesson were having better internet connections and devices to use, while adult learners who participate individually have a little bit of trouble with an internet connection. Moreover, the motivation of the adult learners has to be more abroad to observe, since, in this research, most of the participants were ordered by their company to join the lessons.

