CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

The purposes of this study are in line with the research questions formulated into main and sub purposes. The main purpose of this study is Designing ICT competences–integrated writing syllabuses for ELESP. While the sub purposes of this study are to analyze the existing syllabuses of writing in ELESP focusing on ICT integration and writing competences, to describe the procedure of designing process ICT competences-integrated syllabuses of writing for ELESP, and to design ICT competences-integrated writing syllabuses for ELESP.

Based on the findings of this research, for the first sub question, it was found that from the 14 existing syllabuses that has been analyzed, only four syllabus components applied by those five universities, such as Basic Information, Learning Objectives, Materials/Topic and Assessment. Then, for the result of the next analysis related to the involvement of ICT competences in the existing syllabuses of writing, after the researcher identified the ICT competences that appear in the syllabus' elements such as Course Description, Learning Objectives, Materials, Teaching Methods and Assessments, the competences in the existing syllabus are compared with the ideal state that how the ICT can be infused as represented in ICT framework which is explained in literature review. Based on the table of analysis of ICT employment in the

existing syllabuses found that among the 14 syllabus components, the ICT is mostly stated in the Teaching Media/Learning Media.

For the second sub question, it can be concluded that in the steps of integrating ICT competences integrated syllabuses of writing, the researcher has done analyzing the table infusion as shown in the table of infusion analysis for the designed – syllabuses. To consider which ICT competences can be infused or integrated into each component of syllabuses for each writing course, the researcher refers to the CEFR descriptors and other theory of writing subject or the nature of teaching and learning writing to decide the expected and possible learning product of each course. The learning products might be different for each writing course. Those learning products are decided based on the CEFR descriptors and the theory of writing skills.

Third, based on the result of ICT integration analysis table the researcher designed the syllabus of writing which implemented ICT competences in all levels: technology literacy, knowledge deepening, and knowledge creation of the types of syllabus proposed by Richards (2001); skill based syllabus design. The proposed syllabus applied the components of syllabus proposed by Permendikti (2014) and Davis (2010). Moreover, the coverage of reading refer to CEFR language descriptors.

5.2 Suggestion

The researcher intends to propose several suggestions upon conducting this research. The course description and the learning objective of

the existing syllabi should be written clearly in order to be able to know the course goals, the general topic or focus and also to know what competencies/skills/knowledge students will be expected to demonstrate at the end of the course. The existing syllabi should organize the clear exercise and set of instruction for the students to follow. In this era of Industry 4.0, the implementation of ICT (technology) is important and needed, so in teaching and learning activities, it is better for the lecturer to integrate ICT Competence – integrated l in (writing, reading, listening, and speaking skills). In order to assess the students, the universities can use CEFR based assessment which provides detail needs consist of global competences, specific competences for each skill, descriptors, topics, functions or notions, lexical items, grammatical features and gambits.