CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter provides the conclusion that elaborates the summary of the research findings in chapter 4 as well as suggestion related to further development of the research for educators and other researchers in related topic.

5.1. Conclusion

The main purpose of this study was to design the ICT competences-integrated syllabuses of Theoretical Key Teaching Competences for ELESP. In completing the main purpose, the three sub-purposes were stated; identify and analyze the extent on how far syllabus components in existing syllabuses of Theoretical Key Teaching Competences have been integrated by ICT competences, elaborate the procedures of integrating ICT competences in the Theoretical Key Teaching syllabus design and the result is the new design syllabuses of Theoretical Key Teaching Competences integrated with ICT competences which cover: English Language Teaching Methodology course, Curriculum and Material Development course, Language Learning Theories and Strategies course, and Digital Literacy in English Language Education course.

To answer the first sub-purpose of the research, regarding the extent of the ICT competences integrated in the existing syllabi, the researcher analyzed 14 syllabi from 8 universities in Indonesia. The results indicated that ICT competences were mostly involved in assessments, teaching media, learning activities and teaching methods. ICT competences are not described explicitly in the existing syllabus but it can be inferred in the word or phrase that indicated ICT competences implicitly. However, in the syllabi for the course of Digital Media in

English Language Education, the ICT competences stated course description, course learning outcomes, and lesson learning outcomes. Specifically, the most levels of the ICT competences implicitly stated in the syllabi of English Language Teaching Methodology, Curriculum and Material Development, and Language Learning Theories and Strategies are Technology Literacy and Knowledge Deepening. Meanwhile the levels of the ICT competences implicitly stated in the syllabi of Digital Literacy in English Language Education cover Technology Literacy, Knowledge Deepening, and Knowledge Creation.

Furthermore, to answer the second sub-purpose of the research, it can be concluded there were 10 steps of procedure in designing ICT competences-integrated syllabuses of Theoretical Key Teaching Competence; 1) Identifying the indicators of ICT competences, 2) Determining the ICT competences that are suitable with the courses of Theoretical Key Teaching Competences, 3) Analyzing syllabus design, types of syllabus, and components of syllabus based on literature review, 4) Analyzing the components of existing syllabuses of Theoretical Key Teaching Competences in each university that corresponds with EPG's descriptors, 5) Selecting the components of existing syllabuses of Theoretical Key Teaching Competences and other relevant literature review such as Peraturan Kurikulum Pendidikan Tinggi (2016), Altman, Dillon and Davis' theory of syllabus components to be designed in the purposed – syllabuses of Practical Key Teaching Competence, 6) Adjusting the components of the syllabi that are relevant and can accommodate the ICT competences, 7) Infusing or integrating the ICT competences to the components of the syllabus, 8) Designing ICT Competences- integrated syllabuses of Theoretical Key Teaching Competences

that cover the syllabi for English Language Teaching Methodology course, Curriculum and Material Development course, Digital Literacy in English Language Education course, and Language Learning Theories and Strategies course, 9) Evaluating the prototype syllabus design Theoretical Key Teaching Competences integrated ICT competences in which it will be revised for the improved syllabus design, 10) Revise the designs of syllabuses of Theoretical Key Teaching Competences integrated ICT with competences. The syllabus components can be integrated ICT in new prototype syllabuses of Theoretical Key Teaching Competences: Course Information, Course Descriptions, Program Learning Outcomes, Course Learning Outcomes, Lesson Learning Outcomes, Indicator, Teaching Methods, Learning Activities, Teaching Media, Assessment, Course Policy, and Resources. However, there are some components of the syllabus that are not integrated with ICT competences: Time Allocation, and Meeting/ Week.

Then, to answer the third sub-purpose of the research, the newly designed syllabuses of Theoretical Key Teaching Competences are designed. The content-based syllabus is employed as the type of the syllabus for English Language Teaching Methodology course, Curriculum and Material Development course, Language Learning Theories and Strategies course, and Digital Literacy in English Language Education course. Thus, it has been proven that ICT competences can be infused in the syllabuses of Theoretical Key Teaching Competences.

5.2. Suggestions

From the results of the research, ICT competences can be integrated into the syllabi of Theoretical Key Teaching Competences which cover: English Language Methodology course, Curriculum and Material Development course, Language Learning Theories and Strategies course, and Digital Literacy in English Language Education course. Therefore, the researcher suggests educators and educational researchers as well as syllabus developers to design syllabi specifically to the courses of Theoretical Key Teaching Competences by integrating ICT competences to components of syllabi that can accommodate ICT competences. Furthermore, in designing syllabi of Theoretical Key Teaching Competences, educators and educational researchers can employ ICT-based Frameworks from UNESCO ICT CFT, ISTE, EPG, and other frameworks.

The researcher also realizes that the designs of ICT competences integrated-syllabuses have a lot of flaws; it takes huge work and a long process to design the ideal state of integrating ICT competences in syllabuses. Furthermore, the newly designed syllabi have not been tested to the real field so they are not considered as the syllabi that are ready to be applied by educators. Therefore the researcher suggests educators and researchers to conduct more research related with this field so that the design can be more qualified and the ideal ICT competences-integration in classroom can be maximized.