CHAPTER V

CONCLUSIONS

Last chapter of this research, give conclusions to the results and give suggestions for further research.

5.1. Conclusions

As the conclusion for this research. the result has been shown in the previous chapter shown:

a. In the previous model of teaching in four different universities shown that mostly they use similar models where the activity started by lecturing, and then reading a text that given by lecturer or searching by themselves, and then follow up by answering the question related to the text or do a summarizing about what they read. The course coverage is appropriate with what scholars define for each course in reading. as for the ICT-competences for several universities that were already applied or Integrated it, however, it is not explicitly mentioned in their document, and some of them just applied without even aware of the competences. In terms of its approach, method, and technique, for integrated ICT-competence 2 out of 4 universities already applied the appropriate model to help the learner in learning ICT-competences. Their level of ICT competences mostly shown in technology literacy and knowledge deepening.

b. For the integration of ICT-competences in the Model of teaching. The procedures were started with choosing the Competences first and then find the appropriate approach such as student-centered activity, use method that will make use of ICT prominently, and the activity where the student will be the main actor. For the technique or the procedure, relate it to the Competences that already been choose

and then apply the procedure of teaching and learning activity that will involve ICT more, and as the lecturer here will be their facilitator, guide, for the student in learning and teaching activity.

c. The design of ICT competences-integrated models of teaching for reading courses is the inductive inquiry, concept attainment, and advance organizer as models of teaching approach and method. those models already accommodated ICT competences in technology literacy, knowledge deepening, and knowledge creation.

5.2. Suggestions

This research was far from perfection as for this research only develop the prototype design for the ICT-Integrated Model of teaching for reading. There were still need more adjustments for this research to make it better. The models provided in this research only have validation from the expert judgment and discussion with a related expert, field validation did not happen because of the privilege of this research from the beginning. The research about ICT-competences integrated into the Model of teaching or in the education system itself is worth to try. This research is hoping will help the other researcher who does similar research as references.