

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion of the research and suggestion for learners, teachers, and other researchers.

5.1 Conclusion

The utilization of ICT is a demand that must be integrated in learning, especially English. This demand results in teachers and learners must be prepared for changes that occur in both methods and approaches. Learners should also be aware of the changes taking place and follow them well. Therefore, the author tries to write down what the learner needs from English learning that occurs in this century with the demands of ICT use. In regard to the situation, the first objective of the research was to explore learners' requirements in EFL learning that incorporate ICT. Based on foregoing chapter (i.e. Chapter II), the research undertook literature review from relevant studies to the research that found new framework of learners' requirements by integrating ICT in English learning. The finding is captured in the two aspects (i.e. target requirements and learning requirements), but it is clarified with five indicators which are divided into two indicators (i.e. learning objectives and learner's traits) for target needs aspect and three indicators (i.e. learning input, instructional procedure and setting) for learning needs aspect.

In addition, further findings (i.e. Chapter III) reveal the research found regarding the real condition on the use and utilization of ICT in learning English. The result is that from the theory that has been analyzed and synthesized, many reflections are carried out by real practice. This discussion is divided into four points, namely learning input, procedure, learner's role, and setting. In the learning input section, students are still not maximally utilizing ICT in improving basic language skills: reading, listening, speaking and writing. They still use a common platform, not yet on a platform/site/application that is specifically designed to learn English. In the point procedure, the authors conclude that the steps they take are in line with the theory and the results of previous research. Then, the desire

of students to play a role and be involved in the world must continue to be improved. However, these requirements still has to be improved and paid attention to in order to create English language learning that is in accordance with the demands of the times. However, their awareness of the pinnacle of the language learning function (i.e. communicating) is already quite high, but it still has to be balanced with the improvement of the basic skills of language learning: listening, reading, writing, and speaking.

Then, chapter IV explains some of the additional points that are expected to serve as an overview and input to better utilize ICT in their learning. The point contains that ICT or other similar terms such as CALL are now framed in a much more multimodal context where learners enjoy greater agency and autonomy to produce language through digital forms. Speaking tasks will now involve listening and writing as well, as students produce and post their videos. Listening will entail reading captions, and reflecting on cultural differences; and writing will be carried out in stages that leverage collaborative chatting, wikis, videoconferencing, and hone linguistic proficiency. For language instructors, then, CALL may represent a Brave New World, not without its conundrums and perils (Kern, 2014), but an environment well worth taking advantage of its affordances for English learning.

Indeed speaking, listening, reading, and writing are not self-contained proficiency modules that can be adequately evaluated in isolation, although the profession still demands it (Hulstijn, 2015). Not surprisingly, the practice of ICT that assisted language learning / CALL itself no longer deals with digital writing as separate from reading, nor implements speaking practice in isolation from listening. In this review, we have tried to pick out the most salient aspects of speaking, listening, reading, and writing, pretending as it were, that these modalities function autonomously. The author emphasizes that for learners, especially teachers or instructors, to put more effort into compiling learning activities that are

more integrated, the implementation of English learning with an impressive set of technologies is ready to help.

5.2 Suggestion

Critical research in identifying the needs of 21st century learners in learning that integrates ICT I today has opened up good recommendations or suggestions for teachers, future researchers, and software and curriculum developers.

For educators to develop and implement learning that is integrated with the demands of the current century: namely ICT utilization to be related to the students' requirements. In other words, learning activities like this are not only concerned with student interactions with media or learning tools. Several indicators in the content and settings need to be considered critically and more attention. Therefore, educators should use ICT hardware and software optimally so that they can create learning that is more useful for students' education or careers in the future. This is because at this time students are characterized by generation z who are more familiar with the internet and multimedia. In a way, the more teachers pay attention to the things that students need from learning that utilizes the use of ICT, and then meaningful learning will be created.

For further researchers, this research can contribute to further researchers who will conduct research in terms of learning English with the integration of ICT. The theoretical concepts of this research can encourage new perspectives regarding the demand for English learning in the 21st century. This research is expected to open new understandings and perspectives for researchers who will then create learning research innovations in the 21st century.

Finally, for software developers who will develop learning tools and media, it is necessary to pay attention to a student-centered approach and design that is relevant to the needs and interests of students. Then, for curriculum developers, it is necessary to pay attention to the inclusion of ICT into the English language learning curriculum. Most importantly, both

for educators, software developers or curriculum developers, paying attention to the needs of students needed in the 21st century, especially in learning needs, such as what kind of classroom settings that support learning by integrating ICT, stimulating the emergence of characteristics that the needs of learners in the current century, the arrangement and principles of the ICT tools or media used, etc.

