CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

V.I. CONCLUSIONS

There were four research questions in this research. The first is is there any significant relationship of students' ICT perception toward students' listening comprehension at Islamic University of Riau? Is there any significant relationship of students' ICT perception toward students' speaking ability at Islamic University of Riau? What are the kinds of information, communication and technology that be used to help students' listening comprehension and speaking ability at Islamic University of Riau? Is there any relationship between the use of information, communication and technology toward students' listening comprehension at Islamic University of Riau?

In order to answer the research question about the relationship of students' ICT perception toward students' listening comprehension at faculty of Engineering in Islamic University of Riau, Pearson product moment was used. The result showed that sig= 0.000, means that there is a significant correlation on students' perception on using ICT to listening comprehension at English study program in Islamic University of Riau.

. In order to answer the research question about the relationship of students' ICT perception toward students' speaking ability at faculty of Engineering in Islamic University of Riau, Pearson product moment was used. The result showed that sig= 0.001, means that there is a significant

correlation on students' perception on using ICT to speaking ability at Faculty of Engineering in Islamic University of Riau.

In order to answer the research question about the kinds of information, communication and technology that be used to help students' listening comprehension and speaking ability at Faculty of Engineering in Islamic University of Riau, it showed that most of them were using laptop to search information and watch the video from YouTube in order to help them for learning listening and speaking.

Moreover, multiple regressions are used to determine influence of ICT perception on students' listening comprehension and speaking ability at Faculty of Engineering in Islamic University of Riau. The result showed that sig= 0.000, means that there is a significant influence on students' ICT perception on students' listening comprehension, and there is enough relationship in speaking ability at Faculty of Engineering in Islamic University of Riau because sig=0.001 which is still smaller than 0.05.

V.2 THE IMPLICATIONS OF THE RESEARCH

Based on the finding in this research, the researcher recommends to the lecturers who teach English for Engineering at Faculty of Engineering in Islamic University of Riau and all stakeholders involving the process of students in learning process or out of the school to maximize the use of ICT facilities. English lecturers should advice the students about applications and websites that help improving students' knowledge especially in

listening comprehension and speaking ability. Furthermore, using technology will help the students in learning English. In this case, it gives chance toward students to improve their ability and also gives more knowledge toward students about listening comprehension and speaking ability. The lecturer did as facilitator who built the students' desire to learn English, especially in listening and speaking.

Moreover, the participants' perceptions about using technology in their daily activities were strongly associated with their perceptions about learning English especially listening and speaking.

V.3. RECOMMENDATIONS

Based on the result finding of research, some recommendations can be recommended to all stakeholders involving in the process of students' development in learning, even at the faculty or out of university gives more attention toward the ways to improve or increase students listening comprehension and speaking ability.

ICT plays an important thing to help students' learning process. This thing can be seen from the influence of ICT perception toward students' listening comprehension and speaking ability. In addition, they had various perceptions about the use of ICT in learning English such as frequency of access, ICT skills, and the using purpose. The lecturer should understand the nature of their students' interests in listening and speaking. The lecturer should also have the competency required for building and operating technology based courses to achieve the

objectives. The lecturer should be creative and innovative to find or create application or software. The lecturer is not only advising them to use certain application, but also showing the students how to make English more fun with use the application in practical. This activity can built the students' enthusiasm in learning English, especially in listening and speaking skills. Learners are willing to accept and adjust to the brand-new learning environment, even if they have difficulty in this respected, they are also inclined to take advantage of the sample information and learning resources, so the students can reach their maximum potential in listening and speaking practices.

Therefore, the integration of ICT in the classroom is a necessity and lecturers are supposed to be aware of the use of these techniques to achieve successful teaching and learning process. This practice may lead the students to become confident and competent users of ICT and provide the effectiveness of integrating ICT in the English learning classroom.