

CHAPTER V

CONCLUSION AND RECOMMENDATION

This last chapter presents two sections; there are conclusion and recommendation. The conclusion explains about all of the findings and discussing in a short way. Then, recommendation presents about the recommendation from the researcher to the reader and or other researcher.

5.1 Conclusion

The conclusion is based on the presentation of Chapter 4; there are findings and discussion related to the Analysis of the Integrated Speaking-Listening E-Learning Model on Freshmen.

Based on the analysis of the data and discussion of the findings, there are two main results. The first result relates to the first research question about how the integrated speaking-listening E-Learning model was implemented from the point of view of the subject lecturer. The second research relates to the integrated speaking-listening E-Learning model that was implemented from the point of view from the freshmen.

Based on the lecturer's answers, the use of E-Learning is somewhat helpful in solving the face-of-face problem. Since it is not possible to hold such a virtual class during the pandemic, therefore by using E-Learning model, especially using the integrated speaking-listening E-Learning Model to teach 'Speaking in Professional Context' can help the lecturer to solve the problem; the alternative being having no class at all. However, by having a full-E-Learning load due to Covid-19, students often felt burdened, often pressured in, having more heavy and lengthy tasks from another subject. Thus, students did not do the task maximally; some of them did not even do the tasks in this exercise. In addition, the feedback given was not as expected since the number of students who asked the questions on E-learning forum were few.

The second result, that is the integrated speaking-listening E-Learning model that is being used by the freshmen, seemed interesting since the lecturer gave some materials and many resources which students had never gotten at any of virtual classes (in-class meetings). Therefore students have more time to reread and can watch the assigned videos given as many times as they want. The forum discussion which provided on the E-Learning website was also helpful since students can clarify or leave the questions should they have any questions or wanted to discuss the topic with their friends and lecturer. The

platform that the lecturer used was also interesting; that is Youtube with which students are familiar. They only need to upload their work to their own Youtube channel which relates directly to the subject, that is Speaking. By uploading their work to Youtube, it absolutely will help them improve their speaking skill. In addition, the materials given were also related to the news and current events; therefore students were not only doing the tasks but had the benefits of also learning new things and keeping up on current issues.

5.2 Recommendation

Recommendations are given to another researcher, English learners, English lecturer related to the Integrated Speaking-Listening E-Learning Model. The further explanation is below.

1. Other researchers

For other researchers who are interested in doing research about the Integrated Speaking-Listening E-Learning Model, especially the analysis on freshmen; you can analyze more in how the lecturer uses another platform as the device or tool to deliver the materials other than YouTube, because most of the time, YouTube is used as the home-based for the students' project. If there better applications or platform that can be used to deliver the integrated speaking-listening that will be interesting.

2. English learners

For English learners, using the integrated speaking-listening model at the same time is essential. You can use media which contains of these two skills since it is used in our daily basis, one of them is communicating with people. For example: YouTube videos, Zoom , Skype or WhatSapp Video call to talk to your English partner in order to gain your English skill especially listening and speaking.

3. English lecturer

The English lecturer could use another platform other than Youtube to upload the students' task in enhancing their speaking skill, for example : Instagram Video, Podcast which can be used to air with their friends (doing together / collaborating).

