

## Chapter Five

### Conclusion and Recommendations

In this chapter, the researcher presents the conclusion and recommendation of this research. The conclusion will contain the summary of all finding and the recommendation is suggestion that need to be conducted by people who were concerned with this research.

**Conclusion.** Teaching English as a second language (ESL) is a very challenging task but a language teacher (LT) can make it successful and enjoyable by introducing different activities in class and by integrating the four Language Learning Skills, such as listening, reading, writing and speaking. The purpose of this research was to identify the teaching methods applied by LTC's teacher in teaching the Integrated Language Learning and to explore the obstacles faced by LTC's teacher in teaching by using Integrated Language Learning.

This research used a qualitative research design that aimed to understand how teachers in LTC's teach about integrated language learning. This research was conducted at Language Training Center at the private university in Yogyakarta. The participants of this research were three teachers of LTC who taught two years or more and had master's degree to verified that the participants are qualified. Data collection method used by researcher was interview and researcher then transcribed the interview data and also member checked after done the interview. Member checked was one of methods in verifying the data which has been collected from the participants

Based on the data, it can be concluded that all LTC teachers used themed-based instruction as a method in teaching the Integrated Language Learning. Theme-based instruction teaches four language skills in LTC using certain topics. In applying topic-based instruction teachers emphasized on the topic used can be adjusted with the ability of the teacher itself. That it because each teacher has different teaching styles and characteristics of students in the classroom is also different.

To implement theme-based instruction, teachers should consider flexibility. Each class should have different ways of teaching that can be adapted to the characteristics of the students. Teachers cannot decide the same way of learning in each class. However, there is a difference that occurs only in how to implement it, because the purpose of learning from each class is the same as the learning module. In implementing the learning strategies in the classroom, each lecturer has different implementations. Teacher implemented by Introduction Vocabulary First, Games and Challenges, Role play & Presentation and Personal Approach as their teaching activities in class.

In the context of classroom implementation, teachers implemented different teaching materials in each class that adapted to characteristics of each class. The Teaching materials that used by the teacher were slide presentation, songs and movie scene.

In implementing learning English class there are obstacles perceived by teacher. However, these barriers must be fixed by the lecturers so that the learning

of English continues to run in accordance with its purpose. The perceived barriers are lack of time, demotivated students, and lack of institutional support.

As an English lecturer, the lecturer has a goal so that at the end of the learning session students can understand certain materials. This is quite difficult, because teaching in the classroom has limited time, so the material cannot be delivered all. In LTC in one meeting only given 90 minutes, it was felt less for teachers to provide learning to students to understand what the purpose of learning in 1 meeting.

Based on the data obtained by each participant, the most significant obstacle in LTC was demotivated students. This is considered reasonable, because the LTC students are a mixture of various faculties and departments, so that students' interest in learning English is different. Lack of motivation can be seen from students often arriving late, often not going to class, and not doing lecturer instruction.

Another obstacle that occurs in LTC is lack of institutional support. Facilities in the LTC are good, but still need improvement like the air conditioner is not cold that makes students uncomfortable. The academic service is also still less than optimal, because the academic staff in charge of LTC does not exist, this makes the teacher must solve if there is a problem with the facilities in the classroom.

**Recommendation.** The researcher wants to give recommendations and suggestions based on the data and the findings about teaching methods applied by

LTC's teacher in teaching Integrated Language Learning. The recommendations and suggestions were teachers, for students and future researcher,

For teachers, the researcher recommends improving and develops the techniques of integrated learning skill. Especially to establish a positive classroom climate, so that in implementing the material can be effectively given to the students. Teachers at LTC used theme-based instruction as a teaching strategy. Through themes, students will be engaged in many interactive activities in which they can activate all four skills of English. They can also learn about foreign cultures through the themes. In order to make activities more attractive to students and provide them with more opportunities of listening and reading English, authentic materials such as movies, songs, and role play will be used as supporting teaching materials.

Teachers should be flexible when implement teaching strategies because each class has different characteristics. The more ways to implement classroom learning is better, so that when the teaching method does not match to the characteristics of the students, the teacher can find other ways to teach more interestingly.

On the other hand, teachers should evaluate their teaching activities in the classroom, so it can improve and adjust to the ability of students of each class and solve the problem of limited time so, the teachers should be focus on the main objective in each meeting.

For students, the students should be more active to practice their English ability. On the other hand, the meeting time in the classroom is limited, the

student should understand the material taught outside the classroom, so that the purpose of learning can be achieved.

For future researchers, the further research can be conducted and focusing on the implementation of the teaching of integrated language learning in different context. So it can give more reference and trend about teaching integrated language learning particularly in Indonesian context. In addition, further researchers can also explain some other teaching strategies such as content-based instruction, experiential learning, the episode hypothesis, and task-based approach.