THE REPRESENTATION OF ICT COMPETENCIES IN ENGLISH LANGUAGE READING SKILL MODULES FOR OPEN UNIVERSITY

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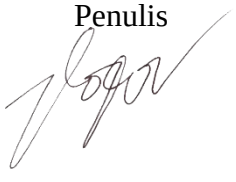

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ABSTRACT

JODY FURQON SANJAYA. 2020. *The Representation of ICT Competencies in English Language Reading Skill Modules for Open University*. A Thesis, Jakarta: English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta, August 2020.

The current global and national issues require students to upgrade their level of ICT competencies in this 21st century. To meet the new standard, there is a need to upgrade the materials development of the learning modules. Materials selection definitely represents language teacher's decision (Tomlinson, 2003). Therefore, this study is aimed to portray the ICT Competencies covered in the Reading skill modules as the representation of the concerns in addressing the issue of ICT competencies development in education. The qualitative content analysis is used as the method of this study. The main source of data is Reading skills modules which is taken from four Reading courses (Reading I, II, III, and IV) in Open University English Education Study Program. The results of this study show that 90 representations of ICT competencies are found and mostly represented in the form represented in the form of Hypermedia (the capacity to make links between 'bits' of information), followed by Hyperlink, Multimedia (graphs, tables, and diagrams) and Communication Media (e-mail). The analysis of the table of ISTE NETS (2016) shows that, Knowledge Constructor is the most dominant standard (74%). Followed by Computational Thinker (16%) and Creative Communicator (10%).

Keyword: ICT Competencies, Reading Skill Modules, UNESCO ICT CFT, ISTE NETS, Open University.

ABSTRAK

JODY FURQON SANJAYA. 2020. *Representasi Kompetensi TIK dalam Modul Keterampilan Membaca Bahasa Inggris untuk Universitas Terbuka*. Skripsi, Jakarta: Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta, Agustus 2020.

Masalah global dan nasional saat ini menuntut siswa untuk meningkatkan tingkat kompetensi TIK mereka di abad ke-21 ini. Untuk memenuhi standar yang baru, perlu dilakukan peningkatan pengembangan materi dari modul pembelajaran. Pemilihan materi mencerminkan keputusan dari seorang guru bahasa (Tomlinson, 2003). Oleh karena itu, penelitian ini bertujuan untuk menggambarkan Kompetensi TIK yang tercakup dalam modul mata kuliah *Reading* sebagai bentuk tindakan dalam menyikapi masalah pengembangan kompetensi TIK dalam pendidikan. Analisis isi kualitatif digunakan sebagai metode dalam penelitian ini. Sumber data utama adalah modul keterampilan membaca yang diambil dari empat mata kuliah Reading (Reading I, II, III, dan IV) pada Program Studi Pendidikan Bahasa Inggris, Universitas Terbuka. Hasil penelitian ini menunjukkan 90 representasi kompetensi TIK ditemukan dan sebagian besar direpresentasikan dalam bentuk Hypermedia (kemampuan membuat link antar 'bit' informasi), diikuti oleh Hyperlink, Multimedia (grafik, tabel, dan diagram) dan Media Komunikasi (e-mail). Analisis tabel ISTE NETS (2016) menunjukkan bahwa Knowledge Constructor merupakan standar yang paling dominan (74%). Diikuti oleh Computational Thinker (16%) dan Creative Communicator (10%).

Kata Kunci: *Kompetensi TIK, Modul Keterampilan Membaca, UNESCO ICT CFT, ISTE NETS, Universitas Terbuka.*

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