

CHAPTER I

INTRODUCTION

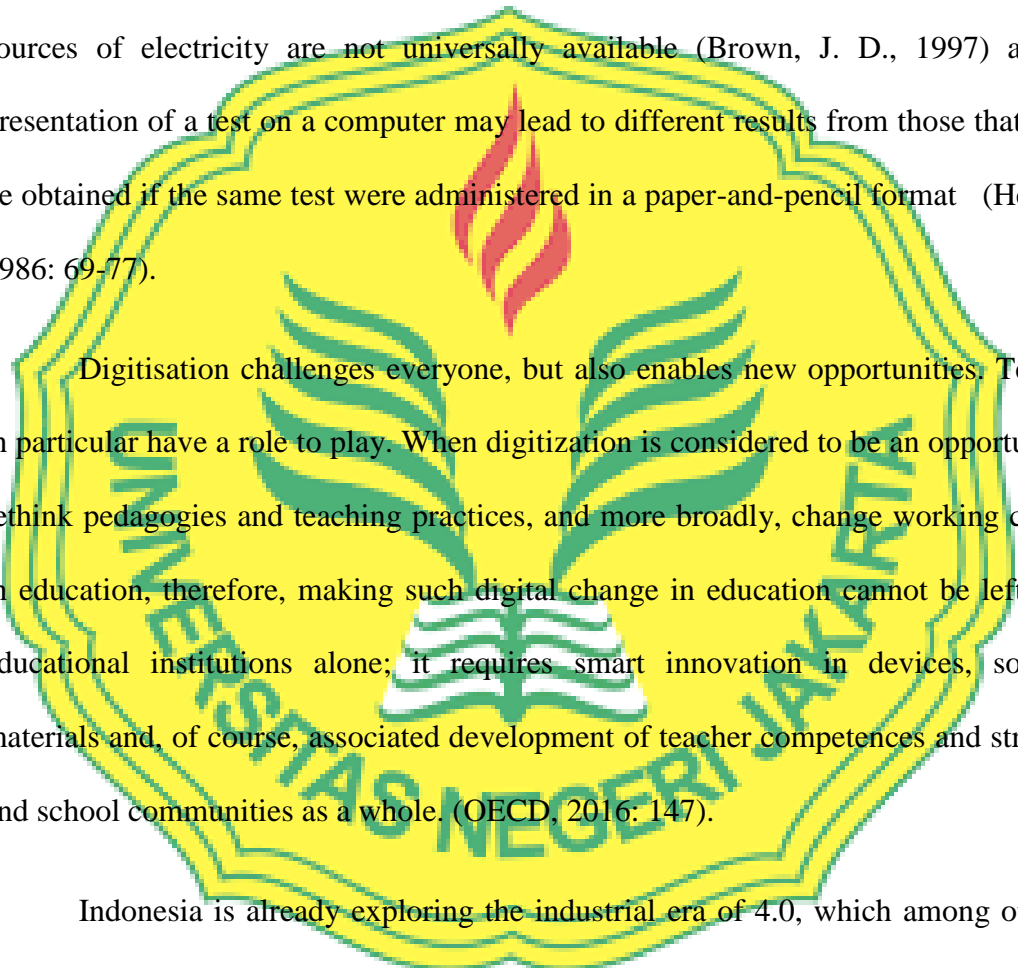
This chapter provides introduction of the study, including background of the study, statement of research questions, purposes of study, scope of the study, significance of study, clarification with related terms, and state of the arts.

1.1 Background of Study

The 18th century marked the Industrial Revolution through the emergence of various equipments supported by the water vapor machine and called the era of the Industrial Revolution of 1.0. Waves of change occurred again in the late 19th century called the era of the Industrial Revolution of 2.0. At this time, significant changes were seen in the industrial world that changed with the presence of factories based on electrical energy. The rate of change continued in the 20th called as the 3.0 Industrial Revolution characterizes the use of electronic technology.

The habits and the beliefs are changing quickly, especially the relationship among people and the world of knowledge. The change is mainly significant in the fact of the information technology appearance in the social scenario, underlining the cognitive aspect and its possibilities as a communication way for people and as a personal way of self-expression. The computers were introduced into the society suppressing, certainly, time and space, but also claiming human intervention and participation. In fact, this is quite a new value: these machines are humanizing instruments and they are better compared to previous media, as the television, for example, that propitiates a more passive relationship. (IITE, 2003: 44).

The advantages of using computers in language testing are: Computers are much more accurate at scoring selected-response tests than human beings are; Computers can give immediate feedback in the form of a report of test scores; and The use of different tests for each student should minimize any practice effects, studying for the test, and cheating. The disadvantages of using computers in language testing are: Computer equipment may not always be available, or in working order; Reliable sources of electricity are not universally available (Brown, J. D., 1997) and the presentation of a test on a computer may lead to different results from those that would be obtained if the same test were administered in a paper-and-pencil format (Henning, 1986: 69-77).

The logo of Universitas Negeri Jakarta is a yellow shield-shaped emblem. It features a central green tree with a red flame-like top. Below the tree is an open book. The text 'UNIVERSITAS NEGERI JAKARTA' is written in green around the bottom and sides of the shield.

Digitisation challenges everyone, but also enables new opportunities. Teachers in particular have a role to play. When digitization is considered to be an opportunity to rethink pedagogies and teaching practices, and more broadly, change working cultures in education, therefore, making such digital change in education cannot be left to the educational institutions alone; it requires smart innovation in devices, software, materials and, of course, associated development of teacher competences and strategies and school communities as a whole. (OECD, 2016: 147).

Indonesia is already exploring the industrial era of 4.0, which among others is characterized by all-in-one digitization and automation. However, not all elements of society are aware of the logical consequences or impacts of the changes it causes. There are several examples of the impact of the 4.0 industrial era adaptation. Negative impact of it can threaten the existence of educational institutions, while, the positive impact of it brings many opportunities to conduct innovative research and optimise the productivity of lecturers and students.

ICT integrated Life Skills is considered appropriate to apply in teaching and learning to achieve the learning goals. Unesco describes Life Skill as an ability that allows one to develop adaptive and positive behaviors to effectively confront challenges and demands of everyday life. The development of Life Skills in an individual is a lifelong process that begins in early childhood and continues throughout a person's life (UNESCO, 2003).

Life skills education is an approach to be applied because this type of education has many benefits for students, such as academic, vocational and other skills. The problem is how educational institutions in various sectors can apply it so that it can help students to obtain life skills that are useful and needed in daily life in society. Life skill education is an alternative as an effort to prepare students to have attitudes and life skills as a provision for their lives.

The importance of standards that encourage learning research over the past decade has shown social practices that are developing due to the increasing use of new digital technologies. The teacher needs to know how to design assessment tasks and define skills. Technology is also a driver of transformation. For that we need to understand the role of assessment in learning, systems that support changes for the design of assessments, the use of technology the 21st Century skills which include creativity, critical thinking, communication, collaboration, information literacy, and ICT literacy. (Marilyn Binkley, 2010).

A good teaching needs an effectiveness to construct and select assessment to measure students' learning outcomes. Teacher that is why needs to design their assessments to overcome some problems in class. Assessment is a general term that includes the full range of procedures used to gain information about student learning

(observations, ratings of performances or projects, paper-and-pencil tests) and the formation of value judgments concerning learning process (Robert L. Linn and Norman E. Gronlund, 1995).

Assessment could be defined as a systematic process of determining the extent to which instructional objectives are achieved by students. Assessment allows the teachers to understand the performance of their students. It helps them in ensuring that the students are learning that which they are supposed to. Assessment enables the teacher in helping the students to reach the course's objectives. (Brown, 2004: 5). He continues that assessing students' performance can involve assessments that are formal or informal. There are five important principles for "testing a test" which are practicality, reliability, validity, authenticity, and washback.

Assessment has an important role for teachers in measurement and non-measurement processes to gain data related to student characteristics (Popham, 1995) in order that the quality of the assessment instrument determines the accuracy of the teacher when improving the student's learning outcomes and results (Indrastoeti, 2012). In the meantime, assessment instrument is part of assessment tool. The assessment instrument is the documented activities developed to support the assessment method and used to collect the evidence of student competence. An assessment instrument could include oral and written questions, observation, and portofolios. An assessment instrument will include: the tasks to be administered to the student and the evidence gathered to judge the quality of performance. (Australian Skills Quality Authority, 2019).

The Integrated ICT assessment instrument can be effective with understanding of Technology Pedagogy Content Knowledge (Shahadat Hossain Khan, 2017).

Technology Pedagogy Content Knowledge is the basis of good teaching with technology and requires an understanding of the representation of concepts using technologies (Suat CAPUK, 2016). Technology Pedagogy Content Knowledge is known as a framework for teachers created to design lesson plan (Hariharasudan and Sebastian Kot, 2018). Teachers' ICT qualifications should be pivoted around pedagogy. Teacher competence in integrating ICT with Technology Pedagogy Content Knowledge (TPCK) can be assessed in all aspects of activities from planning, implementing activities, to giving tests or evaluation. (Muchlas Suseno, 2019).

Douglas Brown, shows how principles of Language Assessment can be applied to formal tests and assessments of all kinds. There are five important principles for "testing a test" which are practicality, reliability, validity, authenticity, and wash back. First, practicality is mentioned in the field of evaluating, it means that tests need to be practical such as a) is not being extensive, b) stays in the appropriate time constraints, c) is easy to administer and, d) have a time-efficient scoring procedure (Brown, 2004: 19).

Related to the statement above, it is important to know the characteristics of Life Skills in order that lecturers would be easier to share knowledge about those life skills courses, because in achieving an educational goal, course characteristics are needed to achieve the objectives of the subjects. The characteristics of translation skill include preciseness, clarity and reasonableness (Larson, 1984). Whereas, Human Literacy can be reached by acquiring knowledge of being human, critical thinking, and the ability to understand oneself holistically.

Lecturers of English Education certainly will not be separated from making assessment of English-language material. In an effort to increase students learning outcome, lecturers generally try to find the assessment by utilizing technology devices.

Translation, Human Literacy, Entrepreneurship, Communication Skill Courses for English Language Education Study Program should be integrated with ICT. The related assessment instruments for ELESP should be considered seriously.

To provide lecturers in implementing teaching and learning using ICT integrated assessment instrument, Brown explains that the ability to assess the process and learning outcomes is carried out using a valid and reliable assessment tool and process, based on the correct grading principles and procedures and referring to learning objectives, which include the mastery of standard and indicator of learning outcomes, instrument development and assessment processes, providing feedback, analyzing assessment results, and following up on assessment results to improve learning quality. Brown added that a good language teaching includes creatively adapts textbook material and other audio, visual, and mechanical aids (Brown, 2000: 430).

Referring to government policy and the need for the importance of English language mastery a tool of social communication, politics and a global business, the implementation of English activities in English Language Education Study Program in the university is an important and strategic aspect of the efforts to prepare educators in the field of English Language. Consequently, research on Designing ICT Integrated of Life Skills-Related Assessment Instrument by focusing on translation, human literacy, entrepreneurship, and communication skill is important to be analysed related to teaching English activities held in universities.

The researcher analyses seven universities to observe Life Skills (translation, human literacy, entrepreneurship, communication skill) in their relation to the existing ICT Integrated Assessment Instrument. The researcher suggests reasons why deciding to select the seven universities are: first, it has become a necessity of this research to

analyse, second, the universities are equipped with internet facilities and the lecturers believe in the importance of using ICT and its role in the future, and third, Jakarta is the capital city that the implementation of English language activities is assessed to meet the competency standards of the graduates and the needs of the industry, namely with effective learning methods and utilization of ICT in the effectiveness of the learning activities.

The design of ICT Integrated Assessment Instrument in this research aims to see the ability of students after conducting learning activities on the aspects of reading comprehension, communication skills in the field of business, communication skills Academic activities and the ability to read English text. These four aspects are judged to represent the skills of English students in accordance with the needs of the industry in the face of the digitalization era. In analysing the Design ICT Integrated Assessment Instrument of Life Skills, researchers selected ICT learning media as an effective medium that supports students' success in learning English.

Based on the description above, it can be concluded that assessment is the systematic process of determining educational objectives and then gathering, using, and analysing information about student-learning outcomes to make decisions about programs, student progress, and accountability to constituent groups. Assessment should be designed to improve and their achievement and performance. To achieve increasingly better and ultimately excellent outcomes, students need assessment. Learning from assessment and standards is what ultimately causes the students to meet a standard.

Furthermore, the explanation above is the ideal condition for assessment instrument in using ICT that focuses on translation, entrepreneurship, human literacy, and communication skill that is carried out in the English Language Education Study

Program. ICT provides support for research instrument to produce more effective assessment. But in reality, not all lecturers use ICT as a media that supports the effectiveness of assessment instrument and some students do not master ICT. The implication is that assessment instrument does not achieve effective results. From the analysis above, research is needed to result a design using ICT that can be used as an ideal reference in the assessment instrument.

Based on the description above, the researcher is interested in discussing about *Analysing ICT Competencies Integrated Assessment Instruments of Life Skills for English Language Education Study Program*.

1.2 Purposes of the Study

Based on the research questions mentioned above, the main purpose of thi study is to design assessment instrument of translation, entrepreneurship, human literacy, and communication skill for English Language Education Study Program (ELESP) that are integrated with ICT are as follow:

1. To analyse the ICT Competences Integrated into the Existing Assessment Instrument of Life Skills Courses for ELESP.
2. To describe the Procedure of analysing ICT Competencies Integrated into the Table of Specification of Life Skills' Competences Assessment Instruments for ELESP.
3. To analyse the ICT Competences Integrated Table of Specification and Test / Non Assessment Instrument for Translation, Human Literacy, Enterpreneurship, and Communication Skill Courses for ELESP.

1.3 Research Questions

1. To what extent are the ICT Competences Integrated in the Existing Assessment Instrument of Life Skills Courses for ELESP?

2. How to analyse the ICT Competencies Integrated into the Table of Specification of Life Skills' Competences Assessment Instruments for ELESP?

3. How are the analysis of ICT Competences Integrated Table of Specification and Test / Non Test Assessment Instrument for Translation, Human Literacy, Entrepreneurship, and Communication Skill Courses?

1.4 Scope of the Study

The study focuses on designing assessment instrument of translation, entrepreneurship, human literacy, and communication skill courses for English Language Education Study Program (ELESP) that integrated with ICT. Assessment instrument using ICT will be used by the teacher as guidance in the process of teaching and learning to facilitate the needs of digital literacy for ELESP students. To identify life skills, Common European Framework Reference, the indicators of ICT from Unesco ICT-Teacher Framework, European Profiling Grid, and other theories related to ICT are used.

The existing assessment instrument of life skills (translation, entrepreneurship, human literacy, and communication skill) courses from five universities compiled to analyze what components of assessment instrument were included in the existing assessment instrument and to explain how far ICT integrated into those components. The description of both the procedure of integrating ICT into the components of assessment instrument and the design of life skills courses that integrated with ICT are provided through the findings of analysis. The design of assessment instrument is expected to provide prototype assessment instrument of life skills (translation, entrepreneurship, human literacy, and communication skill) integrated with ICT.

1.5 Significance of the Study

Based on the objectives of the study mentioned above, the study hopefully can give some contributions as followed:

Theoretically, the result of this study can be used as a basic for further research, especially for course designer who is interested in designing life skills (translation, entrepreneurship, human literacy, and communication skill) courses in the curriculum integrated with ICT.

Practically, this study is expected to improve the implications of ICT-integrated assessment instrument, especially for life skills (translation, entrepreneurship, human literacy, and communication skill), and pedagogical recommendations that can be taken from this study.

1.6 Clarification of Related Terms

Information and Communication Technology (ICT) is all technology-related retrieval, collection, processing, storage, dissemination and presentation of information (UNESCO, 2003). The definition is in line with the opinion of Libbele (2004) stating that "ICT" means all equipment, process, procedure and system used to provide and support information system (both computerized and manual) within in organization. ICT is a technology for capturing, interpreting, storing, and conveying or transmitting information.

ICT is a necessary technology to process information, particularly the use of electronic computers and computer software, aimed at processing, storing, protecting, transmitting, and searching for information from anywhere and at any time. Although computer use is emphasized, but ICT does not mean only limited to the use of sophisticated electronic tools, such as the use of computers and the Internet, but also

includes conventional tools, such as: printed materials, audio tapes, Overhead Transparency (OHT)/Overhead Projector (OHP), sound slides, radio, and Television (Siahaan, 2010).

Life skills are the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, and empathize with others. Life Skills are related to real life situation in using English language and its role in human life. It is a specific content to achieve specific goals. It is used to teach the subject matter, meaning that participatory teaching and learning methods will be used to help learners develop not only knowledge.

The development of Life Skills in an individual is a life long process that starts in early childhood and continues throughout one's life (UNESCO, 2003). Translation is one of life skills which involves the rendering of a source text into the target language so as to ensure that the surface meaning of the two will be approximately similar and the structure of the source language will be preserved as closely as possible but not that the target language structure will be seriously distorted (Bassnett, 1991).

Entrepreneurship skills concern with a set of skills that can be characterised as ‘entrepreneurship skills’ which are distinct from accepted definitions of management and leadership skills. Entrepreneurship skills are associated with competence in the process of opportunity identification, the ability to capitalise on identified opportunities and a range of skills associated with developing and implementing business plans to enable such opportunities to be realised (Department for Business Innovation and Skills, 2015).

Literacy education enhances human abilities by endowing the ability to read, write, and fully participate in modern society. Some literacy components, including literacy and visual document literacy are important to learn by students in order to understand and be able to interpret spoken and written languages. Humans have an amazing innate ability for spoken language. To possess such human abilities, it requires thoroughness, diligence, and hard work learning to read in order to literate bias in modern society.

Assessment involves collecting evidence and making judgements or forming opinions about learners' knowledge skills and abilities. It often also involves keeping an informal or formal record of those judgements. It is a key professional responsibility of all teachers to become effective at assessment. Unless teachers are able to judge what learners know or can do, they neither reasonably decide whether or not their teaching has been successful nor can they choose what to do next to help learners to improve (Teacher's Literacy Assessment Enhancement, 2017). Assessment instruments are the best way to assess learner skills. Some of the most practical assessment instruments that are available with current standard testing of language proficiency are accurate and reliable (Brown, 2004).

English Language Education Study Program (ELESP) is a university program focuses on English Language Education. It prepares the students to be an education staff specified in English Language Education. Not only become teachers, they can be curriculum developers, researchers, and managers with adequate specification in English Language Education.

UNESCO Framework for Teacher is served as a guidance or instrument used in identifying and describing language teacher competence, from novice teacher,

experienced teacher to expert one. It is a global standard in identifying the teaching competence for language teacher including English language teacher.

The European Profiling Grid (EPG) used in this study is an instrument that describes the competences of language teachers and presents them in tabular form spanning phases of the development and is available in English languages. The aim of the EPG is to support English language teachers in their professional development.

1.7 State of the Art

1. Theoretically, the results of this study can be used as information material for lecturers, teachers, students, and the community about the importance of designing ICT integrated life skills- related assessment instrument for English Language Education Study Program (Translation, Human Literacy, Enterpreneurship, Communication Skill).
2. Practically, the results of this study can be used as the input material for the principals and teachers or lecturers as education implementers in schools or colleagues as the efforts to improve the learning outcomes of increasing competency in designing ICT integrated life skills-related assessment instrument for English Language Education Study Program (Translation, Human Literacy, Enterpreneurship, Communication Skill).

