DESIGNING ICT COMPETENCES - INTEGRATED MODELS OF TEACHING SUPPLEMENTARY SKILLS COURSE 'ENGLISH IN PUBLIC SPEAKING DISCOURSE' FOR ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

Mencerdaskan & Memartabatkan Bangsa

A Thesis

Submitted in Partial Fulfillment of the Requirements for the Master Degree Program of English Language Education

EVI MALA WIJAYANTI

1212817042

MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION

LANGUAGE AND ARTS FACULTY

UNIVERSITAS NEGERI JAKARTA

2021

ABSTRACT

Wijayanti, Evi Mala. 2021. *Designing ICT Competences - Integrated Models of Teaching Supplementary Skills Course 'English In Public Speaking Discourse' for English Language Education Study Program*. Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Arts, State University of Jakarta.

To address the challenges of requirements in learning for the 21st century, educators needed to seek and employ teaching learning programs that facilitate learners to integrate the ICT competences through models of teaching (MOT) supplementary skill course 'English in Public Speaking Discourse'. The study modified Design and Development Research (DDR) as proposed by following three stages. *First*, collecting information; *Second*, planning/designing/developing; *Third*, Product/model tryout. The study found that the ICT competences already integrated in the existing MOT in the level of Knowledge Acquisition (KA), Knowledge Deepening (KD), and Knowledge Creation (KC) matched with the components of MOT including approach, method, and technique. The integration of ICT competences in the MOT followed three stages, they are; *First*, defining the course indicator; *Second*, Matching the ICT competences with the MOT components; *Third*, Inserting the ICT competences into the MOT components; The prototype MOT was designed by inserting the ICT competences framework including KA, KD, and KC in the components MOT including approach, method, and techniques; CEFR Spoken Production C1 and Processing Text C2, and KKNI level 6. The approach applied is cognitive, humanistic, and CLT which described in the method of scaffolding, cooperative learning, text-based instruction, and competency-based instruction. The learning activities applied the pre-teleconference, whilst-teleconference, and post-teleconference including seminar, group discussion, class discussion, and individual assignment.

Key words ***: ICT competences, Models of Teaching, Supplementary Skill Course, English in Public Speaking Discourse, DDR, CEFR, KKNI.***

ABSTRAK

Wijayanti, Evi Mala. 2021. *Designing ICT Competences - Integrated Models of Teaching Supplementary Skills Course 'English In Public Speaking Discourse' for English Language Education Study Program*. Thesis. Jakarta: Program Magister Pendidikan Bahasa Inggris, Fakultas Seni dan Bahasa, Universitas Negeri Jakarta.

Untuk menjawab tantangan kebutuhan di abad ke-21, pendidik perlu mencari serta mengimplementasikanprogram pembelajaran yang memfasilitasi peserta didik untuk mengintegrasikan kemampuan Teknologi Informasi dan Komunikasi (TIK) melalui model pembelajaran keahlian tambahan pada mata kuliah 'English in Public Speaking Discourse'. Penelitian ini memodifikasi model penelitian Design and Development Research (DDR) melalui tiga tahapan. *Pertama*, pengumpulan informasi; *Kedua*, perencanaan/penyusunan/pengembangan; *Ketiga*, Product/model tryout. Studi menemukan bahwa model pembelajaran yang ada telah terintegrasi dengan kemampuan TIK pada level Penyerapan Pengetahuan (*Knowledge Acquistion*), Pendalaman Pengetahuan (*Knowledge Deepening*) serta Kreasi Pengetahuan (*Knowledge Creation*). Pengintegrasian kemampuan TIK pada model pembelajaran dilakukan dalam tiga tahapan. *Pertama*, menentukan indikator mata kuliah; *kedua*, menyelaraskan kemampuan TIK dengan komponen model pembelajaran; *ketiga*, memasukkan kemampuan TIK pada model pembelajaran. Prototipe model pembelajaran dikembangkan dengan mengintegrasikan kemampuan TIK meliputi penyerapan pengetahuan, pendalaman pengetahuan serta kreasi pengetahuan kedalam komponen model pembelajaran meliputi pendekatan, metode, dan Teknik; CEFR untuk kategori spoken production tingkat C1 dan processing text tingkat C2, serta KKNI tingkat 6. Pendekatan yang digunakan adalah kognitif, humanis, dan CLT yang diturunkan dalam metode *scaffolding, cooperative learning, text-based instruction*, serta *competency-based instruction*. Kegiatan pembelajaran terdiri dari kegiatan sebelum, saat, serta setelah telekonferen meliputi seminar, diskusi kelompok, diskusi kelas, serta tugas individu.

Kata Kunci : Kompetensi TIK, model pembelajaran, mata kuliah keahlian tambahan, English in Public Speaking Discourse, DDR, CEFR, KKNI.

APPROVAL SHEET

PERSETUJUAN PANITIA UJIAN
ATAS HASIL PERBAIKAN TESIS

Nama : Evi Mala Wijayanti
Nomor Registrasi : 1212817042
Program Studi : Magister Pendidikan Bahasa Inggris

NO	NAMA	TANDA TANGAN	TANGGAL
1	Dr. Liliana Muliastuti, M.Pd. Dekan Fakultas Bahasa dan Seni		25 Februari 2021
2	Dr. Siti Drivoka Sulistyaningrum, M.Pd. Koordinator Program Studi Magister Pendidikan Bahasa Inggris		12 Februari 2021
3	Dr. Siti Drivoka Sulistyaningrum, M.Pd. Pembimbing I		12 Februari 2021
4	Dr. Darmahusni, MA Pembimbing II		15 Februari 2021
5	Dr. Muchlas Suseno, M.Pd. Ketua Penguji		15 February 2021
6	Dr. Sri Sumarni, M.Pd. Anggota Penguji I		8 Februari 2021
7	Dr. Ratna Dewanti, M.Pd. Anggota Penguji II		8 Februari 2021

Scanned with CamScanner

DECLARATION

I certify that the thesis entitled 'Designing ICT Competences - Integrated Models Of Teaching Of Supplementary Skills Course For English Language Education Study Program (English In Public Speaking Discourse)' is my own work based on my personal research that I have acknowledge all materials and sources including books, articles, and other communication result quoted properly.

Jakarta, January 2021

Evi Mala Wijayanti

1212817042

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI JAKARTA
UPT PERPUSTAKAAN

Jalan Rawamangun Muka Jakarta 13220
Telepon/Faksimili: 021-4894221
Laman: lib.unj.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika Universitas Negeri Jakarta, yang bertanda tangan di bawah ini, saya:

Nama : Evi Mala Wijayanti
NIM : 1212817042
Fakultas/Prodi : Fakultas Bahasa dan Seni / Program Magister Pendidikan Bahasa Inggris
Alamat email : evimalawijayanti@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Negeri Jakarta, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

☐ Skripsi ☑ Tesis ☐ Disertasi ☐ Lain-lain (….....)

yang berjudul :
Designing ICT Competences - Integrated Models of Teaching Supplementary Skills Course 'English In Public Speaking Discourse' for English Language Education Study Program.

Dengan Hak Bebas Royalti Non-Ekslusif ini UPT Perpustakaan Universitas Negeri Jakarta berhak menyimpan, mengalihmediakan, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di internet atau media lain secara ***fulltext*** untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan Universitas Negeri Jakarta, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini saya buat dengan sebenarnya.

Jakarta, 23 Februari 2021

Penulis

(Evi Mala Wijayanti)

ACKNOWLEDGMENT

Alhamdulillahi robbil alamiin, the researcher expressed her highest gratitude to Allah SWT for blessing, love, opportunity, health, and mercy to complete this thesis. This thesis entitled "Designing ICT Competences - Integrated Models of Teaching Supplementary Skill Course 'English in Public Speaking Discourse' for English Language Education Study Program" is submitted as the final requirement in accomplishing master's degree at Program Magister Pendidikan Bahasa Inggris (PMPBI), Language and Arts Faculty, Universitas Negeri Jakarta.

Throughout the writing of this thesis, the researcher has received a great deal of support and assistance. The researcher would like to thank the advisors, Dr. Siti Drivoka Sulistyaningrum, M.Pd. and Dr. Darmahusni, MA for the sharing ideas and advices in arranging this thesis. The researcher also would thank to all the lecturers of PMPBI, Prof. Dr. Ilza Mayuni, MA., Dr. Ifan Iskandar. M.Hum., Dr. Ratna Dewanti, M.Pd., Dr. Sri Sumarni, M.Pd, and Dr. Muchlas Suseno, M.Pd., for the wonderful support. The researcher appreciates the colleagues and beloved friends for all the sharing ideas. Finally, the researcher will also thank to beloved family for unstoppable support and prays.

The existence of this thesis is expected to contribute the literature related to the analyzing and developing models of teaching Public Speaking for English Language Education Study Program (ELESP). After reading this thesis, the researcher wanted to have the feedback from the readers which it could be a positive improvement for the further research. Feedback could be sent to evimalawijayanti@gmail.com.

Jakarta, January 2021

Evi Mala Wijayanti

TABLE OF CONTENTS

Cover
Approval Sheet.....i
Declaration.....ii
Acknowledgement iii
Abstrak.....iv
Abstract v
Table of Contents.....vi
List of Figures vii
List of Appendices.....viii
CHAPTER I INTRODUCTION
1.1. Research Background 1
1.2. Research Question 3
1.3. Research Purposes 4
1.4. Research Scope.....5
1.5. Research Significances 5
1.6. Clarification of Related Terms.....7
1.7. State of the Arts 8
CHAPTER II LITERATURE REVIEW
2.1. Models of Teaching 9
2.1.1. Models of Teaching Concept 11
2.1.2. Components of Models of Teaching 21
2.2. Supplementary Skills 'English in Public Speaking Discourse 26
2.3. Information and Communication Technologies (ICT) 29
2.3.1. ICT in Education 31
2.3.2. ICT Competencies Framework 32
2.3.3. ICT in Models of Teaching 34
2.3.4. The Teacher Readiness in Integrating ICT in the Model of Teaching.....35
2.4. Common European Framework References (CEFR) 37
2.5. European Profiling Grid (EPG) 40
2.6. Related Studies 42

2.7. Conceptual Framework 44

CHAPTER III RESEARCH METHODOLOGY

3.1. Research Design 46

3.2. Data, Sources of Data, and Instruments.....48

3.3. Data Collection Procedures.....51

3.4. Data Analysis Procedures 52

CHAPTER IV FINDINGS AND DISCUSSION

4.1. Analyzing to what extend the ICT competences–integrated in the existing MOT supplementary skills course 'English in Public Speaking Discourse' 54

4.1.1. The analysis of the existing component models of teaching.....55

4.1.2. The Analysis of ICT competences-integrated in the existing components of 'English in Public Speaking Discourse' course MOT.....64

4.2 The procedures in designing the ICT competences-integrated in the components of supplementary skills 'English in Public Speaking Discourse' course MOT.....65

4.3 Designing the prototype Models of Teaching Supplementary Skills English in Public Speaking Discourse.....74

4.3.1 ICT-competency integrated in the models of teaching 'English in Public Speaking Discourse 74

CHAPTER V CONCLUSION

5.1 Conclusion 77

5.2 Recommendation 79

References 80

Appendices

LIST OF FIGURES

Figure 2.1	The UNESCO ICT Competency Framework for Teachers	34
Figure 2.2	CEFR language proficiency	38
Figure 2.3	EPG language proficiency	41
Figure 2.4	Conceptual framework	45
Figure 3.1	DDR stages	47
Figure 3.2	Description of Data, Data Sources & Instrument	50
Figure 4.1	Classroom Observation	56
Figure 4.2	The analysis of the existing MOT	57
Figure 4.6	The analysis of approach and method in the existing MOT	60
Figure 4.7	CEFR indicator for English in Public Speaking Discourse	66
Figure 4.8	The integration of ICT competences into the MOT components	70

UNIVERSITAS NEGERI JAKARTA

LIST OF APPENDICES

Appendix 1	Observation Result
Appendix 2	Interview Focus Protocol Based on MOT
Appendix 3	In-depth interview instrument
Appendix 4	Interview Transcript
Appendix 5	Kerangka Kualifikasi Nasional Indonesia (KKNI)
Appendix 6	CEFR
Appendix 7	UNESCO ICF-CFT 2018
Appendix 8	Analysis of the Existing MOT
Appendix 9	Analysis Existing ICT-integrated in The Existing Models of Teaching
Appendix 10	Analysis of ICT Indicators in the MOT Components/Sub Components in the Syllabus
Appendix 11	Designing prototype Models of Teaching