

# CHAPTER 1

## INTRODUCTION

This chapter contains the background of the research, what are the research questions, how are the research aims and limiting the research scope. This chapter also explains how the research will contribute the significance and the state of the arts.

### 1.1. Research Background

United Nations Education, Scientific and Cultural Organization (UNESCO) in 2018 published the up-to-date framework for teacher competency namely Information and Communication Technology Competences Framework for Teacher (ICT CFT) as tool to guide teacher on the use of ICTs across the education system. It was essential since the effective integration of ICT in the schools and classrooms could transform pedagogy and empower students. In this context, it was significance that teachers have the competencies to integrate ICT in their professional practice to ensure the equity and quality of learning. Teachers also need to be able to harness ICT to guide learners in developing Knowledge Society skills such as critical and innovative thinking, complex problem solving, the ability to collaborate, and socio-emotional skills which the vital element in 21<sup>st</sup> century aimed to be involved in the online society (UNESCO, 2018).

Discussion of demanding the 21<sup>st</sup> century education was closely related to the existence of the ICT and harnessing new skills. ICT became an important part of people's life since the technology could facilitate a universal access of education and bridged the learning divides (Kozma & Francisco, 2008). Mastering the new skills, were essential to fulfilling the new demand. There were seven survival skills that owned

by the students to help them facing the challenges. They were, critical thinking and problem solving, collaboration across networks, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, curiosity and imagination (Wagner, 2008). In this context, the current study adapted the demanded skills as the supplementary skills in the context of teacher professional development.

In conclusion, as one of the demanded skills in the 21<sup>st</sup> century, effective communication has potential aspect to be improved. In this context, the course of Public Speaking has the essential role to be developed and integrated with the ICT CFT provided by UNESCO. One of the ways is by developing the models of teaching Public Speaking which integrated with ICT CFT.

There were several studies stated the importance of integrating ICT in education. The ICT integration in teaching and learning process has a great effectiveness for both teachers and the students. Study claimed that teachers' well-equipped preparation with ICT tools and facilities is one of the main factors in success of technology-based teaching and learning (Ghavifekr & Rosdy, 2015). The integration of ICT brought the students to the improvement of academic achievement. There was a relationship between ICT adoption and academic performance in a conservative environment (Basri, Alandejani, & Almadani, 2018).

The adoption and use of ICT in education have a positive impact on teaching, learning, and research. ICT can affect the delivery of education and enable wider access to the same. It would increase flexibility so that learners can access the education regardless of time and geographical barriers. It could influence the way students were

taught and how they learnt. It would provide the rich environment and motivation for teaching learning process which seems to have a profound impact on the process of learning in education by offering new possibilities for learners and teachers. These possibilities could have an impact on student performance and achievement (Noor-Ul-Amin, 2013).

The existing literatures focused on how the integration of ICT brought positive impact to the learning process. However, less attention on addressing the research on how the ICT integrated in designing Models of Teaching. One study found that there were two clear different patterns of ICT use, a weak integration-teaching model against a strong educational integration of ICT. Teacher who develop a model of intensive educational use of ICT are teachers with many years of professional experiences (Area-Moreira, Hernández-Rivero, & Sosa-Alonso, 2016).

While the existing studies showed the importance of integrating the ICT in education, these findings raised a number a question including how to develop models of teaching (MOT) which integrated with the ICT competences. The current study would explore how the ICT competences integrated on MOT 'English in Public Speaking Discourse'. The current study started the research on exploring the existing ICT competences integration on the MOT to find the gaps then continued to infuse the ICT competences which integrated on the MOT of 'English in Public Speaking Discourse'.

## **1.2. Research Questions**

Based on the research background which mentioned in the previous part, the main question will be addressed in this research is:

**How are the ICT Competences-integrated in models of teaching supplementary skills ‘English in Public Speaking Discourse’ course for English Language Education Study Program (ELESP)?**

Sub questions:

1. To what extent are the ICT competences integrated in the existing model of teaching in supplementary skills ‘English in Public Speaking Discourse’ course provided by ELESP?
2. How are the ICT competences integrated in the components of supplementary skills ‘English in Public Speaking Discourse’ course model of teaching?
3. How are the designs of ICT competences-integrated of supplementary skills ‘English in Public Speaking Discourse’ course model of teaching for ELESP?

**1.3. Research Purposes**

The main purpose of the study is:

**To design ICT-integrated supplementary skills ‘Public Speaking’ Course models of teaching for ELESP.**

The sub purposes of the study are as follows:

1. To analyze the integration of ICT competences in the existing MOT of supplementary skills ‘English in Public Speaking Discourse’ course;
2. To describe the procedures in designing the ICT competences-integrated in the components of Supplementary Skill Course ‘English in Public Speaking Discourse’ MOT for ELESP;

3. To design the ICT competences-integrated supplementary skills ‘English in Public Speaking Discourse’ MOT for ELESP;

#### **1.4. Research Scope**

The current research focused on designing ICT competences-integrated models of teaching supplementary skills courses. In the beginning of the research, the study explored the courses reflected the supplementary skills courses, they are Public Speaking, Pronunciation Practice, and Functional Grammar. During the limitation of the research, this study focused on one of the supplementary courses namely ‘English in Public Speaking Discourse’ in ELESP. Models of teaching was used as the guidance how the process of teaching and learning in the classroom is reflected. UNESCO ICT framework was the basis how to integrate ICT competences in educational process especially for models of teaching supplementary skills course Public Speaking. Furthermore, Common European Framework References (CEFR) is used as the standard in designing learning outcomes. Then, in conducting the research, design and development research (DDR) was used as the method in the process of designing ICT competences-integrated models of teaching in supplementary skills ‘English in Public Speaking Discourse’ course.

#### **1.5. Research Significances**

This study is expected to give contribution in terms of:

- a. Theoretically, the result of the study is expected can be used as guidance for further research especially for lecturer who is interested in designing models of teaching related to supplementary skills courses;

- b. Practically, this research is intended to improve the implication and pedagogical activity in integrating the ICT competences for learning and teaching activity. It is also expected to support lecturer and student to improve their knowledge on the ICT competences.

The existence of the study is also expected to give contribution in terms of:

- For students

This study will not only become a suggested model of teaching, but also to enhance students' learning process in classroom. The learning quality of students also hopefully will be better if the ICT-integrated learning with the supplementary skill courses subjects;

- For lecturers, teachers, and educators

The result of this study will be used as the evaluation of activity of teaching and learning process that teachers usually do. After finding the result, lecturer may use it as a reflection of teaching and learning processes. The model of teaching is proposed to make the process of teaching, learning, and assessing supplementary skills courses subjects be better with the integration of ICT.

- For other researchers

The previous existing data will be developed through this research, the writer would like to give contribution to the study as reference for other researchers.

The result can be used by other researcher who wants to design the ICT-integrated models of teaching of supplementary skill courses.

- For author herself

The result of this research will give many advantages for the author. The author can reflect, design and developing the model of teaching.

## 1.6. Clarification of Related Terms

### 1.6.1 Information and Communication Technology (ICT)

Information and Communication Technology (ICT) is a fundamental and an essential part of our life nowadays. It refers to any technological tools and resources used to create communication and manage information. UNESCO added the integration of ICT in education in their policy. It aims to ensure that people nowadays have good literacy on ICT. The integration of ICT in model of teaching aims to help students and teachers become a technologically friendly and can integrate it as a main tool in helping both teachers and students delivering and understanding the materials.

### 1.6.2 Model of Teaching (MoT)

Model of teaching is the effort do by teachers to provide students with the conducive environment to help students learning. It translates the curriculum to more specific information including approach, method, and techniques used by teachers in delivering materials. It is a pattern that describe how teachers provide the process, strategies, and learning materials in a classroom to help students learning.

### 1.6.3 Supplementary Skills Course

Supplementary Skills course referred to the courses which helping the students gaining the skills needed to face the 21<sup>st</sup> century challenges. One of the ways of facing the challenges is by developing an innovative strategy which allow students to learn new skills and competences. Some of the demanded skills and competences are collaboration, effective communication, and analyzing the information. In this current research, the supplementary skills course refers to

‘Public Speaking’ course. The course aims to facilitate students gaining the demanded skills.

### **1.7. State of the Arts**

This research focused on designing ICT-integrated model of teaching for supplementary skills courses ‘English in Public Speaking Discourse’ in ELESP. The model provided ICT competences as the main source in developing activities, materials, and learning and teaching environment. This model hopefully provided students with better understanding of the supplementary skill course. Presenting this paper was also aimed to share knowledge of digital literacy and how to use ICT effectively and efficiently. The existence of ICT integrated model of teaching could be inferred as the novelty of this research while the other research is focus with non-ICT integrated models of teaching.