

CHAPTER 1

INTRODUCTION

1.1 Background of Study

In recent years, information and communication technology (ICT) has become embedded and affected the every aspect of our lives. Rapid development of ICT has changed our language teaching pedagogy at all levels. As part of this, schools and other educational institutions which are supposed to prepare students to live in “a knowledge society” need to consider ICT integration in their curriculum (Ghavifekr, Afshari & Amla Salleh, 2012). In higher education, ICT should be able to give extra value to improve students’ competence in university. The university should impel the use of contemporary technology such as e-learning through the learning activities. ICT can help to enhance the quality of education with advanced teaching methods, improve learning outcomes and enable reform or better management of education systems (UNESCO, 2009). Indonesia Qualification Framework (IQF) or is usually called as Kerangka Kualifikasi Nasional Indonesia (KKNI) determines what minimum qualification must be achieved by the graduates of every level of education. In the level of undergraduate or bachelor degree of English education program, it is stated that the graduates should be able to use relevant information and communication technology to develop education quality.

Teachers, curriculum developers, researchers have been constantly finding techniques to use some form of it to both assist and enhance language learning.

Studies have shown that ICT has the potential important role in supporting and enhancing language learning such as the positive effects towards students' learning motivation (Chenoweth, Ushida & Murday, 2006; Stepp-Greany, 2002), students' personal needs and learning styles (Gimenez, 2000), students' language mastery (Stepp-Greany, 2002), effective teaching and learning process (Al-Jarf, 2004),etc.

Although 'computers have been used for language teaching since the 1960s' (Warschauer & Healey, 1998, p. 57), widespread use of information and communication technology (ICT) in language teaching and learning has only really occurred over the past decade with the development of multimedia resources and the Internet. Warschauer and Healey (1998) maintain that computer-assisted language learning (CALL) has mirrored the broad progression of educational theory as regards modern foreign language (MFL) learning from behaviorist to communicative to the post-communicative phase. With the greater emphasis currently placed on an e-learning culture, developments are now taking place to find ways of assessing learning electronically (and effectively).

Computer aided assessment (CAA) in languages, as outlined in the ICT4LT website (Atkinson & Davies, 2005) include: interactive exercises and tests completed on a computer, use of computers to produce coursework, on-screen marking of students' word-processed writing, use of revision software, using a spreadsheet or database to keep a record of students' marks, use of email to send coursework and to receive marks and feedback, use of web pages to set

tasks for students and to provide tutor support, use of plagiarism detection software.

Speaking is one of the subjects studied in the field of language study and in the discipline of conversation analysis. Oral production is commonly said to be the most complex ability to test, due to its specific features, the long time required for its assessment and the transient nature of the speech act. Although some language testing systems record candidates' production in order to have a permanent record of their spoken performance, speaking skills are still difficult to assess. In addition to this, it is not easy to establish a definite list of the spoken features to be assessed, the specific criteria that are going to be considered for that assessment, or the activities or tasks to be used.

The number of research related to ICT – integrated speaking assessment instrument is still limited. A published research is conducted by Lu et al (2010) entitles “A research on a student-centred teaching model in an ICT-based English audio-video speaking class (EAVSC)” exemplified the feasibility of the student-centred teaching model utilized in an English audio-video speaking class (EAVSC) in computer-assisted language learning (CALL) environments at the authors' university by carrying out two quantitative longitudinal case studies. Analysis of correlated data shows that this specific teaching model in general is both plausible and effective in improving students' communicative language abilities, especially in their speaking abilities.

Morze et al (2016) in their study entitles “Communication in Education: ICT Tools Assessment” analyzed and studied some category ICT – tools for

Communication in education and their assessment. They concluded the top ranking communicative tool falls into the social media category (23,21 points). The social network engines are designed to store, share, promote, reference and review academic output. The network type interface is designed to facilitate students' and researchers 'personal collaboration, navigation through the thematic span of academic output, uploaded into public domain.

Hunt et al (2007) examines the national context for the assessment of modern foreign language proficiency in England, outlines the kinds of assessment currently available and the development of electronic forms of assessment and compares the above with the survey results of a European Union (EU) funded project on current good practice in online assessment of languages in other European countries.

Based on the above explanation, this research is trying to develop an ICT – integrated speaking assessment instruments for ELESP that the integration will benefit the communicative and functional levels for students' English learning process and progress.

1.2 Research Questions

Based on the background of the study above, the main question of the study is:

“How are the ICT-integrated Speaking Assessment Instruments for English Language Education Study Program (ELESP)?”

The sub-questions of the study are:

1. To what extent are the ICT competence integrated in the existing speaking assessment instruments of ELESP?
2. How are the ICT - integrated in the Table of Specifications of Speaking Assessment Instruments?
3. How are the ICT - integrated Table of Specifications of Speaking Assessment Instruments for ELESP?
4. How are the ICT - integrated tests of Speaking Assessment Instruments for ELESP?
5. How are the ICT - integrated non-tests of Speaking Assessment Instruments for ELESP?

1.3 Purposes of Study

Based on the research questions presented above, the main purpose of the study is:

To design ICT integrated speaking assessment instruments for English Language Education Study Program (ELESP).

The sub-purposes of the study are:

1. To analyze the use of ICT of the existing speaking assessment instruments.
2. To analyze the table of specifications of speaking.
3. To define the process of ICT integrated to table of specifications of speaking assessment instruments.
4. To design ICT integrated test of speaking assessment instruments.

5. To design ICT integrated non-test speaking assessment instruments.

1.4 Scope of Study

This study focuses on designing ICT-integrated speaking assessment instruments for English Language Education Study Program (ELESP). The speaking assessment instrument is adapted from existing syllabi from five undergraduate study programs in universities in Indonesia. In further, the proposed of speaking assessment instrument is aimed to provide the appropriate assessment instrument for undergraduate English education program in Indonesia.

1.5 Significance of Study

Theoretically, the results presented in this study is hoped to be able to give contribution for the educational field especially in the language skill of speaking assessment instruments ICT based development area. By doing this research, the researchers also want to give contribution as the reference for designing ICT-integrated assessment instruments specification focuses on the speaking assessment instruments.

Practically, the research is projected to be one of the speaking assessment instruments for assessment makers, teachers, course directors, teaching and learning material designers, stakeholders or who are looking for English speaking assessment instruments which are integrated with ICT to assess English speaking proficiency. The research is also expectantly proposed to be a reference for the English Study Program assessment ICT-based employed in Indonesian universities, particularly for the S-1 English Study Program and specifically, the English Language Education Study Program (ELESP).

1.6 Definition of Key Terms

To avoid misunderstanding, some technical terms found throughout this study are defined as follows:

1. Speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural – and a speaker's knowledge and skills have to be activated rapidly in real-time.

2. Assessment is an ongoing pedagogical process that includes a number of evaluative acts on the part of the teacher (Brown, 2007). Brown (2004) states that assessment is a continuous process in measuring student performance. He also defines tests as a method of measuring a person's performance, ability and knowledge in a particular domain. Assessment is the application of various ways and the use of a variety of assessment tools to obtain information about the extent of student learning outcomes or the achievement of competencies (ability sets) of students. Assessment answers questions about how well the results or learning achievements of a student. We shall first describe "hard" and then "soft" assessment instruments (Carroll, 1993).

3. ICT generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware e.g. computers and others devices, software applications, and connectivity e.g. access to the internet, local networking infrastructure, and video conferencing (UNESCO, 2003).

ICT and especially the Internet, offer educational tools for children and adolescents, an unprecedented opportunity to respond with the quality needed for

increasingly large and diverse demand (UNESCO, 2002). Applying ICT as a tool for learning in the curriculum allows all students to have the opportunity to become competent, discriminatory, creative and productive ICT users.

