

## CHAPTER I

### INTRODUCTION

This chapter presents the introduction of the study. It covers the background of the study, statement of the problems, aims of the study, scope of the study, significances of the study, and organization of the thesis.

#### 1.1. Background of the study

Models of teaching play an important role in the process of teaching and learning. A model of teaching is described as a blueprint which provides structure and direction for the teacher as a tool designed to assist teachers to make their instruction systematic and efficient (Eggen & Kauchak, 2012). Models of teaching also defined as a description of a learning environment, including the teachers' behavior when that model is implemented. These models have many uses, starting from planning lessons and curriculums up to designing instructional materials, including multimedia programs (Joyce et al., 2009). In addition, (Kilbane & Milman, 2014) explain that models of teaching sometimes referred to as instructional models or models of learning. The models of teaching are specialized methods for facilitating learning. They are designed to promote specific learning outcomes related to required standards in the academic disciplines by using a certain set of activities. Moreover, the teacher can be more specific in deciding, choosing, and applying the suitable models of teaching to be used in the classroom guided by the components of models of teaching. Those components are categorized into three main components: approach, method, and technique

(Brown, 2000; Harmer, 2007; Richards & Renandya, 2002; Richards & Rodgers, 2002).

Grammar is as one of the important aspects in mastering English language. As stated by (Priya, 2015) grammar can create communication to be logical and coherent. Grammar also helps students in enhancing language skills especially in speaking, reading, and writing. To create the successful of grammar teaching, the role of model of teaching grammar is essential. The design of models of teaching grammar can support the grammar teaching and learning processes. Models of teaching are as the guidelines for teacher in teaching.

As stated earlier, models of teaching play an important role in the process of teaching and learning. They have function to stimulate the development of new educational innovations (Pateliya, 2013). The integration of Information and Communication Technology (ICT) competences in models of teaching are needed as the educational innovations since the integration of ICT competences as one of the demands in 21<sup>st</sup> century education. As cited in (Kilbane & Milman, 2014), the teachers face the demands in this 21<sup>st</sup> century education. The teachers need to understand the characteristic and needs of 21<sup>st</sup> century students as the digital natives. They are growing up in a digital, mobile, and connected with the constant and instant information. To meet this demand, the teachers need to incorporate technologies into their own teaching since the technology can motivate, engage and affects how the students think and learn. There are a number of studies that provides the integration of ICT in models of teaching and grammar teaching. (Madya et al., 2004) in their study showed the successfulness model of teaching;

it was supported by the use of media that suitable for young learners. The proposed model of teaching and learning in this study consists of five parts: opening, content focus, language focus, communication focus, and closing. The important point of this model is in doing the learning tasks, active participation of students, both physically and mentally. It is supported by the study that was conducted by (Bikowski, 2018) that provides a model of teaching in grammar class was helping by using several ICT tools. This study emphasizes the need for the integration of technology in teaching grammar. It provides many benefits in utilizing those ICT tools integrated model of teaching grammar.

Through ICT the teacher and student can be engaged in information exchange that can give many benefits. As cited in (Ibrahim, 2010) ICT give positive impacts on some aspects of English Language Teaching such as the availability of the materials, students' attitudes, autonomy, authenticity, multifaceted tools, helps teachers, promote student-centered, learning, and self-assessment. The integration of ICT in teaching and learning English also can develop the quality of English teachers in this 21<sup>st</sup> century. ICT can help the teacher in improving teaching skills and innovative teaching, motivating students in learning, designing an educational environment, and improving professional development (Bhattacharjee & Deb, 2016). ICT competences itself is as the competences that are needed in the 21<sup>st</sup> century. As stated by (Finegold & Notabartolo, 2010) there are several skills needed in the 21<sup>st</sup> century. The skills are categorized into five main categories: analytic skills consist of critical thinking, problem-solving, decision making, and research and inquiry;

interpersonal skills consist of communication, collaboration, and leadership and responsibility; ability to execute consists of initiative and self-direction, productivity; information processing consist of information literacy, media literacy, digital citizenship, ICT operations, and concepts; and capacity for change consist of creativity/innovation, adaptive learning, learning to learn, and flexibility.

In the UNESCO ICT Framework, it is also stated that the teachers need to be equipped with the ICT competences to develop the quality of future English teachers. This framework emphasizes the teachers to not only have the ICT competences and be able to teach them to their students, but they also have to be able to help their students to be collaborative, problem-solving, creative learners with ICT competences to be effective citizens and workforces. The ICT competences based on (UNESCO, 2011) are divided into three aspects. Technology Literacy, Knowledge Deepening, Knowledge Creation.

In a study conducted by (Arnell, 2012), this study showed the teachers are not aware of the resources available or how to organize the teaching to make use of ICT in the best way. The results show that only one of the teachers can integrate ICT in English grammar teaching. It concluded that the teachers need more training to use ICT in English grammar teaching successfully.

To make the integration of ICT in teaching and learning become successful, the teachers need to increase their capacity in ICT competences. Because the successful integration of ICT into the classroom, it will depend on the ability of teachers to structure the learning environment in new ways, to merge

new technology with new pedagogy, to develop a socially active classroom, encouraging cooperative interaction, collaborative learning, and group work. Moreover, the teaching skills of the future will include the ability to develop innovative ways using technology to enhance the learning environment, and to encourage technology literacy, knowledge deepening, and knowledge creation (UNESCO, 2011).

This study focused on designing models of teaching for grammar courses with the integration of ICT competences for ELESP. Models of teaching for grammar courses need to be integrated with ICT competences to create innovation in teaching and learning grammar as the characteristic of 21<sup>st</sup>-century education. As cited in (Pateliya, 2013) models of teaching has the function to stimulate the development of new educational innovations. Even though 21<sup>st</sup>-century education concern with the application of ICT, there are some problems still raise related to the integration of ICT competences in models of teaching grammar. For examples, some of the models of teaching grammar have not been integrated with ICT, students and the lecturer still have problems in operating ICT, and so on. By integrating ICT in models of teaching grammar, the lecturer not only can improve their students' ability in grammar but also the capacity in mastering ICT competences which are needed in this 21<sup>st</sup> century education. Furthermore, it can help the lecturer in ELESP in improving their students' capacity to be the future English language teacher in terms of pedagogical and professional aspects.

## 1.2. Research Questions

This study focuses on designing an ICT Competences-integrated grammar model of teaching for ELESP. Based on the background above, there are several questions formulated to achieve the goal of this study as **main research question**: “How are the ICT Competences-integrated grammar courses models of teaching for the English Language Education Study Program?” The main question is divided into three **sub-Research Questions (sub-RQ)**:

1. To what extent are the ICT competences integrated in the existing models of teaching grammar courses in ELESP?
2. How are the ICT competences integrated into the components of grammar courses models of teaching?
3. How are the designs of ICT competences-integrated of grammar courses models of teaching for ELESP?

## 1.3. Purposes of the Study

Related to the research questions above, the main purpose of this study is: **To design ICT competences-integrated grammar models of teaching for English Language Education Study Program.** Besides the main purpose, this study also has several sub purposes, they are:

1. To analyze the integration of ICT competences in the existing models of teaching of grammar courses

2. To describe the procedure of designing the ICT competences-integrated into components of grammar courses models of teaching for English Language Education Study Program
3. To design the ICT competences-integrated grammar courses models of teaching for English Language Education Study Program

#### **1.4. Scope of the Study**

This study focuses on designing ICT competences-integrated models of teaching grammar courses for English Language Education Study Program (ELESP). Model of teaching is used as the guidance in analyzing how the process of teaching and learning reflected in the classroom activities. This study developed three models of teaching grammar courses; they are models of teaching basic grammar course, intermediate grammar course, and advanced grammar course. This study uses the UNESCO ICT framework as the basis in integrating ICT competences into models of teaching for grammar courses. Common European Framework References (CEFR) is also used in this study as the standard in designing the learning outcomes. This study also based on the Research and Development (R&D) method.

#### **1.5. Significances of the Study**

This study is expected to give contributions in terms of:

- a. Theoretically, the result of this study is expected can be used as guidance and reference for further research especially for the lecturer who is interested in

designing models of teaching grammar courses that are integrated with ICT competences for English Language Education Study Program.

- b. Practically, this study is expected to give a contribution to the education field by providing the design of models of teaching grammar courses that are integrated with ICT Competences especially for English Language Education Study Program (ELESP).

The result of this study is also expected to give contributions in terms of:

- a. For students

The study is expected to enhance the quality of students' learning process in the classroom. It is expected that the quality of students' learning will be better if the ICT competences-integrated with the basic grammar, intermediate grammar, and advanced grammar courses

- b. For lecturers, teachers, and educators

The result of this study is expected to give a contribution in helping the lecturers, teachers, and educators to find reference in designing the models of teaching grammar courses with the integration of ICT competences that is needed for the 21<sup>st</sup> century education

- c. For other researchers

The study is expected to give input and reference to other researchers. The result of this study can be used by other researchers who are interested in designing the ICT competences-integrated models of teaching grammar courses



## 1.6. Clarification of Key Terms

ICT is a term that stands for Information and Communication Technology. It is simply defined as technology and has broad coverage. According to (UNESCO, 2011) ICT includes the hardware or tools that span from radio, computers, cell phone, desktops, laptop, tablet, satellite etc. as well as the software which are applications or programs that are usually attached to the tools.

Models of teaching are as a description of a learning environment, including our behavior as teachers when that model is used. These models have many uses, ranging from planning lessons and curriculums to designing instructional materials, including multimedia programs (Joyce et al., 2009)

Grammar is mostly defined as a system of rules which governs how words (and smaller morphemes) can be combined to form sentences (Keck & Kim, 2014). Grammar for English Language Education Study Program is divided into three courses. It consists of Basic Grammar, Intermediate Grammar, and Advanced Grammar.

## 1.7. State of the Art

This study focuses on designing ICT competences-integrated grammar courses models of teaching for English Language Education Study Program (ELESP). This study emphasizes the infusion of ICT in models of teaching grammar. ICT will be involved in developing activities and materials in grammar models of teaching. The infusion of ICT in models of teaching grammar is considered as a novelty, since it can give many advantages in grammar teaching.

Moreover, the integration of ICT competences in this study is to prepare the preserves teacher to meet the demand of 21<sup>st</sup> century workforce that requires the mastery of ICT competences. Besides that, the integration of ICT competences in models of teaching grammar is expected to give the better quality in grammar teaching in order to create the qualified preserves English teacher who masters the ICT competences.

