

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter provides the theories underlying this research. This chapter discusses European Profiling Grid (EPG), learning outcomes, EPG-based enabling competences description, intercultural competences, intercultural competence in Indonesia, language awareness, language awareness in Indonesia, digital media, digital media in Indonesia, curriculum, curriculum design, curriculum for higher education, curriculum for pre-service teacher training program, and related studies.

#### **2.1 European Profiling Grid**

EPG is a project which was conducted by the European commission that was started from 2011 to October 2013 and involved partners from nine countries (Austria, Bosnia, Bulgaria, France, Germany, Ireland, Italy, Romania, Spain) which are leading national and international authorities on language education (European commission, 2013). The European profiling grid (EPG) is a reflective assessment for describing language teacher competence.

The aim of the EPG is to assess teacher's competence. EPG is also useful for managers and coordinators as a tool for ensuring the quality of language education, and for trainers and mentors who provide support and in service development opportunities for language teachers.

EPG is shown in the form of table. One axis is list of categories of teacher competences (training and qualification, key teaching competences, enabling competences and professionalism); the other is a series of can-do descriptor of six development phases. (European commission, 2013). The descriptor represent “a gradual progression of teachers’ qualifications and competences from teachers-in-training, through novice teachers, teachers with considerable practice, to experienced modern language professionals” (European commission, 2013). The six development phases are gathered into three main phases, 1.1 and 1.2, 2.1 and 2.2, 3.1 and 3.2 to cover teachers of different experience and degrees of competence (European commission, 2013).

### **2.1.1 EPG-Based Enabling Competences**

Enabling competences include intercultural competence, language awareness, and digital media. Intercultural competence is the first sub competence in enabling competences. There are 16 descriptors in this sub competence. The first development phase (1.1) of intercultural competence has one descriptor namely ‘understands that the relationship between language and culture is an important factor in language teaching and learning’. The second development phase (1.2) has three descriptors those are firstly ‘is learning about the relevance of cultural issues in teaching’. The second descriptor is ‘can in cultural behaviour and traditions. The third descriptor is ‘can create an atmosphere of tolerance and understanding in

classes where there is social and cultural diversity'. The third development phase (2.1) has three descriptors namely 'understands and is able to take account of relevant stereotypical views'. The second descriptor is 'can use own awareness to expand students' knowledge of relevant cultural behaviour, e.g. politeness, body language, etc. The third descriptor is 'can recognize the importance of avoiding intercultural problems in the classroom and promotes inclusivity and mutual respect. The fourth development phase (2.2) has three descriptors those are firstly 'can help learners to analyse stereotypical views and prejudices'. The second descriptor is 'can integrate into lessons key areas of difference in intercultural behaviour (e.g. politeness, body language, etc.). The third descriptor is 'can select materials that are well matched to the cultural horizon of learners and yet extends this further using activities appropriate to the group. The fifth development phase (3.1) has three descriptors those are firstly 'can use web searches, projects, and presentations to expand own and learners understanding and appreciation of intercultural issues. The second descriptor is 'can develop learners' ability to analyse and discuss social and cultural similarities and differences'. The third descriptor is 'can anticipate and manage effectively areas of intercultural sensitivity'.

The sixth development phase (3.2) has three descriptors namely first 'can use her/his extensive knowledge of intercultural issues when this is appropriate to assist less experienced colleagues'. The second descriptor is 'can develop colleagues' ability to deal with cultural issues, suggesting

techniques to defuse disagreements and critical incidents if they arise'. The third descriptor is 'can create activities, tasks and materials for own and colleagues' use and can seek feedback on these.'

Language awareness competence has 14 descriptors. The first development phase (1.1) has two descriptors those are firstly 'can use dictionaries and grammar books etc as reference sources'. The second descriptor is 'can answer simple questions about language that are frequently asked at levels she/he is teaching'. The development phase 1.2 has two descriptors namely 'can give correct models of language form and usage adapted to the level of the learners at lower levels. The second descriptor is 'can give answers to language queries that are not necessarily complete but that are appropriate for lower level learners'. The development phase 2.1 has two descriptors those are firstly 'can give correct models of language form and usage appropriate for the level concerned, except at advanced levels (C1-2). The second descriptor is 'can give answers to questions about the target language appropriate for the level concerned, except at advanced levels (C1-2). The development phase 2.2 has three descriptors those are firstly 'can give correct models of language form and usage, for all levels up except at C2 on almost all occasions'. The second descriptor is 'can recognize and understand the language problem that a learner is having. The third descriptor is 'can give answers to questions about the target language that are appropriate for the level concerned except at C2'. The development phase 3.1 has three times those are firstly

'can select and give correct models of language form and usage on almost all occasions at all levels'. The second descriptor is 'can answer almost all language queries fully and accurately and give clear explanations'. The third descriptor is 'can use a range of techniques to guide learners in working out answers to their own language queries and correcting their errors'. The development phase 3.2 has two descriptors those are firstly 'can always give full, accurate answers to queries from students about different aspects of language and usage. The second descriptor is 'can explain subtle differences of form, meaning and usage at C1 and C2 levels'.

Digital media has 19 descriptors. The development phase 1.1 has three descriptors those are first 'can use word-processing software to write a worksheet, following standard conventions. The second descriptor is 'can search for potential teaching material on the internet. The third descriptor is 'can download resources from websites'. The development phase 1.2 has two descriptors those are firstly 'can create lessons with downloaded texts, pictures, graphics, etc'. The second descriptor is 'can organize computer files in logically ordered folders'. The development phase 2.1 has four descriptors those are firstly 'can use software for handling images, DVDs, and sound files. The second descriptor is 'can use any standard Windows/Mac software, including media players. The third descriptor is 'can recommend appropriate online materials to students and colleagues'. The fourth descriptor is 'can use a data projector for lessons involving the internet, a DVD etc. The development phase 2.2 two descriptors namely

'can set and supervise on-line work for learners'. The second descriptor is 'can use software for handling images, DVDs, and sound files'. The development phase 3.1 has five descriptors those are firstly 'can rain students to select and use on-line exercises appropriate to their individual needs'. The second descriptor is 'can edit and adapt sound and video files'. The third descriptor is 'can show colleagues how to use new software and hardware'. The fourth descriptor is 'can coordinate project work with digital media (using, for example, a camera, the internet, social networks). The fifth descriptor is 'can troubleshoot most problems with classroom digital equipment'. The development phase 3.2 has three descriptors those are firstly 'can train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. profitably for language learning.' The second descriptor is 'can show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources. The third descriptor is 'can design blended learning modules using a learning management system e.g. Moodle.

## **2.2 Intercultural Competence**

Culture is different in every group and country. Even, in one country, there are maybe have more than one culture. Therefore, it is important for teacher to have intercultural competence to face their multi-cultural students. Intercultural competence is skill, ability, knowledge and attitude to build behavior and communication which is appropriate and effective in

intercultural interaction (Deardorff, 2006). Knowledge in intercultural competence is “cultural self-awareness; culture specific knowledge; socio-linguistic awareness; grasp of global issue and trends.” (Deardorff, 2006). Skills in intercultural competence are “listening, observing, evaluating using patience and perseverance; viewing the world from others’ perspective” (Deardorff, 2006). Attitudes in intercultural competence is “respect (valuing other cultures); openness (withholding judgment); curiosity (viewing difference as a learning opportunity); discovery (tolerance for ambiguity)” (Deardorff, 2006).

### **2.2.1 The Importance of Intercultural Competence**

The success of interaction is not only delivering the information but also accept “other’s perspective on their own culture and solving dysfunctions in communication and behavior” (Byram, 1997,p. 42).

Teacher should have intercultural competence because it is important to teach intercultural for students. As stated by Kramsch and McConnell-Ginet (1992) that learners have to be taught by intercultural approach which means they can understand their own culture and the target country so that they can develop their attitude to the culture and development of their own countries. It can be concluded that students who are educated to use second/ foreign language will be sensitive in intercultural area by teaching them to be culture mediator, to understand the world through the other’s view, and applying culture learning skills.

Teacher who have intercultural competence will appreciate differences in religion, race, customs, and can teach students how to interact using language with people who have different cultures. In addition, they can select materials which is appropriate to students' culture.

Based on the statements above, intercultural competence is important to be taught for students. Thus, teacher should have intercultural competence.

### **2.2.2 Intercultural Competence in Indonesia**

In Indonesia, teachers are required to have four competences those are pedagogic competence, personality competence, social competence, and professional competence. However, intercultural competences for teachers is not explicitly stated. Even it is not explicitly stated, there are some competences which are related to intercultural competence. The competences are 1) Understand effective, empathetic, and polite communication strategies, both oral and written; 2) Communicate effectively, empathically, and well-mannered with learners with a distinct language in cyclically constructed learning interactions from (a) preparing the psychological condition of learners; (b) asking questions or assignments as invites to learners to respond, (c) Learners' responses, (d) teacher reactions to student responses, and so on; 3) Respect learners regardless of beliefs, ethnicity, customs, origin, and gender; 4) Be consistent with the religious norms, social laws and norms prevailing in society, and diverse



Indonesian national cultures; 5) Be inclusive and objective towards learners, peers and the environment in conducting learning process; 6) Not discriminatory towards learners, peers, parents of learners and the school environment due to differences in religion, ethnicity, gender, family background, and socio-economic status; 7) Communicate effectively, empathically, and courteously with fellow educators, education personnel, parents, and the community; 8) Communicating with colleagues and other scientific communities politely, empathetically and effectively; 9) Communicate with learners' parents and community politely, empathetically and effectively about the learning program and the progress of the learner; 10) Invite the parents of learners and the community in learning programs and in overcoming learners' learning difficulties; 11) Adaptable on duty throughout the territory of the Republic of Indonesia which has a socio-cultural diversity; 12) Adapt to the workplace environment in order to improve effectiveness as a teacher including understanding the local language.

The differences between intercultural competence in EPG and in Indonesia are first, in Indonesia intercultural competence is not explicitly stated. Second, there are no phase development in intercultural competence. Third, most of intercultural competence in Indonesia concern in communication not how the intercultural applied for students.

## **2.3 Language Awareness**

Language awareness is important for language teacher (Elis, 2012). Therefore, this paper will discuss definition and role of language awareness. Because of many definitions of language awareness, this paper focuses language awareness based on association of language awareness (ALA, 2012) and Thornburry (1997). According to ALA, language awareness can be defined as “explicit knowledge about language and conscious perception and sensitivity in language learning, language teaching, and language use (2012). Then, the definition continues to the specific” it covers a wide spectrum of field, for example language awareness issue include exploring the benefits that be derived from developing a good knowledge about language, a conscious understanding how language work, of how people learn them and use them. Based on Thornburry (1997) that teacher language awareness is “the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively”

Teachers who have language awareness can do pedagogical tasks easily. They are capable in preparing lesson, evaluating, and adapting teaching materials, giving grammar explanations, and assessing learners' performance (Mok, 2013, p. 174).

### **2.3.1 Language Awareness in Indonesia**

In Indonesia, there are four competences that teacher has to be fulfilled namely pedagogic competence, social competence, personality

competence, and professional competence. Language awareness for language teacher is focused on professional competence. The competence which is related to language awareness are 1) Having knowledge of various aspects of language in English (linguistic, discourse, sociolinguistic, and strategic); 2) Mastering spoken and written English, receptive and productive in all aspects of communicative (linguistic, discourse, sociolinguistic, and strategic); 3) Mastering the standard competence and basic competencies of the subjects that are taught; 4) Understand the standard competence of the subjects being taught; 5) Understand the basic competencies of the subject matter; 6) Understand the purpose of the lesson learned; 7) Develop creative learning materials; 8) Choosing learning materials that are taught in accordance with the level of development of learners; 9) Processing the subject matter that is creatively creative in accordance with the level of development of learners. The differences between language awareness in EPG and in Indonesia are first, there is no phase development of language awareness. Second, it is not written specifically in rule.

## **2.4 Digital Media**

Digital media has been used for people all over the world. It impacts people in their daily life especially education. It influences the way of learning by students and teacher. Nowadays, digital media is not a strange thing for students. Many students have smart phone, laptop, tab, internet,

and their digital media for helping them in learning. They usually use internet for searching the subjects than going to library for reading books. This event effects the way how teacher should teach. It is common for teacher to use digital media in their classroom. Furthermore, e-learning or it is called as learning management system (LMS) is widely used in the world for example edmodo, quiper, caroline, moodle, blackboardcoursesite, schoology, latitude learning, academy of mine, LRN, e-front, dokeos, sakai, atutor, ilias, udemy. etc. which help learners to be autonomous learner.

The benefits of e-learning as follows:

- a. By e-learning, learning is more cost-effective in terms of time. Students are no longer need to write material on the blackboard as in the past. Students can copy the lessons that teachers provide via flash disk or CD. Moreover, teacher can send it by e-mail. Furthermore, the teachers do not need to write the material on the board.
- b. By e-learning, learning is more cost-effective. Students are no longer required to have textbooks, because the handbooks can be obtained by uploading an existing electronic schoolbook. So, students do not have to carry a heavy bag containing textbooks. Likewise, teachers simply open their laptop or netbook when teaching in class.
- c. By e-learning, students can be active. Students who are accompanied by parents become more active to find their own textbooks needed, doing school work by using internet.

d. By e-learning, learning becomes fun. Students are no longer tired of learning in the classroom by always sitting. Learning can also be interspersed with watching movies that remain in the corridor or theme of learning. By balancing between the right and the left brain, the acceptance of material to anyone will become easier. Students will love to learn and teachers will become easier in teaching.

Digital media also useful for teacher in fulfilling administrative tasks for example making lesson plan, syllabus, media, assessment which related to digital media.

#### **2.4.1 Digital Media in Indonesia**

In Indonesia, digital media are required for teachers to fulfill their pedagogic and professional competence. The detail of the competences are

- 1) Utilizing information and communication technology in teaching learning;
- 2) Utilizing information and communication technology in communicating; 3) Utilizing information and communication technology for self-development.

The differences between digital media in EPG and in Indonesia are first, there is no phase development of digital media. Second, it is not written specifically.

#### **2.5 Curriculum**

There are two main definitions of curriculum. First definition, curriculum is what students have to learn in school. The experts who support

this definition are Pinar et al (2008) and Juliantara (2009). As stated by Pinar et. Al. (2008) curriculum is important for university, it includes regular course of studying or training. Juliantara (2009) explained that the curriculum is a set of plans and arrangements concerning objectives, content, additional lessons and ways used as guidelines for the implementation of learning activities to achieve specific educational goals (Juliantara, 2009). The second definition has different view, curriculum is seen as the process of learning experience. So, learning is not only learning in school but outside of the school. the experts who support this definition are Wiles & Bondi (2007), Dakir (2010), and Sanjaya (2006). As Wiles & Bondi (2007) stated that curriculum is a set of desired goals or value that are activated through development process and finish in successful learning experience for students. Based on Dakir (2010), curriculum is an educational program that contains various materials and learning experiences programmed, planned and systematically designed on the basis of applicable norms that serve as guidelines in the learning process for educational staff and learners to achieve learning objectives. According to Sanjaya (2006) understanding the curriculum as a learning experience implies that the curriculum is all activities undertaken by students both outside and in the school of origin of these activities under the responsibility of teachers (school).

### **2.5.1 Curriculum Design**

The components of curriculum development for language programs are needs analysis, goals and objectives, testing, materials, teaching and evaluation (Brown, 1995).

First, needs analysis can be defined as systematic collection and analysis to satisfy learners in learning language. It is important to analyze learners' need viewed in linguistic terms and their human needs in learning language. The people who are involved in needs analysis are the target group, the audience, the needs analyst, and the resource group. The target group is those whom information will be gathered, for example students in language program and teachers or administrators. The audience is people who will act upon the analysis, for example teachers, teacher assistance, program administrators, and supervisors. The needs analysts are people who is responsible for conducting the analysis. The resource group is people who may give additional information about the target group, for example parents, financial sponsor, and guardians. The questions of need analysis are problems, priorities, abilities, attitudes, and solution. The type of instruments that may be used are existing information, test, observations, interview, meetings, and questionnaires.

Second, goals can be defined as general statement about what have to be achieved in order to reach and satisfy students' needs (Brown, 1995, p.21). Objectives is "specific statement about what content or skills the students must master in order to attain particular goal" (Brown, 1995, p.21).

The sources to formulate objectives are other language programs, the literature, and taxonomies. The components to formulate objectives are subject, performance, conditions, measure, and criterion.

Third, testing is conducted in accordance with goals and objectives. Tests can be defined as a statement or task or set of tasks planned to obtain information about trait (traits) or attributes of education or psychology that each descriptor of question or task has an answer or condition that is assumed to be true (Iskandar, 2011). There are two types of test those are criterion reference test and norm referenced test (Brown, 1995). Criterion referenced test (CRT) is designed to measure an explicit set of goals. In other words, CRT is a set of questions or descriptors that directly measure the behaviors that are stated in a set of behavioral or performance objectives. There are two definitions in the use of the word 'criterion' in criterion referenced test namely; 1) Show the relationship between goals that are behavioral or performance or appearance and test questions that are made; 2) Demonstrate the specifics of the appearance that are required to be declared as mastery or mastery. In other words, to the extent that students are expected to master or be able to correctly answer the test or to how far the students have to do certain skills to be able to claim achieve the goal. Norm referenced test generally show where the rank of a person in the group of people who take the test. It can be assumed that the norm reference assessment is the assessment done by referring to the group norms; values obtained by students in comparison with the values of other



students included in the group. The meaning of "norm" in this case is the capacity or achievement of the group, while the meaning of "group" in the intent can mean a number of students in a class, school, district, and province or region.

Fourth, materials in language program are taken from any sources. The materials can be adapted, adopted, and modified as the needs of learning outcomes. Learning Material is essentially an integral part of Syllabus, ie planning, prediction and projection of what will be done during learning activities (Mustaqim, 2013). It can be argued that materials is the knowledge, skills, and attitudes that must be controlled in order to meet the established standards of competence. In the development of learning materials teachers must be able to identify and consider the following matters (Suhaimi, 2017): 1) The learners' potential: include the potential for intellectual, emotional, spiritual, social and vocational potential; 2) Relevance with regional characteristics, if learners and schools are located in the coastal areas, the development of learning materials is strived to be in harmony with the condition of the coastal community; 3) Level of physical, intellectual, emotional, social, and spiritual development of learners; 4) Benefit for learners, the development of the pursuit material is sought so that the benefits can be felt by the students in a relatively short time after a complete learning material is implemented. 5) Scientific structure, developing language learning materials should be based on the scientific structure of language; 6) Actuality, depth, and breadth of learning materials;

develop learning materials should always consider the potential learner, usefulness for students, time spent, and the development of world civilization; 7) Relevance to the needs of learners and environmental demands; 8) Time allocation.

Fifth, teaching is the implementation of need analysis, objective, test, and material. In teaching, teachers should know how to give instruction and choose appropriate method. Teachers' teaching also should be monitored by conducting peer observation and self-observation.

Sixth, evaluation is an activity of identification to see if a planned program has been reached or not, valuable or worthless, and can also to see the efficiency level of its implementation. Evaluation can also be interpreted as an assessment process to take decisions that use a set of measurement results and based on the objectives that have been formulated (Iskandar, 2011). Evaluation can be divided into two forms namely formative evaluation and summative evaluation. Formative evaluation is carried out in order to monitor the extent to which an educational process has proceeded as planned. While summative evaluation is done to find out how far learners have been able to move from a teaching unit to the next unit. The component of curriculum design by Brown (1996) can be seen below.

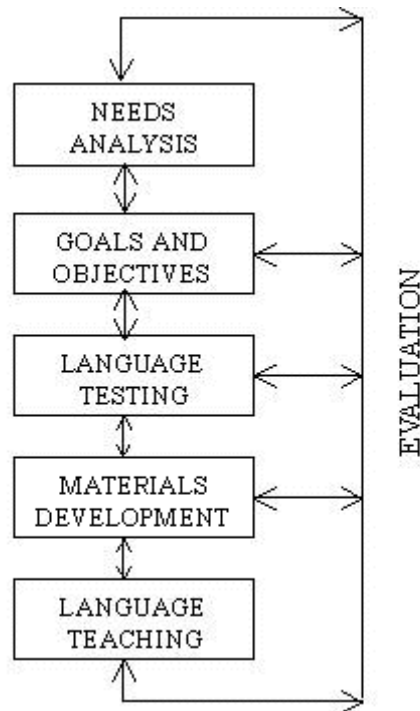


Figure 2.1 Systematic Design of language Curriculum (Brown, 1996)

Language curriculum design also was developed by Macalister and Nation (2010). They stated that designing curriculum needs environment analysis, needs analysis, principles, goals, content and sequencing, format and presentation, monitoring and assessing, evaluation. First, conducting an environmental analysis aims to find out activities that appeal to students in learning, the effectiveness of teaching activities applied in the classroom, and students' understanding of the types of activities that have been applied.

Second, needs analysis can generally be defined as a systematic collection and analysis of information needed to determine and validate curriculum objectives that meet the learning requirements expected or

required by learners in the sphere of their lives or duties. Richards (2001) mentioned information that should be found in needs analysis are: 1) a situation analysis that mapping on what scope the graduates will use their competencies / capabilities; 2) The objectives formulated in a set of basic competencies; 3) Types of competencies / abilities are needed to enable graduates to compete within their scope; 4) the level or standard of competence required for graduates can do well in the scope of their task / future job. The information can be taken from the teacher because teachers are well acquainted with their students. The result of need analysis then formulate into list of goals.

Third, designing curriculum should be followed by some principles those are principle of relevance, principle of flexibility, principle of continuity, practice principle and principle of effectiveness. Principle of relevance includes the objectives, content and learning process covered in the curriculum should be relevant to the demands of the student's needs. The principle of flexibility is a curriculum that has a flexible or flexible nature. The curriculum prepares students for present and future life. Continuity principle is the development and learning process of students take place continuously, not intermittent or stalled. The practical principle is simple and easy to apply. This principle is also referred to as the principle of efficiency. The principle of effectiveness is that although the curriculum is simple, its success must be considered. The successful implementation of this curriculum in both quantity and quality.

Fourth, the general goal in the curriculum is formulated from students' need analysis. It is a statement about what needs to be achieved so that the students' needs can be fulfilled. Meanwhile, a special goal is a further elaboration of general goal that are typically formulated in a particular subject.

Fifth, the contents of the developed curriculum are a series of related experiences. It is derived from the basis of actual problems and take on or elevate social substance. It focused on all students so that the curriculum is a general curriculum. It uses materials from various subjects or disciplines to answer or solve students' problems in learning language.

Sixth, format and presentation is a method that needs to be applied in learning. In the syllabus, the format organization of teaching materials as well as the way the teaching materials are presented to the learners, for example the ways in which learners perform the exercises, using the knowledge, and the skills they learn.

Seventh, monitoring and assessment is one of the techniques of collecting information in order to evaluate the learning process to determine whether a students has expected ability (competence), to determine students' participation in following learning activities, and inform the teacher whether the learning process is effective or not so that corrective action can be done.

Eighth, evaluation is collecting and analyzing information to improve the quality of the curriculum and determine the effectiveness of the

curriculum. Evaluation can be done by assessing the achievement of competencies after one program is completed. These result of evaluation is considered to provide more assurance and accountability of learners' learning outcomes. The process of curriculum design can be seen below.

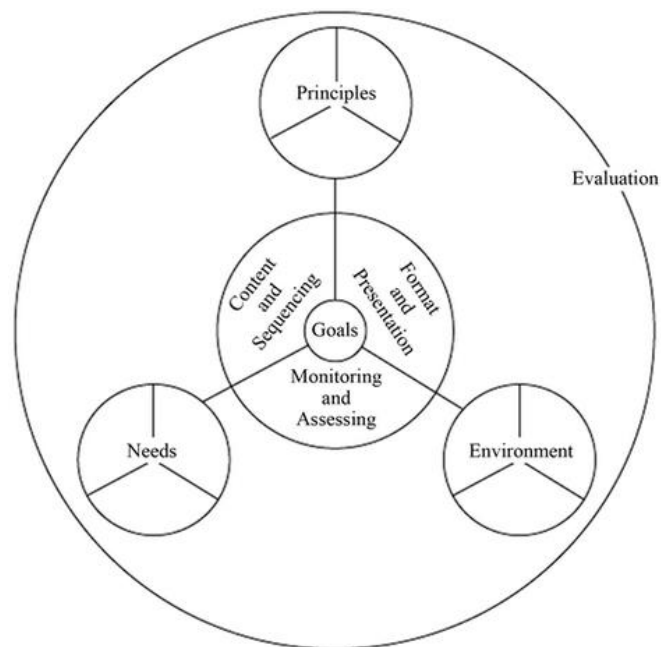


Figure 2.2 A Model of the Parts of Curriculum Design Process by Macalister and Nation (2010)

### 2.5.2 Curriculum for Higher Education/ University

Curriculum for high education is developed in accordance with national standard for higher education. Curriculum for higher education should include intellectual intelligence, character, and skills. There are three stages for organizing curriculum namely stage of curriculum design, learning, and evaluation of learning program. This stage contains the

activities of drafting the concept up to the preparation of courses in the semester of English education program. Overall the design of the curriculum is divided into three parts activities, namely: 1) formulation of learning outcomes; 2) Formation of courses; 3) Course preparation (curriculum framework).

The courses for English education program is different in each university. However, there are several courses that are the same such as religion, *pancasila*, civics, and Indonesian language. Those courses must be taught in every major in university or high education. The other courses in English education programs are courses which support in teaching and learning, main course which improve students' ability in English language, elective course which students can choose what they will focus to, and course to serve the public like *Kuliah Kerja Nyata (KKN)* and *Program Pengalaman Lapangan (PPL)*.

### **2.5.3 Curriculum for Pre-Service Teacher Training Program**

Pre-service teacher training is education after the bachelor program which prepares participants to have special skill. Thus, pre-service teacher training program is an educational program organized for graduates of bachelor education and bachelor / diploma four for Non-Education who have the talent and interest to become teachers so that they can become professional teachers after they meet certain conditions in accordance with the standards National education and obtain educator certificate.

The aim of pre-service teacher training is producing prospective teachers who have competencies in planning, implementing, assessing learning, following up the results of assessment, result of learning, follow up assessment results, conduct mentoring, training students, conduct research, and able to develop professionalism in a sustainable manner. Pre-service teacher training is for bachelor degree who has been taught in remote, outlying, and disadvantaged region for one year. The learning system of the pre-service teacher training program for English education program includes workshops and field experience practice/ *PPL*. This activity is guided intensively by lecturers and teachers assigned specifically to these activities. The curriculum structure for pre-service teacher training for English education program are workshop of subject specific pedagogy and field experience practice. Workshop of subject specific pedagogy has 60% proportion in the curriculum which include the courses of development and reinforcement of classroom learning tools for VII grade, VIII grade, IX grade, X grade, XI grade, XII grade, linguistic class, and literature class; classroom action research. Field experience practice has 40% in the curriculum.

Workshop of subject specific pedagogy is a workshop that aims to prepare pre-service teacher training participants to be able to organize materials for subject specific pedagogy, so that pre-service teacher training participants are ready to implement in field experience practice. The product of workshop subject specific pedagogy are syllabi and lesson plan, student



work sheet, teaching materials, teaching media, assessment tool (grid, instrument, rubric, and answer key), and classroom action research proposal.

#### **2.5.4 Learning Outcome**

Learning outcome is a statement that describes the intended result or outcome of instruction. Learning outcome has four major components those are who is to achieve the outcome, a description of what the students will be able to do, the conditions under which the student will perform the task, and the criteria for evaluating student performance (Mager, 1975 as cited in Brown, 1995).

In Indonesia, formulating learning outcome for higher education shall refer to the qualification level of *KKNI*. *KKNI* is abbreviation of *Kerangka Kualifikasi nasional Indonesia* that is the framework of Indonesia's human resource qualification that matches, equalizes and integrates the education sector with the training sector and work experience in a job-adjusted capability recognition scheme in various occupational sectors. The learning outcomes which are referred to *KKNI* especially related to special skill elements (ability to work) and mastery of knowledge, whereas which includes attitudes and general skills can refer to on the formula set forth in *SN-Dikti* (National Standard for Higher Education) as minimum standards. Learning outcome is important because it can select content, develop an instructional strategy, develop and select instructional materials, construct

tests and other instruments for assessing then evaluating student learning outcome.

There are three characteristic to write learning outcome based on Mager (as cited in Brown, 1995) those are audience, behavior, criterion, and objectives. First, audience, an outcome should specify audience “as an element of an objective, it is necessary in order to stress the importance of thinking of objectives in terms of what students, learners, or workshop participants will be able to do at the end of the course, program or workshop” (Brown,1995,p.86). Second, behavior, an outcome must describe the competence to be learned in performance terms. The choice of a verb is all-important here. Frequently, terms as know, understand, grasp, and appreciate do not meet this requirement (Arreola, 1995). If the verb used in stating an outcome identifies an observable student behavior, then the basis for a clear statement is established. In addition, the type or level of learning must be identified for a description of the types of learning and their levels. Third, criterion, an outcome should make clear how well a learner must perform to be judged adequately. This can be done with a statement indicating a degree of accuracy, a quantity or proportion of correct responses or the like (Arreola, 1995). Forth, condition, an outcome should describe the conditions under which the learner will be expected to perform in the evaluation situation. What tools, references, or other aids will be provided or denied should be made clear (Arreola, 1995).

## 2.6 Related Studies

In this section, the paper reviews the previous studies which are related to European profiling grid (EPG), enabling competences (intercultural competence, language awareness and digital media). First, reviewing the research about European profiling grid (EPG). European Profiling Grid (EPG) has been investigated by Su Bergil & Saricoban (2015) to explore how to use EPG in the assessment of prospective English Foreign Language (EFL) teachers' qualifications in Turkey. This study took 56 participants which consist of 38 students, 12 mentors, 3 course supervisor and 3 course registration supervisor. The result of the study revealed that there is significant effect on perspective EFL teachers using EPG. Therefore, EPG is effective be used to assess prospective EFL' teachers qualification.

Second, reviewing research about intercultural competence as the first sub competence in EPG- enabling competences. Barany (2016) investigated a research about intercultural competence in the implementation of language curriculum. The result revealed that teachers are needed to have sufficient knowledge about intercultural competence because in teaching English, teacher not only teach language awareness but also intercultural competence. It is hoped college curriculum provides courses related to intercultural competence for prospective teachers. Another research about intercultural competence was conducted by Salazar and Aguera (2016) to find out the general profile of European teachers in

order to clarify the relationship between intercultural competence and teacher training. This study took 109 pre-service teachers as participants. The study used questionnaire developed by intercultural competence assessment (INCA). The result revealed that European pre-service teachers is in intermediate level which training is still required to successfully face intercultural encounters in their future teaching practice, especially for basic profile. The result of the study is quite satisfied for European teachers since in Europe the tolerance of multicultural is high.

Third, research related to language awareness in the curricula of English education study program. Wright and Bolitho (1993) examines the position, nature, and scope of language awareness (LA) work in English language teacher education courses. It is believed that language awareness provides an important link between teachers' knowledge of language and their practice in teaching language. The activities to raise language awareness for language teacher is by analyzing text, providing explanation, consulting a grammar, and evaluating exercise. Enhancing language awareness is considered as a part to improve classroom teaching and learning (Wright and Bolitho, 1993). Another research about language awareness was conducted by Griva and Chostelidou (2011). Griva and Chostelidou (2011) did a research to investigate the role of language awareness from teachers' perspective. 150 teachers in state primary and secondary school in Northern, Greece were participated in this study. The study revealed that language teacher should have language awareness in

order to know what students need to improve while they are learning English language. The study showed that teacher should improve students' language awareness. It is found that students have lack language awareness such as phonological awareness, morphological awareness, and grammatical awareness. Regarding to phonological awareness, students have lack of knowledge pronouncing same phoneme in different word, rhyme awareness, change/ add a sound in a word, and awareness of syllable completion. Regarding to morphological awareness, the students are lack of discriminate word form, inflectional, and derivational. Regarding grammar and structure patterns, students have to be improved in the aspect of combining sentence, combining words, combining main sentence, detecting main sentence, detecting sub ordinate sentence, and discriminating main sentence to subordinate sentence.

Fourth, regarding digital media or ICT competence in language teacher education. Basal (2014) did a research to gain insights from the literature about the teacher educators' role as a model in educating the prospective language teachers in terms of ICT integration into the language teaching process. In teacher preparation program, the instruction which is related to technology use should be improved. It should not be limited in short computer course or courses which give about computer information but it should be integrated in teaching process. Therefore, rather than implementing the teaching method about technology to teacher candidates, it is better to teach with technology. ICT awareness for teacher candidates

is important since they will implement what they got in university to the practice. The supporting research of the use of ICT in language classroom is investigated by Rahimi and Yadollahi (2011). The research aims to find out the level of information and communication technology (ICT) use in teaching English as a foreign language (EFL). 248 Iranian EFL teachers in Iran are participated in the study. This study used questionnaire as an instrument. The result revealed that teacher used technology in teaching listening (26%), speaking (14,8%), vocabulary (14.4%), pronunciation 14,2%), reading (12%), grammar (9,6%), writing (9%). Specifically, teacher used digital devices most frequently for teaching oral skill such as listening and speaking (47,7%) like CD player. Network application like email and search engine were used most frequently for teaching written skills such as reading and writing (36,5%). Computer like word processor and printer were used in teaching language component (42,4%).