

# **CHAPTER 1**

## **INTRODUCTION**

This chapter provides a discussion about the context and topic as the focal point of this research. It consists of background of the study which introduces the reason of conducting the research. It then describes the rationale for the study and the statement of the problem which are deliberated in the research questions. This first chapter also comprises the purpose of the study where the specific purposes are listed to answer the research questions. It also explains about the scope of the research which limits the area of the research and the significance of research which explain about the importance and the advantageous of the research.

### **1.1 Background of the Study**

Syllabus occupies an interesting spot in the curriculum. It is subject to conceptual and administrative constraints i.e. linguistic, second language acquisition, second language learning, and educational theories and research inform administrative decisions, which in turn take into consideration institutional and societal factors, to provide a framework from which an instructor or a teacher can begin to design a syllabus. The syllabus is also subject to materials and classroom, i.e. materials, the classroom, class size, trainee experience and expectations, teacher experience and expectations, and evaluation all place limitations on syllabus possibilities. It has to both conform to these constraints and allow room for negotiation within a course, balancing general principles and factors of practicality (Datzman, 2018). A syllabus is a well-written description; it is a plan about what to be included in the course for the learning objectives (Kaharudin, 2018).

Syllabus is a guideline for a teacher to implement teaching and learning activities in the classroom. Designing syllabus is one of a teacher's regular activities, because a syllabus must be prepared before a teacher is perceived a responsibility to teach and it needs to design, redesign and enhance periodically according to the needs of the context, the situation and the

demands of the students skills. Most of the teachers have incorporate technology in their classroom, accordingly there are many studies recommend to involve information, communication technology in designing syllabuses. Saravanan (2012) suggests to transform the designing and development of curriculum which involves digital. Many language teachers have used computer assist in language-learning in their classroom, consequently it has become trends. (Blake, 2008).

Teachers are dedicated professionals who have a lasting impact on students. Teachers play a very important role in education. Becoming a teacher will allow you to leverage your strengths and passion as a leader in the education field. A good teacher will make a positive difference in the lives of students. Each day a teacher will exercise his/her creativity, patience and communication skills as he/she present engaging lessons. As a mentor and role model, students will be inspired by the teacher's commitment to help them developing their unique talents and intellect.

A natural role taken on by teachers is mentoring, whether it is intentional or not. This again can have positive or negative effects on children. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning. Part of mentoring consists of listening to students. By taking time to listen to what students say, teachers impart to students a sense of ownership in the classroom. This helps build their confidence and helps them want to be successful.

Teachers cannot be perfect, but with those important roles, teacher have to develop themselves. Well-prepared teachers who comply their skills up to date through effective professional development are the teachers that all children deserve. (Association, 2000). Teachers who participate in professional development activities operate from a deeper and more sophisticated knowledge base, which in turn, benefits their students. However, It's very

important to pay attention about effective professional development opportunities for teachers that the outcomes will be positive instructional changes for students.(Boling et al., 2005).

According to Richard (2005), after teachers have been teaching for sometimes, however, the teachers' knowledge and skills become outdated that cause less suitable between the knowledge and skills the teachers possess and the school needs. This situation should practically be encountered by the school. It can provide the means by which teachers can acquire the knowledge and skills they need. Here teacher development is primarily conceived of in term of the needs of the institution. It is usually referred to as *staff development* and often takes the form of *in-service training* because it relates to developmental activities within a school or institution,. It contributes incidentally to the teacher's individual development, even though it is intended to directly or indirectly improve the quality of performance of the whole institution. Hence it has the following goals: institutional development, career development, and enhanced levels of student learning. As *Institutional development*, improvement of the performance of the school as a whole, that is the school can achieve a lot more, reach better learning outcomes, be popular in public and attract more students. The training and development of their staff are presumed as a matter of high priority by most successful organization. It also enables the professional advancement of teachers to more senior position in the institution (e.g., senior teacher, coordinator) by providing them with the necessary knowledge and skills as career development. Better teacher performance and better teacher retention are results of the increased job satisfaction that the school can receive. As *enhanced levels of student learning*, to raise the achievement levels of students is the important goal in the institution, a goal that is not only important for its own sake but that also increase the reputation of the institution and its teachers.

English is very essential in the field of education. Youngsters are taught and encouraged to learn English as second language in many countries. Even in countries where it is not an

official language, such as the Netherlands or Sweden, the educators/syllabus designers prefer writing syllabuses of science and engineering in English. Most of the research and studies that available in any given scientific field will be written in English because it is the dominant language in the field of sciences. In many countries, students of university level study almost all their subjects in English in order to make the material more accessible to international students, because at the present time, English unequivocally dominates the world of science and information by virtue of it's intermediation of the vast majority of communications in the world (Popova & Beavitt, 2017). In Indonesia, English is a compulsory subject at secondary schools and the university level that are officially taught, but competence in this foreign language among high school and university graduates is generally low (Lie, 2007). Only students coming from the middle and upper socio-economic classes have the easy access and opportunity to enhance their English proficiency through means such as private courses, plentiful internet access, computer-aided language instruction, and exposure through western-influenced TV channels, foreign movies, and networks with expatriate communities.

The reason why the teachers of Sekolah Alam Cikeas need to improve their ability in reading, writing, speaking and listening skill is because the school management thinks that English language skill is very important to master by the teachers. Beside the teacher write the students' report in English, the school also collaborate with several schools abroad that it needs the teacher to be able to communicate in English.

Teachers of Sekolah Alam Cikeas need to be have ability in English language skills which consist of the abilities of listening, reading, speaking and reading. Among the principles underlying the scheme was the recommendation to use the class teacher to teach the foreign language (English) since as an interdisciplinary figure he/she would be able to integrate and embed English in the primary curriculum and thereby promote learning of the language as an

instrument of communication, providing an authentic communication context in the classroom (Calabrese & Dawes, 2009)

Based on the situation explained above, English is very important for teachers. Eventhough teachers are university graduates, but most of them have low competences in English. They need to catch up their ability to communicate in English. They can learn English while working as teachers. They have to develop themselves by joining an English course to improve their English competences. An English course for in-service teachers has to be designed and developed specially and very carefully. The current research of designing syllabus are mostly for university students, therefore the writer is motivated to conduct research about designing syllabus for in-service teachers.

Teachers of a school have different characteristics and needs. They have different situation, different education background and preferred ways of learning. In linguistics, they have different knowledge, necessities, and wish to learn. They have different level of ability and proficiency. The the researcher as the designer of the syllabus of the course has to employ situation and need analysis.

In planning a language learning syllabus, the researcher need to refer to a recommended guide. Therefore, the syllabus of the course will employ the CEFR, an international standard framework of English language teaching as a guide. The CEFR indirectly gives course designers and teachers opportunities in order for them to be able to clearly define teaching and learning objectives, content, methodology of teaching-learning, and testing and assessment methods for diagnosing trainees' language proficiency (Arslan & Ozenichi, 2017).

There have been plenty of studies that suggest to apply technology of information and computer in education. ICT has pervasived in education, as a result the ICT competences must be integrated within the syllabuses. In particular professional tasks and in a certain discipline or field of activity, information and communication competence is able to use as proven

proficiency to understand individual autonomy and responsibility in practice ICT to meet their individual needs and solving socially important (Morze et al., 2016).

Modern society are very close and increasingly depend on technology. Technology of information is one of technology that grow extremely fast. It has influenced every aspect of life. The way people live has changed. The development of technology, especially in information and computer that is very rapid, makes education field also change. Technology and globalization affect education very deeply. Education in the 21st century is much different with before. Students grow with variety of high technology, which they use them very skillfully.

There is no conclusive definition/explanation for ICT in education. To limit the term of ICT in education, ICT means computers, mobile phones, digital cameras, satellite navigation systems, electronic instruments and data recorders, radio, television, network, satellite system, almost anything which handles and communicates information electronically. One of teaching aid that prepares teachers to utilize technology effectively in teaching, learning, communication and life skill is the ICT. ICT also refers to technology that provide access to information through telecommunications, it includes internet, apps, wireless networks, cell phones and other communication medium (Agbemaka et al., 2015).

Technology has been changing the work of teachers in classroom i.e. changing teaching, changing teaching and learning relationship and administration and expanding professional network (Reid, 2002). The transformation of teaching has happened in several ways due to the use of ICT in the classroom. ICT enables teachers to create their own instructional material and thus it makes possible for teachers to have more control over what is used in the classroom. The trainee-teacher relationship are also starting to change and will probably continue (Sabiri, 2020). Dinh (2015) found that ICT integration is beneficial in establishing rapport of teacher and students, therefore most of the teachers support ICT

integration because it promotes relevance and simulating learning. The tasks themselves are starting to change at the school where he did the research. For example, The enhancement of information quantity that students could gather from the internet. In terms of changing the teaching-learning relationship, the teacher is not an only information provider anymore. The internet makes easy for them to gather information from outside sources which are independent from the teacher. It extends the availability of resources for students. Teachers seem to balance optimism with awareness of potential problems and are willing to speak out about changes they feel are necessary. Although some of the teachers' duties alter, such as typing and computer maintenance, there are also examples of how teachers' work requires more creativity (Bastiaens & Zwaneveld, 2010).

From all the studies above that recommend to integrate ICT in education, none of them which discuss specifically about designing syllabus for English course for teachers. Most of them only elaborate about incorporating ICT in English syllabus generally in the classroom which refer to primary school, secondary school, tertiary education or English courses in general.

Therefore, the researcher then formulates the problem statement as: "What are the in-service teachers needs in learning English and how are the course syllabus designed based on the needs analysis and CEFR as an international standard framework?" and even though the advantages of ICT implementation in EFL are substantial, the ICT competences-integrated within syllabuses for teacher training program for in-service teachers are not available. This research is expected to design ICT competences-integrated syllabuses of English course for in-service teachers who still need to develop the capability of English. By using syllabuses with mentioned characteristics, the in-service teachers may not only acquire CEFR standardized English competences but also having ICT competency that enriches their ability to be a teacher in the nowadays.

The English course for teacher of Sekolah Alam Cikeas runs without proper syllabus. Each level create it's own English program for the teachers. The syllbuses for the courses haven't design with good standard such as CEFR eventhough some of the classes have employed information and communication technology.

This research is expected to give contribution about syllabus process and result of ICT competences-integrated English Course syllabus for Teacher Training Program of Sekolah Alam Cikeas. Syllabuses which are prepared by considering the need of language trainees will make the language teaching learning process run successfully. The integration of ICT in the syllabus will improve the competences of the language trainees who are actually teachers in ICT.

## **1.2 Statement of the Problem**

Based on the background, the statement of the problem that can be drawn is that the syllabus of English course for Teacher training program of Sekolah Alam Cikeas has not available yet. The questions that will be addressed by this study as the main problem is as follow: How are the design of ICT competence-integrated syllabuses of English courses for Teacher training program of Sekolah Alam Cikeas? In this study, the term 'trainees' will represent the teachers who will be the members of the English course of Teacher Training Program of Sekolah Alam Cikeas.

This main problem is detailed into three sub problems:

1. What are the trainees' needs in learning at English courses for teacher training program of Sekolah Alam Cikeas?
2. How are the ICT competence-integrated in syllabuses of English Courses for Teacher training program of Sekolah Alam Cikeas?
3. How are the design of ICT competence-integrated syllabuses of English course sfor Teacher training program of Sekolah Alam Cikeas?



### **1.3 Purposes of the Study**

Based on the statement of the problem, the researcher has a goal to be achieved. The general objective of the study is to design the ICT competence-integrated of English course syllabuses for Teacher training program of Sekolah Alam Cikeas.

The specific purposes of the study are:

1. To analyse the trainees' needs in learning at English course for teacher training program of Sekolah Alam Cikeas.
2. To explain how the ICT competences are integrated in the syllabus of English course for Teacher training program of Sekolah Alam Cikeas.
3. To formulate the design of ICT competence-integrated in the syllabus of English course for Teacher training program of Sekolah Alam Cikeas.

### **1.4 Scope of the Research**

This research focuses on integrating ICT into English course syllabuses for Teacher training program of Sekolah Alam Cikeas. Because the school needs its teachers to develop their professionalism in term of English language skills which are comprised listening, reading, speaking and writing, so it is willing to provide teacher training program for teacher development. Syllabuses that are going to design are prepared for in-service teachers who are teaching in Elementary school, Junior High School and Senior High School, so the students of the course will be the teachers of the schools. The participants of the training program are university graduates who are not from English Education or English literature who have intentions to develop themselves. Therefore the researcher will design a specific syllabus that are going to apply for English course for Teacher training program which refer to CEFR for English standard and UNESCO for ICT standar.

### **1.5 Significance of the Study**

Based on the objectives of the study mentioned above, the study hopefully can give some contributions as follows:

1. Theoretically

In term of theoretical value, the result of this research can be used as a basic for further research, especially for course designer who is interested in surveying the English course syllabus of in-service teacher training program. This study refers to plenty of theories from experts and previous reseachers that can be used as references by the future researchers. The theories are not only in the field of syllabus, but also in the field of ICT. The findings of the study contribute significantly to theory of ICT in education.

2. Practically

In terms of practical value, this research recommends the use of ICT for teaching and learning process, to improve the capability of teachers in using ICT for their personal development. It also manifests active learning in English language. The product of the study is an ICT-competence syllbus of English courses. They are not only can be used in Sekolah Alam Cikeas' Training Center for Teacher Training Program to improve the teachers' English competence, but also by other schools that wish to develop their teacher's English proficiency.

### **1.6 State of the Art**

This research focuses on designing the ICT competence-integrated syllabus of English course for Teacher Training Program of Sekolah Alam Cikeas which has not exist yet. Previous researches related to syllabus design for tertiary or higher education are plenty but syllabus design that intended specifically for in-service teacher, moreover with ICT integration is not discovered. The novelty from the current research is not only designing English course syllbus for teachers' development, but also integrating the ICT tools not only as additional tools in the teaching and learning process, but also as technology which is infused in English couse syllabus.



