CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, and the definition of the key terms.

1.1 Background of Study

The rapid development of information and communication technology (ICT) creates a more convenient life in many countries in this 21st century. In the field of language teaching and learning, ICT is believed to have contexts that facilitate the development of second language abilities. It offers rich, multidimensional learning environments for language learners, giving them access to many resources and opportunities to engage with native speakers to make interactions with other learners at a distance and to access authentic materials (Richards, 2015). It is proven by exponentially increasing numbers of books, journals, articles, and dissertations now constituting our stockpile of knowledge. There are many topics and issue growing in academic context, assessment remains an area of intense fascination. The reason behind it lies on its importance in teaching and learning in academic context.

Assessment is the bridge between teaching and learning, It is only through assessment that teachers can discover whether the instructional activities in which we engaged our students resulted in the intended learning. Assessment has always been an integral part of the education landscape. The information from assessments can be used for several purposes with collecting, synthesizing and interpreting

information in order to make decision. Depending of decision being made, testing, measurements and evaluation often contribute to the process of assessment (Russel & Airasian, 2012). It provides valuable insights into students' learning and serves as a reference point for their progress. At a broader systemic level, data from assessments provide schools with a better understanding of how entire cohorts are progressing during learning activities. The importance of assessment also stated by (Department for Education and Skills (DES), 2004) which is about pedagogy and practice states that teaching and learning of teacher involves, planning or designing lesson, teaching repertoire, assessment for learning and creating conditions for learning.

So far, there are many scholars who study about assessment such as (Brown, 2003), (Russel & Airasian, 2012), (Anderson, 2003), (McKay, 2006) and (Robert J. Marzano, 2006) which provides us mostly about principle of assessment. There are also some research journals in assessment areas such as (Rahmawati, 2014), (Putu et al., 2014), (Carless & Lam, 2014). Their study in assessment are mostly in assessment in education, applying certain method in assessment, relation between assessment and education. There only are few research in more specific area of assessment that is assessment instrument. One of the example of research in assessment instrument comes from (Margareta, 2016) and (Rizki, 2016) they tries to develop assessment instrument although not it in an explicit and detailed way. Considering the study of assessment instrument is hard to find and the number of it is very small, research about assessment instrument is worth to be conducted about.

The importance of assessment instrument lies on its compatibility with the learning objectives. In other words, in doing assessment to measure the

achievement of the students based on the objectives of learning, teacher should choose appropriate assessment instrument (Bank & Covacevich, 2014). The application of assessment instrument also stated in lesson planning or syllabus as it is mentioned by (University of Cambridge, 2015) and (Boye, 2010) that assessment instrument is one of essential part in course planning. Although based on the researcher initial observation' data by collecting 10 syllabi course of English Language Study Program (ELESP) the researcher found out that most of them just mentioned the assessment instrument (some used term *assessment* only) without attaching the assessment instrument that is actually used and it couldn't be seen how it really looks like. Whether it is reliable or not, valid or not and effective or not. It still remains undefined.

Without appropriate choice and application of assessment instrument used by teacher, it tends to decrease the effectiveness of the assessment to capture the student achievement of the learning objectives (Reilly, 2007). As it is mentioned above so far that there are few study that explicitly focus on assessment instrument and the assessment instrument on the syllabus is only mentioned without being attached; hence, it is important to conduct a study of developing assessment instrument to capture students' achievement based on the learning objective effectively as well as to give an insight for the teacher or other educational practitioner.

In line with the beginning statement above; that in this 21st century, the rapid development of information and communication technology (ICT) creates a more convenient life in many aspect of living, it also arises a new major challenge in education especially in this context challenge in assessment. According to (Chu,

Reynolds, Tavares, Notari, & Lee, 2016) states that 21st century learning assessment requires that assessment should be able to measure learners' knowledge, application and learning of 21st century skills, and identify where intervention is required; be applicable across a wide range of instructional programs; allow learners to demonstrate their proficiency in 21st century skills to educational institutions and prospective employers. And the essential point of 21st learning skill is ICT competences. As it is stated by (Celebic & Rendulic, 2011) that ICT is the foundation of knowledge, economy, technology and communication in driving force of changing in 21st Century. There are several researches of assessment instrument that conducted by the previous researcher to answer the 21st century challenge such as (Fitriyani, 2018) and (Efendi, 2016) who develop assessment instrument which suit the requirement of 21st century learning by combining it with CEFR but none of them explicitly state the use the ICT competence in their product. As it is stated by (Assar, 2015) that it is been essential for many countries to regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education. In other words it is an ideal to conduct a study which clearly focus on developing assessment instrument with ICT competence integrated in it.

Based on the background above this study aimed to design ICT competencies integrated assessment instrument for practical key teaching competence. The term of practical key teaching competence here refers to the courses in English Language Study Program (ELESP) which cover practical pedagogy aspect that teacher trainee should master as it is stated by (Department for Education and Skills (DES), 2004) which is about pedagogy and practice states that teaching and learning of teacher involves, planning or designing lesson,

teaching repertoire, assessment for learning and creating conditions for learning. Practical key teaching competence in this study consists of 3 courses namely: Lesson Planning, Teaching Practice, Instruction, Management and Monitoring.

Each of the course has its own learning objectives which obviously different between one another. Then the assessment instruments needs to match the learning objectives of each course by nature (Robert J. Marzano, 2006). As it was found that on the data from syllabus of initial observation the assessment instrument mostly only mentioned on the syllabus. In this kind of condition, the current assessment instrument likely couldn't capture the achievement of students as the learning objectives intended as well as to meet the requirement of 21st century learning. Thus, it is an urgent matter to develop assessment instrument with ICT competence integrated in it which could capture the nature of each courses based on their objectives as well as answering the requirement of the 21st century learning's challenge.

Therefore the researcher conducted this study which entitled "Designing ICT Competencies-Integrated Assessment instruments of Practical Key Teaching Competences (Design and Development Study Assessment Instruments For English Language Study Program Assessment Instrument) .

1.2 Statement of Problem

Along to the background of the research that is already explained above, the research problems of this research are organized into two folds: the main and sub questions.

Main question

How are the ICT competences integrated in the assessment instruments of practical key teaching competences for ELESP?

Sub questions:

1. To what extent do the existing assessment instruments make use of ICT competences?

2. How are the ICT competences integrated in the table of specification of practical key teaching competences assessment instruments?

3. How are the ICT competences integrated table of specification of assessment instruments of practical key teaching competences?

4. How are the ICT competences integrated test assessment instruments for practical key teaching competences?

5. How are the ICT competences integrated non-test assessment instruments of practical key teaching competences?

1.3 Objectives of Study

In sequence with the statement of the problems, the objectives of the study are formulated as follows:

Main objective

To design ICT integrated practical key teaching competence assessment for ELESP.

Sub Objectives :

1. To analyze the use of ICT competences of the existing assessment instruments.

2. To analyze the procedures of integrating ICT competences in the table of specification of practical key competences.

3. To design the ICT competences integrated table of specification of assessment instruments of practical key teaching competences.

4. To design ICT competences integrated test assessment instruments for practical key teaching competences.

5. To design ICT competences integrated non-test assessment instruments of practical key teaching competences?

1.4 Significances of Study

Based on the objective 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 key teaching competences on methodology: knowledge and skills.

2. Practically

    In terms of practical value, this research is hoped to improve the implications and pedagogical recommendations that can be taken from this research.

1.5 Scope of Study

This research focuses on integrating ICT into practical key teaching competence assessment for ELESP subject. An assessment instrument that provides lecturer an appropriate assessment instrument with ICT integrated in it. This study used five syllabi from undergraduate English education study program which based on the standard and the descriptor of key teaching competences based European Profiling Grid (EPG) document and UNESCO ICT Competency Framework for Teacher 2011. This study is expected to provide appropriate assessment instrument of teaching pedagogy subject that integrated with ICT. Therefore, the R&D (Research and Development) design is used.

1.6 Definitions of Key Term

ICT integration becomes the important part in education. Teacher should comprehend and literate in using ICT in teaching and learning process. UNESCO stated that technology integrated in education since 2002 in which the process of teaching and learning supported by ICT. Integrating ICT into teaching and learning process in now an accepted practice among many schools and teachers. The framework of ICT stated by UNESCO divided into three approach; technology literacy, knowledge deepening, and knowledge creation.

Assessment is defined as means of gathering information about students that can be used to aid teachers in the decision-making process. Assessment is an ongoing process that encompasses a much wider domain. To do an assessment, a teacher should consider many aspects in determining the final scores of the students. In addition to the mid-semester and final semester scores, the teacher

should also pay attention to the students` participation, motivation, presentation, performance, paper, portfolio, presence, homework, etc.

Practical key teaching competence relate with the pedagogy competence in practical to support teaching and learning process. The term of practical means that the pre-service teacher practice their teaching and learning theories to the real practice in the classroom context. The practical key teaching competence encompasses in practice to make the lesson planning, to train the ability in term teaching practicum and interaction, management and monitoring.