

CHAPTER I

INTRODUCTION

This chapter covers the background of the research, research questions, objectives of the research, scope of research, the significance of the research, definition of key terms and state of the art.

1.1 The Background of the Research

Information and Communication of Technology (ICT) becomes an indispensable skill because it includes all technology related to handling information which includes taking, collection, processing, storage, distribution and presentation of information. The use of ICTs makes it easy for people to produce, process data and disseminate information. Internet is one example of ICT which has a network that connects computers of various types with other computers whose scope extends throughout the world. UNESCO (2002) also says ICT background, regardless of computer platforms or certain software environments. Technological developments cause changes in work and changes in work organization, and competences needed for that change. Many aspects can use ICT by people, such as economics, social and political, education and science.

In education aspects, ICT gives a contribution to the teachers and students to get information, knowledge, and materials in the case to make an attractive learning environment (Hidayati, 2016). It means, ICT has a function to help the teachers in learning and it has a good impact on the students. UNESCO (2011) says by using ICT the teachers can help the students become collaborative, problem-solving, and creative learners through ICT, so they will be effective citizens and

members of the workforce. European Commission (2008) also says ICT and digital literacy competence as a key foundation of long-life learning for every people and this extended beyond functional ICT skills in pedagogy to embrace the critical, collaborative, creative use of new technologies for employability and societal inclusion. So, the teachers and the students have to competence like technical knowledge and skills related to the use of ICT in the education aspect.

In language learning, ICT will help the teacher in teaching four language skills, those are listening, speaking, reading and writing. The use of ICT contributes very effectively in developing English language skills including reading. Reading is one of four important skills in teaching and learning language especially English besides listening, speaking, and writing. It has a very important role in daily life nowadays. It is supported by Komiyama (2009) saying that reading is an important skill because it supports the development of overall proficiency and provides access to crucial information at work and in school.

In the 2013 curriculum, the integration of ICT is a priority in learning because it is demanded to utilize technology in the process of classroom learning. The concept of ICT integration in ELT is based on the advancement of information technology; the focusing of science and technology, the influence and impact from technology-based sciences, and multi-literacies. It means, by integrating ICT will help the students in the process of classroom learning like be able to access all sources of knowledge from various places without having to bother to meet directly with the learning source itself.

As a receptive skill, reading gives us lots of contributions in both daily life and academic success. We cannot avoid reading since we need information, especially in this global and informatics era. Lim and Jung (2019) say the use of ICT that integrated into reading skills will help and change students and learners in developing new skills to access the many activities using eBook, textbook, and reading materials on the web. Yunus (2009) also says by using ICT will be motivating learners making them independent in language skills practice because they can practice language out of the classroom. It means, by using ICT in reading will help the students to get access to knowledge and information at home and school, which also has the outcome of improved reading literacy.

As previously mentioned, reading is an activity of getting information from written materials. Through reading, students will be provided lots of information about world and their academic needs. The essence of reading is understanding what is being read. The actual process of reading takes place by being able to understand what is in the text and the reason for teaching students to read is to teach them to comprehend information. "Comprehension is creating meaning from a text" (Zeiger, 2011). As students reach higher grade levels, particularly in middle and high school, comprehension involves making higher-level connections and analyzing a text to construct a deeper meaning.

In the English Language Education System Program (ELESP), there are 4 levels of reading comprehension; literal, critical, affective and syntopical. Each of them has different assessment instruments in measuring the student's comprehension. The information from assessments can be used for several purposes with collecting, synthesizing and interpreting information to make the decision.

Depending on the decision being made, testing, measurements, and evaluation often contribute to the process of assessment (Russel & Airasian, 2012). Teachers need to conduct good assessment instruments from those levels of reading, so that they will know how well they are teaching.

The use of appropriate assessment strategies and techniques will increase the students' learning motivation and show them how well they have learned in the learning process. Jabbarifar (2009) also says assessment and evaluation are highly concerned with qualitative judgments that are used to improve students' knowledge and learning, and assessment and evaluation also give teachers useful information about how to improve their teaching methods. It means, if all students achieve well in a program, it is likely that the program is being successfully taught to them. Then, the information of the assessment provides gives the teacher with a profile of each student's learning. This information is valuable in forming groups for remediation, further instruction, or acceleration.

Reading assessment is important to know the student's comprehension of the meaning of everything that they read. It is aimed to evaluate how the students comprehend the text. According to Caldwell (2008), there are four purposes of assessing students' reading; identify good reader behavior, identify areas of weakness, determine student reading level and document student progress. Bank & Covacevich (2014) also state assessment is measuring the student's comprehension based on the objectives of learning, and the teacher should choose appropriate assessment instruments. Without the appropriate choice and application of assessment instruments used by the teacher, it tends to decrease the effectiveness

of the assessment to capture the student achievement of the learning objectives (Reilly, 2007).

Two instruments can use to measuring the student's reading comprehension like test and non-test. The test as an instrument answers questions - questions given to students to get answers from students in written form. The test in reading can be in the form of true or false, multiple-choice, matching, essay question, and completion. Non-test instruments are very important in evaluating students in the affective and psychomotor domains, in contrast, to test instruments that emphasize more cognitive aspects. This technique is used to complement the weaknesses contained in the test technique. These techniques include homework, observation, portfolio, interviews, questionnaires, and others. The implementation of test and non-test is not easy for the teacher. The teacher should know the appropriate assessment instruments based on the learning objectives from the courses and conduct a study of developing assessment instruments to capture students' achievement based on the learning objective effectively.

To develop the quality of reading assessment instruments of learning in this digital era, the teacher can integrate the ICT competences in reading assessment instruments. Technology can help the teacher assess their students' learning as well as their performance in the classroom and help the students to search the text or article from the internet. Using ICT competence in assessment involves the use of digital devices to assist in the construction, delivery, storage or reporting of student's assessment task response, grades or feedback. Geoffrey (2011) says ICT based assessment can be undertaken with many devices such as traditional desktop computers or laptops, with portable communication devices such as a smart mobile

phone. It means ICT in assessment can be assessed everywhere by using any devices.

ICT integration is not become a new thing. Lubis (2018) in his research “ICT Integration in 21st-century Indonesian English language teaching: Myths and realities”, shows ICT integration can help the learning more meaningful and interesting. However, the benefits of the integration still more on the technical levels including finding related materials and preparing the presentation, not the communicative and functional levels for their students’ English learning process and progress. It means ICT integration in Indonesian has a positive attitude and perception of the English teachers.

The designing reading assessment also not becomes a new thing in Indonesia. There is a researcher that has conducted similar research; Riski (2016) in her thesis “Designing Common European Framework of Reference (CEFR) for language-based English reading assessment specifications for S-1 of English study program, shows she tried to design the CEFR-based specifications assessment of English reading skills for S-1 of English study program, and she used DDR as methodology in her research.

Based on the explanation above, this research is different from the previous study even though both try to design reading assessment instrument. In this research, there is ICT competences-integration while this study aims to design ICT competences-integrated reading assessment instruments for English Language Study Program (ELESP). In this case, four reading courses have mentioned such as literal reading, critical reading, affective reading, and syntopical reading.

1.2 Research Questions

Based on the background of the problem above, this study formulates the main research question as:

How are ICT competences integrated into reading assessment instruments for English Language English Study Program?

The main research question is dropped down into some sub-research problems which are:

1. To what extent do the existing reading assessment instruments make use of ICT competences?
2. How are the ICT competences integrated into the table of specification of reading assessment instruments?
3. How are the ICT competences-integrated table of specification of reading assessment instruments?
4. How are the ICT competences-integrated test assessment instruments of reading?
5. How are the ICT competences-integrated non-test assessment instruments of reading?

1.3 Objectives of the Research

Related to the research questions stated previously, the main objective of this study is:

To design ICT competences integrated reading assessment instruments for English Language Education Study Program.

The subsidiary objectives of this study are:

1. To analyze the use of ICT competences of the existing assessment instruments.
2. To analyze the procedures of integrating ICT competences into the table of specification of reading assessment instruments.
3. To design the ICT competences-integrated table of specification of reading assessment instruments.
4. To design ICT competences-integrated test of reading assessment instruments.
5. To design ICT competences-integrated non-test of reading assessment instruments.

1.4 Scope of the Research

The scope of this research is ICT competences-integrated assessment for English Language Education Study Program (ELESP) or S1 program in terms of ICT competences-integrated reading assessment instruments that cover four courses; literal reading, critical reading, affective reading, and syntopical reading.

1.5 Significance of the Research

This study is expected to yield some contributions and considerations to both practical and theoretical. From a practical viewpoint, this study will give valuable input to English Language Education Study Program (ELESP) lecturers in designing ICT competences-integrated reading assessment instruments. While theoretically, this study would be one of the valuable considerations in designing ICT competences-integrated reading assessment instruments for the English Language Education Study Program (ELESP).

1.6 Definition of Key Terms

There are several terms used, as follows:

1. ICT is a tool to contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teacher's professional development and more efficient education management, governance and administration (UNESCO)
2. ICT Competence is the knowledge and skill about how to use ICT
3. Reading is an important skill because it supports the development of overall proficiency and provides access to crucial information at work and in school (Komiyama, 2009)
4. Assessment is the process of gathering information to make decisions (Anderson, 2003)
5. Reading assessment is the process to know the student's comprehension of the text.
6. Reading assessment instruments are the tools to measure the student's comprehension about the text like test and non-test.

1.7 State of The Art

The previous studies related to the design of reading assessment instruments for ELESP are quite numerous, but studies related to reading assessment instruments with ICT integration are still scarce. The previous research stated ICT integration can help to learn more meaningful and interesting (Lubis, 2018). While Rizki (2016) focused on designing reading assessment instruments based on CEFR. Therefore, from the previous studies, this study intends to research in designing ICT

competences-integrated reading assessment instruments that cover four courses:
literal reading, critical reading, affective reading, and syntopical reading.

