CHAPTER I
INTRODUCTION

This chapter provides general outlines of the study. It covers background of the study, statement of research question, purpose of the study, scope of the study, significance of the study, clarification of key terms, and state of the arts.

1.1 Background of the Study

The education process is inseparable from the teaching and learning process between teachers and students to achieve goals. In this 21st century, teachers occupies an important position in education, as Ada & Azisah (2016) stated that teachers are the key players in classroom instructional activities that affect the success of students. As the teacher help students acquire information, skills, values, ways of thinking, and means of expressing themselves, they are also teaching them how to learn. Thus, the most important problem that arise is how to increase the capacity to learn, or the so called intelligent. Especially, with the rapid pace of the world changing is phenomenal which warrant a dynamic way of teaching and learning. These developments in education demand a value based, purpose and technology based learning which can be promoted by using of multimedia tools that makes the learning flexible, need based and objective oriented (Gnanam, Vetrivel, & Raju, 2016).

Joyce & Weil (2003) claimed that education can greatly affect intelligence and that these tools we call models of teaching are one way to organize intelligent in education. They also stated that a model of teaching is a description of a learning environment that has many uses, ranging from planning curriculums, courses, units, and lessons to designing instructional materials, multimedia

programs, and computer-assisted learning programs. Therefore, model of teaching position in the curricula or syllabi is as the teaching approach or strategy to develop the learning activity and material. Furthermore, models provide learning tools to the students that are uniquely suited to the students' development for whose "learning histories" are cause for concern, especially in Indonesia.

An important purpose of discussing models of teaching is to assist the teacher to have a wide range of approaches for creating a proper interactive environment for learning. The effects of various models of teaching not only by how well they achieve the specific objectives toward which they are directed but also by how well they increase the ability to learn, which is their fundamental purpose. Joyce & Weil (2003) stated that students will change as their repertoire of learning strategies increases, and they will be able to accomplish more and more types of learning more effectively.

In this 21st century where the quality of education has significantly changed, the teaching models also need to change into an innovative teaching model. According to Ontario Public Service (2016), the 21st century competencies change the educational system into technology-driven educational system. The teacher needs to be able to optimize learning by using technological innovations to deepen and transform learning and lead it toward higher Education. Thus, the Information and Communication Technology (ICT) become necessary to prepare new generation to be equipped with these ICT skills (Erdo, Kur, & Saltan, 2010). However, this is not an easy task. In order to implement the ICT in the teaching and learning process, teacher need to have not only teaching competence but also technology competence on to a greater degree than that expected of their learners.

To accomplish the effective teaching for 21st century education, in teacher's professional development, the teachers also need to master the teaching competence to achieve this success. Being qualified for the occupation implies the mastery of theoretical knowledge. But, knowledge has to be well assimilated and interiorized in order to construct an argumentative network, which enables one's own actions in practical situations (Ermenc & Vujisić, 2015). Practical teaching competence is one of the Pedagogy competencies that give contribution toward the effectiveness of teaching. Ada & Azisah (2016) stated that the contribution can be seen from how the teacher's ability to manage learning, which includes planning, implementation and evaluation of learning outcomes. Moreover, one of the content subjects in English Language Education Study Program (ELESP) that needs to be given more attention is practical key teaching competence (lesson planning, classroom management, and teaching practicum). It is one of the competences that must be mastered by pre-service teacher such as in preparing the teaching set in the classroom, comprehend in designing lesson plan, practicing the planning in the classroom and managing classroom effectively and appropriately.

Having both high competence in teaching and technology, teacher become an important components in education as efforts to achieve the goals of education and teachers' professional development. In this Industrial Revolution 4.0 education, teachers must prepare students not only with knowledge and information, but also by promoting creativity, refining students' critical thinking and problem-solving skills, also interacting and communicating across the globe by using ICT (Hussin, 2018). ICT is a platform on which key learning skills can be efficiently integrated into existing curriculum. ICT provides education officer

with the unlimited resources (Ammanni & Aparanjani, 2016; National Council of Educational Research and Training, 2013) and support learning through their teaching that have high quality and continually improving (Rossner, 2009). Moreover, Infusing ICT competences-integrated in model of teaching is one of the ways to develop a good model in teaching.

A model imbued with ICT will give the student an environment where they can acquire not only specific subject learning but also a digital literacy to help them adapt in this technology era. The necessity of having a model for identifying effective technology integration and using it as the base of analyzing is acknowledged in many studies. Moreover, many researchers (Capuk, 2015; B. R. Joyce, Weil, & Calhoun, 2015; Pateliya, 2013) stated that teaching model is functioned to stimulate the development of new educational innovations. In this teacher's development, one of the instruments that can assist teacher to increase the quality and efficiency of the teacher training and professional development is European Profiling Grid (EPG) descriptors.

As Bergil & Saricoban (2016) said that EPG is an innovative instrument to provide language teachers, teacher-trainers and managers with a reliable means of outlining current competences and enhancing professionalism in language education. Moreover, the key Teaching Competences in EPG covered the pedagogy skill in teaching and learning language. The Grid provides a framework of development stages and as part of quality assurance to check whether the teaching being assessed is up to the standard and determine whether the goals of a teacher development program have been attained (European Profiling Grid, 2011).

Based on the explanation above, the researcher is trying to design an ICT competences-integrated practical key teaching competence models of teaching for English Language Education Study Program. The researcher found that many researchers have been conducted a studies that deal with teaching model design, teaching competence, ICT, and EPG.

One of the studies the researcher has found that related to teaching model. This previous study entitled "*The Design of Interactive Teaching Model for College English Course in Web-based teaching model*" conducted by Ying (2016). This study aimed to design web-based interactive teaching model for College English course. The teaching model pictured that teachers and students could interact with each other through various accesses, which stimulate students' learning interest and raise learning efficiency. The result showed the necessary to design teaching models accordingly to meet with different educational requirements from students. Moreover, Web-based interactive teaching model based on the theory of constructivism and social psychology, absorbing the fruit of the development of technology to improve the traditional interactive teaching model to serve education of English college.

The studies related to the ICT-integrated and deals with teacher's teaching competence entitled "*The Development of Teacher ICT competence and confidence in using Web 2.0 tools in a STEM professional development initiative in Trinidad*" conducted by Kamalodeen, Figaro-henry, & Ramsawak-jodha (2017). This study focuses on the gains in competence and confidence of teachers in four selected Web 2.0 tools (Skype, video conferencing tool, emails, blogs, and wikis) while participating in a STEM ICT PD initiative. This study report the

gains and its implications for ICT PD that models a phased approach as it relates to improving STEM education and recommendations are made for school leaders to improve the digital environments of their schools. The finding showed where the knowledge that more effective STEM education can be facilitated if teachers are technologically competent since ICT tools is an inseparable component of STEM education.

On the other hand, the number of the research on EPG is still limited. The studies on EPG mostly deals with assessment, one of them is from Indonesia entitled "*European Profiling Grid (EPG)-Based key teaching competences in the curricula of English Education Study Programs and Pre-service teacher training Programs*" conducted by Nugroho in 2017". This study aimed to analyze key teaching competences and its coverage in the curricula of Undergraduate English Education study programs and in pre-service teacher training programs. The findings showed that EPG-based key teaching competences and phases of the teachers' development in the learning outcomes of every subject are not well covered in all of the existing curricula. It means that the existing syllabi are not achieved the whole objectives that should be mastered by the students.

After reviewed all the studies dealing with teaching model, practical key teaching competence, ICT competence-integrated and EPG then the researcher consider that ICT competence and EPG descriptor are useful to guide the examiner to conduct appropriate teaching model. However, there are still limited research dealing with EPG and there is no research in Indonesia especially in teaching model of practical teaching competence integrated with ICT. Moreover, after analyzing the existing syllabi, the researcher found that some of model of

teaching components is only implicitly expressed, only indirectly stated on model of teaching used in syllabi but either suggested it to affect the purpose of learning.

Therefore, the researcher decided to conduct a research entitled "*Designing ICT Competences-Integrated Models of Teaching of Practical Key Teaching Competences Courses for English Language Education Study Program*". This study uses the existing pedagogical practice document from seven universities in Indonesia and three observations as data sources. This study is expected to give contribution about teaching models design and the ICT competences-integrated practical key teaching competences courses models of teaching prototype in the area of English Language Education Program. The practical teaching documents cover the lesson planning, teaching practicum and classroom management course. The courses support the pre-service teacher to build and improve their teaching competences in the classroom. Moreover, this study is conducted in order to design an appropriate teaching model using UNESCO ICT framework and the EPG-based key teaching competence descriptors to help in deciding the teacher development phase.

1.2 Research Questions

Based on the background of the study, this study focuses on how the ICT Competences-integrated practical key teaching competences courses models of teaching are designed. Thus, the researcher formulated the research questions as follow:

Main research question:

How are the ICT Competences-integrated practical key teaching competences courses models of teaching for English Language Education

Study Program (Lesson Course Planning, Teaching Practicum, and Classroom Management Courses)?

The main research question is divided into three sub questions:

1. To what extent are ICT competences-integrated in the existing practical key teaching competences courses models of teaching for English Language Education Study Program?

2. How are the ICT Competences-Integrated into models of teaching of practical key teaching competences courses for English Language Education Study Program?

3. How are the designs of ICT competences-integrated models of teaching of practical key teaching competences courses for English Language Education Study Program?

1.3 Purposes of the Study

Based on the research question presented above, the main purpose of this study is formulated as follows:

Main purpose:

To design the ICT competences-integrated practical key teaching competences courses models of teaching for English Language Education Study Program (Lesson and Course Planning, Teaching Practicum, and Classroom Management Courses)

Sub purpose:

1. To analyze the ICT competences-integrated in the existing practical key teaching competences courses models of teaching for English Language Education Study Program.

2. To describe the procedure of designing ICT competences-integrated practical key teaching competences courses models of teaching for English Language Education Study Program.

3. To design the ICT competences-integrated practical key teaching competences courses models of teaching for English Language Education Study Program.

1.4 Scope of the Study

The study focuses on designing the ICT competences-integrated practical key teaching competences models of teaching for English Language Education Study Program. The teaching model used by teacher as a guidance in the process of teaching and learning that integrated ICT competences to follow the need of technology literacy at this digital era. This study used the data of the existing models of teaching obtained from observation as well as from eight documents of practical key teaching competences from seven universities that covers Lesson Course Planning, Teaching Practicum and Classroom Management Courses. Moreover, the data from the existing models of teaching were compiled to analyze how far ICT competence integrated into practical key teaching competence models of teaching. By using UNESCO ICT Competency Framework, and other theories of ICT competences were employed as the framework in formulating ICT indicators. EPG-based key teaching competences descriptors were used as an instrument to find out the development phases of teacher's practical teaching competence and for stating the goals and objectives of the courses. Furthermore, the study was indicated to English Language Education study program only. Therefore, the Design and Developmental Research (DDR) was employed.

1.5 Significance of the Study

Concerning the objective of this study mentioned above, this study hopefully can give some contributions to others. Theoretically, this study is hoped to give contribution for the educational field especially in the curriculum ICT based development area. Moreover, the practical key teaching competence of teaching models integrated with ICT competence can be used as models for course designers who want to develop the appropriate ICT competence-integrated teaching models based on EPG perspective in their campus syllabus. Furthermore, practically, this research is hoped to improve the implications and pedagogical recommendations that can be taken from this research. Then, it can be used as one of information about the EPG as an instrument which assist teaching model and mapping of range of current language teaching skills and competence.

1.6 Clarification of Related Terms

In order to avoid misunderstanding, the technical terms found in this study are models of teaching, practical key teaching competences, and ICT competences. Model of teaching is a plan or pattern that can be used to shape curricula, to design instructional materials and to guide instruction in the classroom and other settings (Joyce & Weil's, 1980). Therefore, the model of teaching position in the curricula and syllabi is as the teaching approach or strategy to develop the learning activity and material.

Practical key teaching competence relates with the practical pedagogy competence to support teaching and learning process. The term of practical here means that the pre-service teacher practices their teaching and learning theories to

the real practice in the classroom context. The practical key teaching competence encompasses in lesson planning, teaching practicum and classroom management.

ICT competences are a skill to equip students with basic knowledge and skill in information and communication technology. ICT is a tool used in teaching and learning process that can be efficiently integrated into existing curriculum, provides unlimited resources (National Council of Educational Research and Training, 2013) and support learning through their teaching that have high quality and continually improving.

English Language Education Study Program (ELESP) is a university program focus in English Education. It prepares the students to comprehend and master the teaching competence and language proficiency in English education.

1.7 State of the Art

The previous researches related to models of teaching development in practical key teaching competences for ELESP are plenty, however models of teaching design that embrace ICT competences integrated practical key teaching competences international benchmark is scarce. Moreover, nowadays ICT competences are competences that should be owned by the students and teachers that can be integrated in achieving the learning goals in the process of teaching and learning. It can be inferred that the novelty of this study focuses in the integration of ICT competences in designing practical key teaching competences model of teaching for English Language Education Study Program. It is designed to enhancing students as pre-service teacher to technologically competent which is favorable for their professional development.