CHAPTER I

INTRODUCTION

This chapter provides the background of the study in which a review of the area of the study, current information related to the issue, previous studies on the issue, and the gaps of the study are discussed; the research questions in which the questions that become the main concern of the research are listed; purposes of the study where the statement of the main issue of the research is mentioned. Additionally, the researcher also provides scope of the study which explains the limitation of the study, and significances of the study which elaborates the benefits of the study. The last, state of the art provides the novelty of the study.

1.1. Background of the Study

According to the syllabuses of theoretical key teaching competences that the researcher has collected, shows that the universities are not consistent in stating what the models of teaching they are using even those are from the similar universities. There are some syllabuses which states it, and there are syllabuses do not, but state directly what the methods which are using in teaching learning activities. For examples, in Curriculum and Material Development syllabuses, University A, B, and C do not state what model of teaching they are applying, but University F stated explicitly. Meanwhile, the lecturer of University C who teaches English Language Teaching Methodology (ELTM) mentions the name of model of teaching that he applies. As a result, this finding is not accordance with the concept of model of teaching which

giving the description of teaching and learning process. Besides, stating what kinds of model of teaching is applied also allows the students to observe the teachers' thought process.

Pateliya (2013) states model of teaching is guidelines for teachers to help them in designing the course of study, the material and instruction in teaching and learning process. It means, it provides the information how the teaching and learning process is executed. Additionally, in their statement, Eggen & Kauchak (2012) says model of teaching also provides the information about the course objectives that the students should achieve and the main reason why it should be state is because the grounded theory of learning which provides the concept of learning of the course. For instance, in this case, providing the kinds of model of teaching for theoretical key teaching competences courses such as advanced organizer, inform the courses focus on content which the model will help the students to find the information and build the concept.

Through the observation, the researcher found the situation which the use of information and technology (ICT) is not maximal for some universities. Lecturers still use the common ICT tools such as LCD projector, Ms. PowerPoint, Email and browser (Mozilla FireFox, Chrome, etc) to support their teaching in delivering the material, doing presentation and searching the information. On the other hand, there were lecturers who have utilized the digital classroom platform such as Google Classroom, Edmodo, and Schoology in their teaching even though they cannot use the platforms in their real functions. For instances, the lecturers only use the platforms to share the materials and tasks and submit the tasks even the platforms have any functions.

Accordingly, this situation shows that some lecturers are still not competent enough in making use the ICT to support their teaching. Meanwhile, it is also not appropriate with the development of technology that keeps growing and leads to the changes of the use of information and communication (ICT) in education field. Then, this situation means the implementation of ICT develop slowly and it is not proper with UNESCO's demand where the teacher must have the knowledge and skills to use new digital tools to help all students achieve high academic standard. Similarly, it is not proper with the characteristics of model of teaching that stated by Joyce, Weil, & Calhoun (2015) where it emphasizes the implementation of ICT based on 21th century learning.

The use of Information and Technology (ICT) should be considered in teaching and learning process because it tends to develop aces to education. In his research, Shan Fu, (2013) states the use of ICT can make teaching and learning process more effective and easier, for examples, the learning process can be done anytime and anywhere; ICT brings more rich material in the classrooms and libraries for the teachers and students; provides the opportunity for the learner to use maximum senses to get the information; breaks the monotony and provided variety in the teaching – learning situation; and the improtant change is ICT transforms the teaching environment into learner-centered where the students will be actively involved in the learning process, etc.

Based on the explanation above, model of teaching and ICT are the important part of teaching and learning process which cannot be separated.

Applying model of teaching can help the teacher designing the courses, material and activities systematically and efficient. On the other hand, the use of ICT in teaching learning process can support that process to be effective and efficient. To prove this statement, the researcher found some research that discussed the use of ICT in model of teaching. For examples, research which is done by Ümit Yapici & Akbayin (2012) where they implemented Blended Learning Model that combines the traditional learning or face to face learning and online learning that use a learning platform, Moddle, as media to provide the instruction in which the students do not need to attend the classroom. In their research, Ümit Yapici & Akbayin (2012) reported blended learning instruction contributed more significantly than the traditional instruction. Similarly, Amalia (2019) did classroom action research to measure the improvement of applying Webquest into Blended Learning Model towards students' speaking ability in MAN Salatiga. The result of her research showed there was a significant improvement on students' speaking ability after Webquest was implemented as media in Blended Learning.

Thus, classroom action research that has been done by Marwan (2015) to measure how effective the implementation of Project-Based Learning (PBL) Model integrated ICT for teaching English, revealed that the combination between PBL Model and ICT (Email) brings the positive impact for the students where they got the interesting and meaningful learning in PBL class and felt motivated to use English more. Furthermore, Ni (2013), in her research, designed model of teaching by adopting computer multimedia to improve college English listening teaching. The result of her research proved that the

integration ICT into model of teaching could make the teaching and learning process of listening to be effective.

Research which discussed about ICT integrated into model of teaching is kindly new. The previous research concerned with the integration of ICT into model of teaching for teaching English generally and its skill specifically. Moreover, all the previous research did not state the standard that the researchers used to design and investigate the effectiveness of the integration of ICT into model of teaching. Accordingly, for this research, the researcher intended to design model of teaching for courses which emphasizes on content that still relates to pedagogy courses, they are English Language Teaching Methodology (ELTM), Curriculum and Material Development (CMD), Digital Literacy in Language Education, and Language Learning Theories and Strategies (LLTS).

Based on the syllabuses that the researcher collected, English Language Teaching Methodology provides the students with understanding of the nature of teaching methods and teaching skills. Then, Curriculum and Material Development is a course that provides the students with understanding of the skill of designing a curriculum that emphasizes on the elements of curriculum that also relates to curriculum changes, development of a syllabus, using and evaluating the textbook. In addition, Digital Literacy in Language Education refers to the course that provides the students with the concepts of using media in general and media for language teaching. The last, Language Learning Theories and Strategies, will provides the students with the theories of teaching and learning and the principles of EFL methodology.

As a reference, the researcher found a research which proposed the model of teaching for courses that focus on the content for teaching Engineering students at Estonian Centre. This research was done by Rüütmann & Vanaveski (2009). In their research, Rüütmann and Vanaveski introduce inductive model, integrative model, direct instruction and the lecturer discussion model for teaching engineering to develop the students' thinking skills. Although, Ruuman and Vanaveski did not offer the integration of ICT into model of teaching they proposed for teaching the engeenering students.

Accordingly, in this chance, the researcher intended to design model of teaching that is integrated by ICT for courses under theoretical key teaching competences that covers English Language Teaching Methodology (ELTM), Curriculum and Material Development (CMD), Digital Literacy in Education and Language Learning Theories and Strategies (LLTS). It is chosen because the previous research focused on designing and investigating model of teaching that concerned with English generally and its skills specifically. Besides, even the researcher found the relevant research which designed model of teaching for courses that emphasizes on the content, those models were not integrated ICT. Thus, the previous research did not state the standard that they used to help them in designing and investigating the effectiveness of their designs. As a result, to complete the research, because the research intended to design the pedagogy courses that integrated ICT, the researcher used European Profiling Grid (EPG) and UNESCO standard. In brief, the researcher will carry out the research entitled "*Designing ICT-integrated Theoretical Key Teaching*

Competences Courses Model of teaching for English Language Education Study Program".

1.2. Research Questions

Based on the explanation above, the researcher identifies the problems as follows:

a. How are the ICT competences - integrated theoretical key teaching competences courses model of teaching for English Language Education Study Program (ELESP)?

The research question is divided into 3 sub questions:

1) To what extent are the ICT competences integrated in the existing theoretical key teaching competences courses model of teaching?

2) How are ICT competences integrated into components of theoretical key teaching competences courses model of teaching for ELESP?

3) How are the designs of ICT competences-integrated theoretical key teaching competences courses model of teaching for ELESP?

1.3. Purposes of the Study

Based on the research question above, the main purpose of the study are:

a. To design ICT-integrated theoretical key teaching competences courses model of teaching for ELESP.

The sub-purposes of the study are:

1) To analyse the use of ICT in the existing theoretical key teaching competences courses model of teaching.

2) To describe the process of ICT competences integrated into components theoretical key teaching competences courses model of teaching for ELESP.

3) To design of ICT competences-integrated theoretical key teaching competences courses model of teaching for ELESP.

1.4. The scope of the Study

The study aims at designing model of teaching that is integrated ICT for theoretical key teaching competences courses cover English Language Teaching Methodology (ELTM), Curriculum and Material Development (CMD), Digital Literacy in English Language Education, and Language Learning Theories and Strategies (LLTS) which will also adopt European Profiling Grid (EPG) as the standard of teachers' competences and UNESCO's ICT Competences Standard.

1.5. Significances of the Study

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

a. In terms of theoretical value, the result of this research can be used as a basis for further research, especially for course designer who intends to develop and design ICT-integrated model of teaching based on EPG and UNESCO's ICT Competence Standard.

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

1.6. State of the Arts

Considering how important of model of teaching and ICT in teaching learning activities, the researcher intended to design model of teaching that is integrated by ICT for theoretical key teaching competences which cover English Language Teaching Methodology (ELTM), Curriculum and Material Development (CMD), Digital Literacy in English Language Education and Language Learning Theories and Strategies (LLTS). It is chosen because the previous research focused on designing and investigating model of teaching that concerned with English generally and its skills specifically. Meanwhile, the researcher found the relevant research which designed model of teaching for courses that emphasizes on the content, but those models were not integrated ICT. Besides, the previous research did not state the standard that they used to help them in designing and investigating the effectiveness of their designs. As a result, to complete the research, because the research intended to design the pedagogy courses that integrated ICT, the researcher used European Profiling Grid (EPG) and UNESCO standard.

1.7. Definition of the Terms

a. Model of Teaching

Model of teaching is a depiction of teaching and learning process which pictures the particular way of thinking about how teacher's teaching and students learning in terms of approach, method and technique. It guides teacher in designing educational activities creating suitable learning environment and situations, shaping the curriculum, designing

instructional material and guiding instruction to achieve the objectives of learning.

b. Theoretical Key Teaching Competences Courses

Theoretical key teaching competences is the part of pedagogical competence which becomes a basis for pre-service teachers and teachers' practice to gain the fundamental knowledge relates to the teachers' ability in choosing the appropriate teaching methods and strategies; managing the teaching and learning process; designing and developing syllabuses; planning assessment; evaluating the teaching and learning process and integrating the teaching and learning process with the use of technology. Accordingly, to acquire the abilities, there are four courses under theoretical key teaching competences. They are English Language Teaching Methodology (ELTM), Curriculum and Material Development (CMD), Digital Literacy in English Education and Language Learning Theories and Strategies (LLTS).

c. English Language Education Subject Program (ELESP)

The undergraduate of English language education study program is a program that educates and trains college students to be next teachers, curriculum developers, editors and translators in the field of language, especially in English for four years. The graduates of English Language Education Study Program are expected to have knowledge, especially in key teaching competences such as knowledge and skills in methodology, lesson and course planning, assessment, interaction management and

monitoring. Moreover, they are also required to teach four skills English such as; listening, speaking, reading and writing and its components.