CHAPTER I

INTRODUCTION

This chapter is the general opening part of the study covers the background of the study, research questions, purpose of the study, the scope of study and its significance, clarification of the terms, and state of arts. All of them are described in this chapter.

1.1 Background of the Study

Education develops continuously to achieve effectiveness in learning and teaching. Current educational developments are based on three approaches including cognitive, humanistic, and behavioral (Cruickshanks, 2006). These approaches influence the concept of models of teaching to improve teacher’s teaching practice. Furthermore, the teacher’s role in teaching and supported environment can help students to get the optimum achievement in learning.

Model of teaching has pivotal role in education which is creating new ideas improving teaching and learning activity. The model here is a variety of well-developed ways of teaching, about how teachers help students to acquire information, ideas, skills, values, ways of thinking, and meanings (Joyce et al., 2011; Petty, 2009). Therefore, model of teaching as a design to teaching and learning activity assumed can increase students’ capability to learn many things. Rivera, Francis & Moughaiman (2009) reveal several reasons that encourage the model of teaching become so important to be designed, based on their research in
English-only program and bilingual program. The reasons are the need for ideal shape of teaching, a new approach to students’ effective learning, and clear instruction from the teacher. In addition, the model of teaching design can be used for instructional materials, multimedia programs, and computer-assisted learning programs (Joyce et al., 2011). These reasons state that a model of teaching cannot be “one size fits all” and difficult to be developed for a group of students. Model of teaching for listening courses must be supported by many common practices from the teacher to the students (Hamann, 2015).

Model of teaching for listening in EFL context in Indonesia has some problems. It was reported that listening for Indonesian learners has lack of development. In addition, listening was lack of attention from many teachers because there is a tendency that listening was ordinary activity in life. Listening model of teaching should focus on the nature of listening, the characteristic, the method, and the variety of exercises, activities, or tasks for listening courses (Cahyono & Widiati, 2009; Arono, 2014).

Teaching listening skills have important roles for researchers and teachers who promote communicative competence (Yavuz & Celik, 2017). According to Morley (1991) in Safotso (2016), he points out that listening as one of the language skills is a communicative ability that needs to be mastered by adult foreign language learners, because people can expect to listen twice as much as they speak. Students always do more listening than speaking and most of good speakers are good listener at the first time they acquire the language. So people with good ability in listening possible to be good speaker as well.
Pierce (1998) in Saitakham (2012) stated that listening is an interactive process and it is not a passive process because students need much effort to practice and reply. Vandergrift & Goh (2012) believes that listening instruction is expanding from a focus on the product of listening (listening to response), to the focus on the process (listening to response). In addition, there are recent sources that stated assessment is part of listening course activity besides teaching and learning. There are three modes of assessment for listening such as classroom-based assessment (Tsagari & Banarjee, 2016), computer based assessment (Mulvaney, 2011), and online-based assessment (Csapo & Molnar, 2019).

ICT Competency Framework for teachers, a benchmark of how to teach ICT effectively has been got on what competencies required to teach effectively for teachers with ICT and digital learning. The framework offers educational tools and criteria of ICT skills, an opportunity to get the quality needed for large demand. The first is Technology Literacy, enabling students to use ICT in order to learn more efficiently. The second is Knowledge Deepening, enabling students to acquire in-depth knowledge of their school subjects and apply it to complex, real-world problems. The third is Knowledge Creation, enabling students, citizens and the workforce to create the new knowledge required. The importance of ICT integrated learning is very important to increase productivity and efficiency to build innovative capacity and competitiveness (UNESCO, 2017).

Many related studies of listening and model of teaching were compiled to make the process infusing ICT into model of teaching can be implemented. The studies related to the use of ICT revealed that various technology media, as an
innovation for learning, have affected the way of communication to language learners. The study of ICT-integration previously were conducted by G.Jati (2013). He stated that accelerated change of technologies and communications had changed language pedagogy and language use in education. The impact has made enabling new ways of learning, new forms of authorship, and new ways to teach beyond cognitive, classroom wall and curriculum.

Another study by Molina, Collazos, & Solanly Ochoa, (2016) express that Information, Communication, and Technology are important for the 21st century society in education. ICT requires students to learn in-depth thinking ability. From both statements of Jati (2013) and Molina et al. (2016), it can be concluded that the demand of using ICT for language learning is urgent today. ICT in the current situation is important for students to learn and for teachers to teach them in-depth thinking, to get new knowledge and information.

The possibilities of ICT provide a great number of resources to help teachers to get access to authentic materials, and to help students for learning new concept and model of teaching, learning, and assessment. Previously, Basal (2016) stated that one of the research related to technology and use in education is about mobile applications used for language learning which discussed that mobile applications may open new window of opportunities. As stated by Jati (2018), ICT improves students’ English performances and competences in four language skills in many aspects. The authenticity of web-based resources can be a potential support for teachers in overcoming some problems with students’ listening and speaking skills, and also preparing students to be able to match with different listening and speaking
situation in real contexts. Based on their statement, great resources for teachers are available from digital website to the variety of qualified materials for teaching and learning.

This research is aimed to design ICT Competences-Integrated Listening Models of Teaching for English Language Education Study Program. The models of teaching integrated with ICT competences for listening courses with European standards. The models of teaching of listening courses designed to achieve the CEFR-based listening course learning outcomes. Moreover, model of teaching design in this research used as effort to empower teaching and learning, time efficiency, and to gain optimum outcomes of listening courses.

Many research have been conducted by many teachers and lecturers to explore the possibility of integrating ICT into learning. One of the research is entitled “Listening Media Application in Preparing Listening Materials” by Asmar & Ardi (2013) which discussed the application used in preparing listening material. They revealed that “Listening Media” was very helpful for teacher in English studies for preparing listening teaching material because the teacher no longer had difficulties to record the voice. The teacher only needed to type the text that will play, then this application will change the written text that made sound media of their own voice. In short, this computer program has function to run specific tasks such as create document, manipulate photo and play audio.

The ICT and especially the internet, offer educational tools for children and adolescents, an unprecedented opportunity to respond with the quality needed for increasingly large and diverse demand (UNESCO Asia and Pacific Regional
Bureau for Education, 2007). Accessibility to extensive information sources allows students to take an active role in the learning process rather than just relying on the teacher as the only source of knowledge (Newhouse, 2002).

Researchers have become highly interested in developing ICT integrated into learning subjects. In fact, it is viewed as a reason for the shift of technology on the way learners learn to use ICT in the field of education (Hidayati, 2016). In summary, many numbers of researches developed by many researchers, and also teachers. Applying ICT as a tool for learning in the curriculum allows all teachers and students to have the opportunity to be a person that competent, creative, and productive (Stefani in Fry, Ketteridge, & Marshall, 2009). Teachers are supposed to have ICT competencies and be able to teach them to the students. Teachers also need to be able to help the students have the ability in learning in-depth thinking by using the competencies. Therefore, the framework addresses all aspects of a teacher’s work to teach students.

The curriculum for ELESP is intended to be up-to-date to those considerations (ICT for teaching and learning). In the curriculum, learning outcomes are the result of appropriacy with the nature of the course with KKNI (Indonesian Qualification Reference), CEFR, and EPG. The policy of standard outcomes refers to Permendikti No 44 year 2015 as the regulation from ministry of research, technology, and higher education.
Based on the consideration above, the urgency of designing new model because of some reasons; 1). Model of teaching has a pivotal role in education to help students acquire new ideas, skills, experience, etc; 2). Model of teaching is designed to teaching-learning empowerment, achieve the optimum Course Learning Outcomes, and time efficiency; 3). Listening skills as one of the language skills is regarded as the first skill should be developed; 4). Accelerated change of ICT requires teachers and students to learn in-depth thinking ability; 5). Integrating ICT into model of teaching for listening courses can result many possibilities and advantages.

1.2 Research Questions

Based on the explanation from background above, the statements of problem are formulated by the writer as follow:

Main Question (MQ): How are the ICT competences-integrated listening model of teaching for English Language Education Study Program (ELESP)?

The main question is divided to be some sub-questions (SQs), they are:

SQ1. To what extent are the ICT competences integrated in the existing listening models of teaching of ELESP?

SQ2. How are the ICT competences integrated in listening model of teaching components of ELESP?

SQ3. How are the designs of ICT competences-integrated listening models of teaching for ELESP?
1.3 Purposes of Study

In line with the research questions above, the main purpose of this research is to design ICT competences-integrated listening models of teaching for ELESP. In designing, the researcher needs to conduct some analyses. The analyses are described by the sub-research purposes as follow:

a. To analyse the ICT integrations in the existing listening models of teaching.

b. To describe the process of integrating ICT competencies into models of teaching components.

c. To design the ICT competences-integrated listening courses models of teaching for ELESP.

1.4 Scope of the Study

This Design and Development Research (DDR) focuses on designing ICT competences-integrated listening courses models of teaching for English Language Education Study Program (ELESP). The designs are the models of teaching which ICT-integrated for three listening courses refer to European standard (CEFR). The courses are Listening for General Communication, Listening for Professional Context, and Listening for Academic Purposes. CEFR is used as standard to provide the course learning outcomes. The models of teaching designed for listening courses for S1 of English Language Education Study Program.

1.5 Significance of the study

This study is expected to give contribution for the educational field specifically for English Language Education Study Program. In this research, the effort is to contribute in language skill and pedagogy focus on designing listening
model of teaching integrated with ICT based on development area. Furthermore, the result of this study will become a teaching model used for teachers or practitioners who want to make the same focus for designing same study. The result can give contribution to the development of model of teaching for listening courses in ELESP.

(1) For students

This study can be used to enhance students’ learning process of listening subjects in classroom. The learning quality of students also hopefully can be better if the ICT-integrated learning with the listening subjects for general communication, academic purpose, and professional context.

(2) For lecturers, teachers, or educators

The result of this study can be used as the evaluation of activity of teaching and learning process that teachers usually do in terms of ICT. After the result can have analysed, lecturer may use the result as mirror to reflect the previous processes for the next teaching progress. The model of teaching is proposed to make the process of teaching, learning, and assessing listening subjects be better with ICT-integrated design.

(3) For other researchers

The previous existing data can be developed through this research, the writer would like to give contribution to the study as reference for other researchers. The result can be used by other researcher who wants to design the ICT-integrated models of teaching of listening courses.
For author himself

The result of this research can give many advantages for the author. He can reflect, use, and produce the design and development model of teaching as research product. He can learn to conduct research in a good sequence based on advisors guidance. Finally, this research open new horizon of research in education field.

1.6 Clarification of Related Terms

1.6.1 Model of Teaching

Joyce et al. (2011), stated that model of teaching is about steps in learning contributes significantly to the quality of learning outcomes. In language learning, different skills require different steps in learning to achieve the outcomes. So model of teaching contain approach or strategy to develop the learning activity. Moreover, the scenario not only consist of the activities, but also what materials that a class have, when a class begin, how to generate ideas, when to listen and when to speak, and who will take the role for each step of learning.

1.6.2 Listening for ELESP

Morley (1991) in Safotso (2016) points out that listening as one of the language skills is a crucial element that needs to be mastered by adult foreign language learners. Listening provides the aural input that serves as the basic for language acquisitions. In addition, listening plays a significant role in communication and is considered as one of the fundamental skills in learning English.
1.6.3 ICT

ICT is technology that support many activities that involving information like gathering, processing, storing, and presenting. Moreover it involve collaboration and communication (Horton, 2001; Celebic & Rendulic, 2011).

1.7 State of the Arts

Previous research mostly discuss about listening model of teaching, ICT-integrated learning, or the use of ICT for listening in separated ways of discussion. The model developments for the design of the listening courses model of teaching were still rare. This research focuses in designing ICT-integrated listening courses for the prototype of models of teaching which is new for the research field S-1 Undergraduate of English Language Education Study Program. The study is expected to give contribution for the educational field especially in the ICT-based curriculum development area. The novelty is on the ICT that it is infused into the process of teaching and learning where the references are CEFR and UNESCO ICT Framework. It is proposed because the reason that most of previous research only focused on the use of listening applications, tools, or media for learning.