

ABSTRACT

Nafrianti, 2019. *Designing ICT Competences-Integrated Syllabuses of the Supplementary Skills Courses*. Faculty of Language and Arts. Master Program of English Language Education, State University of Jakarta.

The ICT competences are as part of the needs in educational field. This study is conducted to design the ICT competences for English Language Education Study Program (ELESP). The analysis uses UNESCO ICT Framework (ICT-CFT), European Profiling Grid and International Society for Technology in Education (ISTE). The design employs Richey and Klein, Borg and Gall, and Wademan model of DDR which modified to be four steps: need analysis, prototype syllabus design, evaluation and revision. Eleven existing syllabuses of the Supplementary Skills courses is analyzed. They are the syllabuses of Public Speaking, Pronunciation Practice and Functional Grammar from six universities in Indonesia. The finding showed that (1) set of eleven syllabuses, seven syllabuses contained ICT competences and four syllabuses did not integrate with ICT Competences. The components of syllabus which had integrated ICT competences were learning media and teaching method. (2) integrating ICT competences into the components of syllabus, there were five steps: gathering, selecting, analyzing, matching and infusing ICT competences into the 13 components of syllabus formulated from National Standard (2016). (3) The prototype syllabus of Supplementary Skills courses underpinned with CEFR and other theories of the Supplementary Skill courses. It was designed by integrating ICT Competences and the types of syllabus that were chosen in this study were task-based and skill-based syllabuses for Public Speaking and Pronunciation Practice, and task-based and structural-based syllabus for Functional Grammar. The products of this study are ICT competences-integrated syllabuses of Public Speaking, Pronunciation Practice and Functional Grammar.

Keywords: *ICT-Competences, the Supplementary Skills syllabuses, UNESCO ICT Competences Framework for Teacher, CEFR*

ABSTRAK

Nafrianti, 2019. *Merancang Silabus Mata Kuliah Keterampilan Tambahan untuk Bahasa Berbasis Kompetensi TIK*. Fakultas Bahasa dan Seni. Program Magister Pendidikan Bahasa Inggris. Universitas Negeri Jakarta.

TIK sudah menjadi sebuah bagian penting dalam dunia Pendidikan. Penelitian ini bertujuan untuk mendesain silabus mata kuliah Keterampilan Tambahan untuk Bahasa berbasis teknologi untuk Program Studi Pendidikan Bahasa Inggris. Analisis kompetensi TIK menggunakan konsep kerangka UNESCO, *European Profiling Grid* dan *International Society for Technology in Education*. Desain penelitian menggunakan Richey and Klein, Boorg and Gall serta wademan model DDR yang telah dimodifikasi menjadi empat proses; analysis kebutuhan, kerangka desain silabus, evalusai dan revisi. Sebelas silabus tersebut meliputi silabus mata kuliah *Public Speaking*, *Pronunciation Practice* dan *Functional Grammar* dari enam universitas di Indonesia. Hasil penilitian menunjukkan bahwa (1) sebelas silabus, tujuh silabus memuat kompetensi TIK dan empat silabus tidak terintegrasi kompetensi TIK. Silabus komponen yang sudah terintegrasi dengan kompetensi TIK adalah media pembelajaran dan metode pembelajaran (2) Cara pengintegrasian kompetensi TIK ke dalam silabus komponen ada lima tahap: mengumpulkan, memilih, menganalisis, mencocokkan dan mengintegrasikan kompetensi TIK ke dalam 13 komponen silabus yang diformulasikan dari standar nasional (2016). (3) Dalam mendesain purwarupa silabus, silabus dilandasi dengan CEFR dan dari berbaai teori mata kuliah Keterampilan Tambahan untuk bahasa didesain. Tipe silabus yang dipilih adalah *task-based* dan *skill-based* silabus untuk *Public Speaking* dan *Pronunciation Practice* dan *task-based* dan *Structural-based* silabus untuk *Functional Grammar*. Produk dari penelitian ini adalah silabus *Public Speaking*, *Pronunciation Practice*, dan *Functional Grammar* terintegrasi kompetensi TIK.

Kata Kunci: *TIK Kompetensi, Silabus Keterampilan Tambahan Bahasa, TIK Kompetensi, Kerangka UNESCO, CEFR,*