CHAPTER I
INTRODUCTION

This chapter provides introduction of the study, including background of the study, statement of research questions, purposes of study, scope of the study, significance of study, classification with related terms, and state of arts.

1.1   Background of the Study

Syllabus is as define as a specification of the content of a course of instruction and lists what will be taught and tested based on the nature of language and learning to be attained (Richards, 2001). Teachers use syllabus as their guidance what and how they teach their student in teaching and learning process, especially in second language teaching. According to Kemenristekdikti (2018), in designing syllabus, KKNI and National Standard are as the guidance for the designer. Since the Industry Revolution 4.0 era begins, it affects the way to design a syllabus, especially this era focuses on communicative competence. Here, the syllabus is as a main instrument in achieving communicative competence (Walt, 1990). The syllabus is an essential factor in the achievement of communicative competence in second language teaching. Twenty-first-century competencies include being able to collaborate with others in processes of problem solving, data mining and induction, textual co-construction and negotiation, and cooperative report production and presentation even when working in different locations and connected only by these new technologies (Celce-murcia & Brinton, 2014).

The courses in higher education attempt to fulfil the need of the era, like speaking course. However, speaking course has some elements to be learned, cannot accommodate all the skills that needed by students to achieve communicating competence. One of skill can

support communicative competence is Public Speaking. Communicating also need understanding between the interlocutors. Here, the pronunciation takes role to make communication understandable. On the other hand, in communicating, students need to gain awareness of, or to practice aspect of linguistics knowledge (whether a grammatical rule, or application of a phonemic regularity) (Hughes, 2011). The grammar course has already learnt by students in their beginning semester. However, the rigid structure not only a thing is needed in communicating. Those skills are as supplement or support the main communication skill for students. Those courses are coverage in one big subject, the supplementary skills where the skills support the main communication ability. The supplementary skills are divided into three aspect; public speaking, pronunciation practice, and functional grammar. Those skills are as to develop all the major skills and the supplementary skills in the most balanced manner so that both linguistic and communicative competencies are nutured to the maximum level (Anjana, 2014). Although, the purpose of courses is same with each other, to achieve the communicative competence, the nature of courses is different. Therefore, when it comes designing those syllabuses will be separately, depending on their nature.

When making practical decisions about syllabus design, the possible factors that affect the teachability of a particular syllabus such as technologisation should be taken into consideration (Qashoa, 2013). According to Kemenristekdikti (2018), a teacher must design a syllabus that can prepare students to face the digital era. UNESCO's Framework (2011) also emphasizes that it is not enough for teachers to have ICT competencies and be able to teach them to their students. Teachers need to be able to help the students become collaborative, problem-solving, creative learners through using ICT so they will be effective

citizens and members of the workforce (UNESCO:2011). According to Prasad (2016), in some countries, ICT has become part of the curriculum. it is being widely used at all levels of education for better learning of any language, especially English. It is being now used to learn grammar, speaking & communication by various computer assisted language learning methods. (Hewagamage & Hewagamage, 2015). The increasing use of technology, in addition to internet-based learning and teaching have created a significant change in traditional language classrooms and inevitably in language syllabus.

The framework is divided in three categories: technology literacy, knowledge deepening, and knowledge creation. This framework used as the indicator for teacher to develop their curriculum or syllabus. Communication-driven learning activities now increasingly include both in-class and out-of-class online programs involving websites, Internet-based project work, email, chat, blogs, wikis, Skype (a free means of teleconferencing or video-chatting with others via the computer), podcasts, and electronic portfolios (Celce-murcia & Brinton, 2014)

As previous studies, Arnell (2012) conducted research about teaching ICT in English grammar teaching. The aim was to see how English grammar could be taught with ICT and to compare it with more traditional ways of teaching grammar. Even though ICT is becoming more common in Swedish schools, there is still a long way to go before it becomes a natural part of English grammar teaching. Another research is about teaching public speaking as well. The research was conducted by Ibrahim & Yusoff (2012). In this research, wiki is as ICT tool in a blended learning environment. The result showed that this tool was easy to use for the activities that they had to do in the Public Speaking course such as drafting and writing their speech online.

Based on the explanation above, conduct syllabus design is useful for the teacher that also supported with the integration of ICT that mentioned by UNESCO which also relate to the need of the concept 21 century skill. Besides that, to answer the gap which only using ICT for once, not infusing ICT in syllabus, this research is expected to design the supplementary skills syllabuses for English language Education Study Program that integrated of ICT-based and CEFR-based. An analysis of the existing syllabi from universities of English education study programs that used in Indonesia is needed to know the real syllabus design that is used by the teacher.

1.2   Research Questions

The main research question to be addressed in this research is how are the ICT competences-integrated syllabuses of the Supplementary Skills for English Language Education Study Program (ELESP). With sub-questions elaborated as below.

1. To what extent are the ICT competences integrated in the existing the Supplementary Skills syllabuses for English Language Education Study Program?

    a. To what extent are the ICT competences integrated in the existing Public Speaking syllabuses for English Language Education Study Program?

    b. To what extent are the ICT competences integrated in the existing Pronunciation Practice syllabuses for English Language Education Study Program?

    c. To what extent are the ICT competences integrated in the existing Functional Grammar syllabuses for English Language Education Study Program?

2. How are the ICT competences integrated into the syllabuses of the Supplementary Skills syllabuses for English language Education Study Program?

a. How are the ICT competences integrated into the syllabus of Public Speaking syllabus for English language Education Study Program?

b. How are the ICT competences integrated into the syllabus of Pronunciation Practice syllabus for English language Education Study Program?

c. How are the ICT competences integrated into the syllabus of Functional Grammar syllabus for English language Education Study Program?

3. How are the designs of ICT competences-integrated syllabuses of the Supplementary Skills for English Language Education Study Program?

a. How are the designs of ICT competences-integrated syllabus of Public Speaking for English Language Education Study Program?

b. How are the designs of ICT competences-integrated syllabus of Pronunciation Practice for English Language Education Study Program?

c. How are the designs of ICT competences-integrated syllabus of Functional Grammar for English Language Education Study Program?

1.3 Purposes of Study

Based on the research questions presented above, the main purpose is to design ICT competences-integrated syllabuses of the Supplementary Skills for English Language Education Study Program. Other sub-purposes can be seen in the following:

1. To analyze the ICT competences-integrated in existing syllabuses of the Supplementary Skills for English Language Education Study Program.

a. To analyze the ICT competences-integrated in existing syllabuses of Public Speaking for English Language Education Study Program

b. To analyze the ICT competences-integrated in existing syllabuses of Pronunciation Practice for English Language Education Study Program

c. To analyze the ICT competences-integrated in existing syllabuses of Functional Grammar for English Language Education Study Program

2. To describe the procedure of designing ICT competences-integrated the Supplementary Skills syllabuses for English Language Education Study Program.

a. To describe the procedure of designing ICT competences-integrated Public Speaking syllabus for English Language Education Study Program

b. To describe the procedure of designing ICT competences-integrated Pronunciation Practice syllabus for English Language Education Study Program

c. To describe the procedure of designing ICT competences-integrated Functional Grammar syllabus for English Language Education Study Program

3. To design the ICT competences-integrated the Supplementary Skills syllabuses for English Language Education Study Program.

a. To design the ICT competences-integrated Public Speaking syllabus for English Language Education Study Program

b. To design the ICT competences-integrated Pronunciation Practice syllabus for English Language Education Study Program

c. To design the ICT competences-integrated Functional Grammar syllabus for English Language Education Study Program

1.4 Scope of the Study

The study focuses to design the ICT competences-integrated syllabuses of the Supplementary Skills. Syllabus will be used by the teacher as guidance in the process of teaching and learning and ICT competences integrated to follow the needs of technology literacy at this digital age for English Language Education Study Program (ELESP). Syllabuses of the Supplementary Skills cover the syllabuses of Public Speaking, Pronunciation Practice, and Functional Grammar. The Common European Framework Reference (CEFR) descriptor is used in identifying level of students in achieving the outcomes. ICT-Competency Framework for Teacher based on UNESCO, digital media competence by EPG, International Society for Technology in Education (ISTE) and theories of ICT competences will be employed as the framework in formulating ICT indicators. The existing syllabuses of the Supplementary Skills from some universities will be compiled to analyze how far ICT competences-integrated syllabuses of the Supplementary Skills. Then, the result of analysis will be employed to design the syllabuses of the Supplementary Skills integrated ICT competences. The designs of syllabuses are expected to provide appropriate syllabuses of the Supplementary Skills integrated by ICT competences.

1.5 Significances of Study

This study is expected to give contribution for educational field, especially for English Language Education Study Program. In this study, the effort is to contribute in language skills and pedagogy focus on designing supplementary skills syllabuses integrated with ICT based on development area. Furthermore, the result of this study will become prototype syllabuses used for teachers or practitioners who want to make the same focus for

designing same study. The result can give contribution to the designing of syllabuses for supplementary skills course in ELESP

Based on the objective of the study mentioned above, the study hopefully can give some contributions. Theoretically, the result of this research can be used as a basic for further research, especially for course designer who is interested in designing the Supplementary skills courses in the curriculum integrated with ICT competences. Practically, this research is expected to improve the implications of ICT competences-integrated syllabuses, especially for the supplementary Skills and pedagogical the recommendations that can be taken from this study.

a. For students

This study can be used to enhance students' learning process in supplementary skills courses in classroom. The learning quality of students also hopefully can be better if they follow the ICT Competences-Integrated syllabuses

b. For lectures, teachers and educators

The result of this study can be used as reference and evaluation of activity of teaching and learning process that usually use ICT. The syllabuses are proposed to make the process of teaching, learning and assessing supplementary skills course can be improved with ICT-integrated design

c. For other researchers

The previous existing data can be developed through this study. This study can be as reference for other researchers in designing syllabuses.

1.6 Clarification of Related Terms

ICT integration becomes the important part in education. Teacher should comprehend and literate in using ICT in teaching and learning process. UNESCO stated that technology integrated in education since 2002 in which the process of teaching and learning supported by ICT. Integrating ICT into teaching and learning process in now an accepted practice among many schools and teachers. The framework of ICT stated by UNESCO divided into three approach; technology literacy, knowledge deepening, and knowledge creation.

The supplementary skills are focused on communicating and interacting. The elements are as one of key in life-long learning which proposed by UNICEF. Those elements are within three subjects; public speaking, pronunciation, and functional grammar.

Syllabus is as the guidance for the teacher to teach in the classroom. It provides the sequences of content course for teaching and learning process. It also supported by Jack C. Richard defines *"a syllabus as a specification of the content of a course of instruction and list what will be taught and tested"*.

The Common European Framework References is a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe (Europe, 2001). CEFR is a set of guidelines for foreign language learning, teaching, and assessment criteria

1.7 State of the Arts

After finding the previous studies related to ICT competences, some researches related to ICT integration in the process teaching and learning have been conducted. However, the research of designing ICT competences integrated syllabuses of the

Supplementary Skills is in frequent from various international benchmarks. Moreover, ICT competences are as competences that should be owned by the students and teachers at digital era and it 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 is the integration of ICT competences in designing syllabuses of the Supplementary Skills for English Language Education Study Program (ELESP). It is designed not only in helping the students to comprehend and master their technology competences but also in helping the teachers to improve their professional development in designing syllabuses of the Supplementary Skills integrated ICT competences for ELESP.