CHAPTER I

INTRODUCTION

This Chapter explains about background of this research, the problem and objective of this research, scope, significance, and state of art that related to this research.

1.1. Background

21st century is an era in which ICT or "Information Communication, and Technology" becomes part of human life. A lot of people already use ICT to help their life. The influence of technology in human life is already massive, a lot of sector in human activity is already integrated with technology. ICT has become one of the basic building blocks of modern society (Daniels, 2002 cited on Noor-UI-Amin, 2008). ICT makes them easier to do something and it becomes a necessity to learn. But still, not everyone can use it because some of them still find difficulties to use that. European Commission (2008) states that the inability to access or use ICT effectively can become a barrier to their social integration and development. It means whether they can use it or not will affect their social life in this era.

ICT literacy can be a key foundation for people to overcome the barriers (European Commission, 2008). The literacy itself will be drawn on some principles that focus on how they use, criticize, analyze, and create the information. Pedagogy becomes a field that will help them learn it, integrating the ICT on it will make them learn the ICT while they learn the others. Learning and teaching can be the place to use ICT, it means integrating it on the Model of teaching will be a helpful thing for the teacher to create a situation where the student can learn ICT and other related subjects. The use of ICT itself already gives benefit in learning and teaching activity.

The teaching activity is one of the essential parts of learning. Choosing the appropriate models will be helpful to get the best outcome in learning. Models of teaching is a design that will draw the process and situation, also a creation that makes student interact to make development in them. It is also related to planning strategy about what will happen in the class for teaching and learning activity. Imbuing ICT on a model of teaching also becomes one of the methods that will help people to learn ICT or digital literacy. The other reason is that in this digital era, ICT becomes the fundamental part in lots of activities, especially in pedagogy. It becomes an essential part of it. Yusuf (2017) states the field of education is undoubtedly affected by ICT in their teaching, learning, and research.

ICT has the potential to improve education. It can help to innovate, accelerate, enrich, and deepen skills, to motivate and engage students (Yusuf, 2017). ICT also can develop their knowledge, creativity, and understanding. The integration of ICT can help to revitalize teacher and student. It can be a support to improve and develop the quality of education in a particular subject. ICT gives a new learning environment for studentss and teachers. It is changing the process and adding new elements and increasing the flexibility of delivery of education. ICT improves the international dimension of educational services (UNESCO, 2011). The use of ICT in education also develops high order skills such as collaborating across time and place and solving complex real-world problems (Bottino, 2002 cited on Noor-UI-Amin, 2008).

In Indonesia, the use of ICT becomes a great concern. It is believe the use of it will improve competitiveness (Yuhetty, 2004). The government takes ICT as a new opportunity to improve the quality of education. They add ICT into the curriculum as the way to use it make it a support device that will improve the quality and help teacher and student to make learning activity become more efficient. It is believed that the use

of ICT will make the education in Indonesia become better and can produce human resources that will have a competitive attitude in the world. Integrating ICT on education becomes essential not only to help learning-related subject but also make them becomes to know how to use ICT or have digital literacy. It is not a new thing in Indonesia, the use of it in these days become a support to make a conventional classroom activity that will make them easier in learning. It helps them to access more information, materials, and knowledge to create a good environment in a learning activity (Hidayati, 2016).

English language teaching massively becomes important. As English becomes the main language in the world used to communicate internationally. Integrating ICT into the model of teaching will be proposed to create a better learning activity that will make it more efficient and improve their quality. Teaching English more focuses on several skills. One of the skills that will be taught is reading. Reading is a skill in the affective domain where we use to find information. Reading is a life skill that is essential in our life, lots of knowledge can be achieved through reading. H. D. Brown (2004) states reading is the most essential skill for success in all educational contexts. Reading in Indonesia is still a problem, lots of students still find it difficult to learn. Giving the appropriate method in teaching reading is needed in terms to improve them. The use of ICT on it also gives a benefit to make it easier to learn. Information and communication technology will improve teaching reading (Winch et al., 2006; Tomlinson 2007, Kervin & Derwinka, 2008), ICT will facilitate teacher to get many resources and variations for their teaching and classroom activity. ICT also improves a student's motivation in learning, the use of ICT makes a student have positive attitudes towards learning reading (Husein, 2015). It also increases their creative and critical thinking skills (Elbechir, 2018).

Model of teaching is an essential part of education, it is a design that draws the process, strategies, and materials that will be done in classroom activity (Rochintaniawati, 2011). Plan or pattern that can be used to shape curricula, to design instructional materials and to guide instruction in the classroom and other setting and It helps student to learn, giving instruction for long-term learning that may help them to increase their capabilities to learn more easily and effectively (Joyce, Weil, & Calhoun, 2011). In a model of teaching, they describe the process and produce a specific environment that made student interact in specific ways that happen on their behaviors (Joyce et al., 2011). Choose or make an appropriate model of teaching will help learning and teaching activity because it provides learning materials and instruction. The development model of teaching still a concern in education especially Indonesia, besides the curriculum. Develop a good model of teaching that will help to increase the quality of education, because it can provide better instruction or ways in teaching activity and provide learning materials that appropriate in a specific subject.

Imbuing ICT in a model of teaching is one of the ways to develop a good model. A model that imbued with ICT will give them an environment that will make them not only just learning a specific subject, but also a digital literacy that will make them more adept in this technology era. ICT also help to increase the efficiency in teaching and learning activity. It means with the integration of ICT into the model of teaching can be a solution to develop a good model of teaching.

Based on the above explanation, this research is trying to design or develop an ICT-integrated Model of Teaching for Reading courses for English Language education Study program students. For this case, there are four reading courses such as *Literal Reading*, *Critical Reading*, *Affective Reading*, and *Syntopical Reading.* Designing a moodel of Teaching is not a new thing in Indonesia. Some researches

already deal with it. Madya et al. (2004) "Developing a Model of teaching English to Primary School student", they develop a model for young learning that involves active participation of student physically and mentally involved in the activity of learning and teaching. Hamra & Syatriana (2010) "Developing A Model of Teaching Reading Comprehension for EFL Student", this is a research about designing Model of teaching for reading comprehension, they develop an interactive model of teaching that improve student reading comprehension. Ermita (2018) "A Model for Teaching Reading Comprehension at Junior High School" this is a journal article to make an alternative model for teaching reading at junior high school, the model is a combination of Interactive and cognitive model, the models provide two levels of reading comprehension, literal as the lowest and evaluation or appreciation as the highest. Most of them just design a regular model of teaching, while in this research, focus on designing ICT Competences-integrated Model of teaching.

Moreover, in this research kindly new in Indonesia, in this model ICT Competences become a pertinent part of it, not just a supplementary tool. This model purposes to create an environment where they can learn both, specific subject, in this case, reading courses and Digital literacy where they can utilize ICT effectively in terms of use, learn, and develop something.

1.2. Research Questions

This research focused on designing ICT Competences-integrated reading model of teaching for ELESP. Based on the background above, the research question in this study is organized as follows:

The main question for this research:

How are the ICT Competences-integrated Reading models of teaching for ELESP?

Sub questions for this research were;

a. To what extent are the ICT competences integrated in the existing models of teaching?

b. How are the ICT competences integrated into components Reading models of teaching?

c. How are the designs of ICT competences-integrated Reading models of teaching for ELESP?

1.3. Purposes of the Research

Related to the question above, the purposes of this research are;

The main purpose of this study:

To design ICT-integrated reading models of teaching for ELESP.

The Sub purposes of the study are;

a. To analyze the use of ICT in the existing Reading models of teaching.

b. To describe the process of ICT competences integrated into components Reading models of teaching for ELESP

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

1.4. Scope of the Research

This research was focused on integrating ICT Competences into Model of teaching for Reading ELESP. A module which was providing lecturer with the process of teaching and learning reading which is integrated with ICT Competences. R&D method was used for this research. The use of CEFR as standard to provide the materials. This research is expected to provide appropriate models of teaching for

reading ELESP, which are divided into four subjects of Reading such as Literal Reading, Critical Reading, Affective Reading, and Syntopical Reading.

1.5. Significances of Research

This research hopefully can give some contribution as follows:

a. Theoretically, the result of this research can be used as guidance for further research especially for a lecturer who is interested in designing models of teaching related to Reading courses.

b. Practically, this research is intended to improve the implication and pedagogical activity in using ICT for learning and teaching activity and be able to gain the advantages of it. Support lecturer and student develop their capability in technology competences.

1.6. Key Terms

Information Communication and Technology is fundamental in this era, it becomes an essential part of life in our activity. UNESCO added ICT use in their policy, it aims that people nowadays have good literacy on ICT. The use of ICT in a model of teaching is to help students and teachers become aware of technology, use it as the main tool to help them learn.

Model of teaching is a pattern that draws process, strategies, and materials for learning and teaching activity. model of teaching can shape curricula into a proper pattern that will draw steps in learning and teaching activity, also provide resources for learning and teaching.

Reading is a skill that we use to get information from written and textual resources. Reading comprehension for ELSP divided into 4 categories based on its

level. First is literal reading that focuses on basic understanding of reading to find words, ideas, the structure of a text, and etc. second, critical reading, this is an improved version of literal, wherein this level reader tend to use their critical thinking to define and comprehend the text explicitly or implicitly. Affective reading is the third level of reading comprehension, this level can be done with literal and critical skill of reading, they are tended to relate about what they read to themselves, define an emotion or feeling about the book that relates to the writer. Syntopical reading becomes the highest level of reading. At this level reader need to read several sources of materials and define the relationship between the sources, formulate an idea based on their knowledge.

1.7. State of The Arts

From prior research about designing a model of teaching which were; first research focuses on developing a model of teaching for primary school with an interactive model (Madya et al., 2004). Then second research more focuses on developing an interactive model of teaching for reading comprehension (Hamra & Syatriana, 2010). The third one design model of teaching for reading based on the interactive and cognitive approaches in junior high school (Ermita, 2018). Therefore, from the three previous study, this research intends to develop ICT-competences-integrated reading models of teaching for ELESP students, that covers teaching method and planning in reading courses, digital competency in language learning and reading learning and teaching activity.