

CHAPTER 1

INTRODUCTION

Chapter one presents the outline of the research background. The first part is background of the study. The second part is research questions. The third is research purpose. The fourth is the scope of the study. The fifth is the significance of the research, theoretically and practically. The last part is definition of key terms.

1.1. Background of the Study

The growth of information and communication technology has become a trend in this global era. Moreover, information and communication technology (ICT) plays a big important role in increasing economic productivity through digital economies, enhancing the delivery of public and private services and achieving broad socio-economic goals in education, health care, employment and social development (UNESCO-UIS, 2015, p. 5). Therefore, ICT gives a contribution in improving the quality of educational sector. It also facilitates teachers and students to be always updated with the current trend of educational issue. Furthermore, the current trend towards the use of technologies for learning could encourage students to social interaction, as well as creating and sharing information (Bastos & Ramos, 2009, p. 1). As cited in Tomlinson (2018, p 174), an observation regarding the access to technology and the need for continuing professional development of teachers by British Council's survey (2015) reveals that the majority of teachers are positive about using technology for their own language development and professional development and they welcome opportunities to interact with other

educators that will facilitate community development and collaboration. In order to keep on track to the educational development program at school, educators must keep learning and upgrading their skill related to ICT.

Furthermore, the importance of ICT cannot be denied because it always developing day by day. It is including the development of language learning in the educational field. The trend of industrial revolution 4.0 gave the opportunity for educators to evolve their skill in teaching and build the students' character in this era. The industrial revolution affects not only the business, governance and the people, it also affects education as well, thus the name Education 4.0 came to existence (Hussin, 2018, p.92). Thus, education 4.0 is becoming a response to the needs of industrial revolution 4.0 where human and technology are aligned to enable new possibilities (Hussin, 2018, p.92). Due to the fast-changing technology, many students get easier access to any information which could comprehend their knowledge. Tomlinson (2018, p. 171) argued that there is no denying that digital materials are increasing almost every day in number, technological sophistication and quality of presentation. In addition, learning a language especially English as one of international language become people's attention since language is a part of social life in this global era. According to Amberg & Vause (2009, p.2), language affects many facets of human culture: religious, political, social, and economic. It is used to express the ideas, values, and attitudes of everyone. Thus, language becomes tools for communication of individual thoughts in a social life.

Therefore, language educators also have some challenge to prepare the life-skill for their students. According to the World economic forum (2016, p. 1), there are top 10 skills that considered important for everyone in 2020; (1) complex

problem solving, (2) critical thinking, (3) creativity, (4) people management, (5) coordinating with others, (6) emotional intelligence, (7) judgement and decision making, (8) service orientation, (9) negotiation, (10) cognitive flexibility. In order to meet the challenge, the language educators should not only focus on teaching the language pedagogy, but also the life-skill such as entrepreneurship which is related to people management and service orientation; communicative skill which is related to coordinating with others, judgement and decision making, and negotiation; and others.

Educational Technology and Mobile Learning (2016) website suggested instructors to equip themselves with these nine fundamental digital skills; (1) record and edit audio clips, (2) create annotated, interactive and engaging video content, (3) create visually engaging content, (4) use social networking websites to create PLNs, connect, discover new content, and grow professionally, (5) use blogs and wikis to create participatory spaces for students, (6) use social bookmarking websites curate and share resources you're your class, (7) create engaging presentations, (8) create digital portfolios, (9) create non-traditional quizzes (Hussin, 2018, p.94)

There are nine trends related to Education 4.0 (Fisk, 2017); (1) learning can be taken place anytime anywhere, (2) learning will be personalized to individual students, (3) students have a choice in determining how they want to learn, (4) students will be exposed to more project-based learning, (5) students will be exposed to more hands-on learning through field experience such as internships, mentoring projects and collaborative projects, (6) students will be exposed to data interpretation in which they are required to apply their theoretical knowledge to

numbers and use their reasoning skills to make inferences based on logic and trends from given sets of data, (7) students will be assessed differently and the conventional platforms to assess students may become irrelevant or insufficient, (8) students' opinion will be considered in designing and updating the curriculum, (9) students will become more independent in their own learning, thus forcing teachers to assume a new role as facilitators who will guide the students through their learning process (Hussin, 2018, p.93-94).

Hussain conclude that the changes that take place in education 4.0 really describes the learning preference of the Gen Z students. It is a bout time for class instructors to consider integrating more current technologies in their teaching methodology. Integrating more current technologies will make the instructors more creative in designing their lessons, thus making the learning more interesting.

In short, instructor should welcome this new wave of education 4.0 as not only the students will benefit from it, language instructors can also have more flexibility in designing their lesson creatively.

There are two previous study that support the idea of this research. The first title is "ICT Learning Experience and Research Orientation as Predictors of ICT Skills and the ICT Use of University Students" from Verhoeven, Heerwegh, & De Wit (2016) from Sadeghi (2017). And the second title is "Designing a Competence-Based Syllabus for Turkish Speaking Learners of English in terms of Accessibility to Universal Gramma" from Seker (2016).

1.2. Research Questions

According to the background and problem identification above, the research question for designing ICT competences-integrated lifeskill-related syllabuses for English Language Education Study Program is as follows:

How are the ICT competences-integrated into lifeskill-related syllabus for English Language Education Study Program?

In order to answer the main research questions above, the question divides into three subsidiary research questions as follows:

1. To what extent are the ICT competences-integrated in the existing lifeskill-related syllabuses?
2. How are the ICT competences integrated into lifeskill-related syllabuses for English Language Education Study Program?
3. How are the design of ICT competences-integrated lifeskill-related syllabuses for English Language Education Study Program?

1.3. Research Purposes

According to the research questions above, the research purpose for designing ICT-integrated lifeskill-related syllabuses for ELESP are as follows:

To analyze the process of designing ICT competences-integrated into lifeskill-related syllabuses for English Language Education Study Program.

Thus, the subsidiary purposes based on subsidiary research questions of the main research questions are:

1. To analyze and describe the ICT competences-integrated into existing lifeskill-related syllabuses for English Language Education Study Program.
2. To design the process of ICT competences-integrated into lifeskill-related syllabuses for English Language Education Study Program.
3. To design the ICT competences-integrated into lifeskill-related syllabuses for English Language Education Study Program

1.4. Scope of the Study

In order to achieve the objectives that have been mentioned above, the researcher makes a limitation of the study. This study focuses on designing ICT competences-integrated life-skill related syllabuses of English Language Education Study Program. The research limits the lifeskill course into four courses which are translation, human literacy, entrepreneurship and communicative skill for English Language Education Study Program. However, the researcher only uses two courses for the research which is translation and entrepreneurship. It is due to the lack information about the existing syllabuses in human literacy and communicative skill.

1.5. The Significance of the Study

a. Theoretical Aspects

The result of this study provides a perspective on how the ICT competences-integrated lifeskill-related syllabuses for English Language Education Program is designed and created step by step. Therefore, it might help with the further reference to researchers with similar interest and becomes an idea for further research.

b. Practical Aspects

- English Lecturer

This study is expected to give perspective on designing an ICT competences-integrated lifeskill-related syllabus for English Language Education Program. It helps the teacher to understand and use the syllabuses as a reference in their learning and teaching activities.

- Another Researcher

The result and the discussion of this study can be used as a reference to conduct the same research related to designing ICT competences-integrated lifeskill-related syllabuses for English Language Education Study Program.

1.6. State of the Arts

This syllabus aims not only useful for the use of ICT competences in teaching and learning purpose at the classroom, but also enhancing ELESP students as pre-service teacher to be technologically competence in using it for their professional development in the future. Therefore, the novelties of this research is creating explicit ICT integrated syllabus development. It also can facilitate the students and teacher learning activity with some skills needed in the trend of Industrial Revolution 4.0.

1.7. Definition of Key Terms

To avoid misunderstanding about the key terms found in this study, the definition of those key terms is defined as follows:

- **Assessment:**

The wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

- **Communicative Skill:**

Abilities you use when giving and receiving different kinds of information. Some examples include communicating ideas, feeling or what's happening around you. Communication skills involve listening, speaking, observing and empathizing. It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications, like email and social media.

- Curriculum:

The entire instructional programs of education containing the whole complex of philosophical, social and administrative factors which contribute to educational program planning.

- Learning Materials:

Tools or device that teacher uses in the classroom to support students in achieving the learning objective as set out in lesson plan.

- Lesson Plan:

The list of academic documents in syllabus that would be presented in the classroom and usually is made by teachers.

- Syllabus:

The product of conceptualizing concept of what the teacher wants to teach, students' needs, choosing what is needed to be learned.

